



BILTON GRANGE

PREPARATORY SCHOOL

Early Years Policy

January 2024

This policy relates to Early Years children and staff at Bilton Grange, including The Nest (3+ pre-school class) and Reception. Bilton Grange follows all of the statutory requirements of the Early Years Foundation Stage Framework (January 2024).

The named Manager and DSL for EYFS at Bilton Grange is: Katie Gedye, Assistant Head Pre-Prep.

The named Deputy Manager is: Arabella Hickman, Reception Form Teacher

The Governor with responsibility for EYFS is: John Moreland

The aims of Early Years Education at Bilton Grange are in line with the aims stated by the School, with a specific focus on the following:

- To provide a truly outstanding educational experience for all our pupils whatever their abilities and aptitudes.
- To nurture children, enabling them to develop to their full potential, and build a love of learning and a thirst for knowledge.
- To prepare our pupils for the life that lies ahead – academically, emotionally, morally and spiritually.
- To foster in all our pupils a confidence without arrogance and a respect for all those around them.
- In the idyllic setting of Bilton Grange, to encourage a love of nature and a respect for the environment...
...and to create happy memories of school days with friends for life.

The Early Years' Foundation Stage

The Planning for The Nest and Reception follows the Early Years Foundation Stage guidance (EYFS), updated and effective from January 2024. Bilton Grange Early Years follow both the Learning and Development Requirements and the Safeguarding and Welfare Requirements.

The 4 principles of the EYFS are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

These 4 principles are set out to ensure effective practice in the care, development and learning of young children.

We recognise that children develop and learn at different rates, and we aim to guide each child so that they make progress at their own individual pace.

Children in The Nest and Reception experience a broad curriculum which covers the seven areas of learning and development:

Three Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

The children are supported by their Form Teachers to become active learners. They have opportunities to explore, make decisions and work together with their peers. These experiences are observed by the children's Form Teacher, informing future plans for the individual child.

During each child's time in The Nest and in Reception, the activities they will be undertaking will contribute to their long-term achievement of the Early Learning Goals. The statutory Early Learning Goals establish expectations for most children to reach by the end of their Reception year. Some children will have exceeded the goals and other children will be working towards some or all of the goals. The Early Learning Goals prepare the children for work on the National Curriculum at Key Stage 1.

See curriculum planning documents for coverage of the Educational programmes.

Learning and Development

Play is the main vehicle used to support teaching and learning in the Early Years at Bilton Grange. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Form Teachers and Teaching Assistants lead whole class sessions, and work with small groups and individuals on set tasks relating to the children's needs and developmental stage. Staff will also support children by engaging in their play, responding to each child's emerging needs and guiding their development through warm, positive interactions.

Each child within the Early Years at Bilton Grange is known as an individual. Our small classes and generous adult:pupil ratios (see table below) enable us to get to know our children very well and to ensure that their needs are met. Teachers and practitioners plan a curriculum around the needs and interests of the children and use ongoing assessment to determine what support each child needs to make the next steps on their individual learning pathway.

Communication and Parents as Partners

Communication between School, children and parents is a key aspect to ensure an effective delivery of an Early Years education. We work together in an atmosphere of mutual respect within which children can have security and confidence.

We aim to build strong relationships with our parents in several ways:

- Meeting with the Head and Assistant Head, Pre-Prep prior to registration, sharing the school's ethos and answering any questions
- Year group specific handbooks, shared with Parents in the joining pack.
- Start of term Induction Talks, ensuring that parents have a good understanding of the ethos and aims of the department and how they might best support their child at home.
- Face to face handover every day at the classroom door, where important messages and informal feedback from the day are provided.
- Regular newsletter, and 'The Weeks Ahead' communication, sharing events and news
- Ongoing observations and assessments are shared with parents via Tapestry and regular meetings to share progress, are held.
- Parents' Meetings are held each term. If a child's progress in any of the seven areas gives cause for concern, the form teacher will discuss this with the parents to agree how best to support the child to ensure progress. Specialist support will be sought where appropriate and always with prior agreement with the child's parents. Liaison with external agencies is always supported where appropriate.

Admissions arrangements

The Admissions team at Bilton Grange will take families on the journey from their first point of contact to the point where their child is happily settled at School. Part of the admissions process is ensuring that we are able to get to know every child, so that we are able to effectively meet their needs, support a smooth transition and ensure that they will be able to thrive in our setting.

Prior to the children starting school:

1. All children are invited to either a Discovery Day or members of the BG team will visit children within their own Nursery settings.
2. The Admissions team will seek contact and transitional information from the previous setting so that we can assess each child's stage of development and particular needs. If any concerns are raised at this point, then further conversations will be arranged between the child's parents, and if appropriate, the previous setting. Reception staff and/or the Assistant Head Pre-Prep will seek to visit children within their current Nursery settings, or will speak with their key staff prior to the summer term of them starting at Bilton Grange.
3. New Starters will be invited to settling sessions or the Teddy Bears Picnic prior to their term of starting.
4. All Parents are invited to an Induction session prior to the summer holidays (or a meeting with the Form Teacher at another time if appropriate), and again at our New Parents'

Drinks and Induction Talks at the start of term. This is an opportunity to find out all about the year ahead and receive information about the EYFS curriculum, school routines, uniform and what to expect in the first few weeks of school.

Starting School:

We offer a staggered start to the children's first week in Reception, as a way of allowing the children more time and space to settle and for the staff to get to know each child thoroughly.

English as an Additional Language (EAL)

We welcome children from all backgrounds and cultures and appreciate the diversity and wealth of unique experiences that this brings to our community. We recognise that we may have children who are learning English as an additional language and for whom English may not be their first language at home. Our Form Teachers will take steps to ensure that the child's home language is celebrated within the classroom and that they are able to use their home language in their play and learning. We will ensure that steps are taken to ensure the child is able to develop their language skills at home and that sufficient support is offered to ensure they learn and reach a good standard of English language.

At Bilton Grange we will ensure the following to aid our Early Years EAL learners:

- Don't expect or insist on speech too early. The 'silent period' is a stage of development in learning EAL.
- Speak to the pupil every session, face the pupil when you are talking. Allow time for the pupil to process what you have said. Repeat if necessary.
- Keep talking to the child as you play alongside them, modelling correct language for the child to listen to. Use short, simple sentences.
- Respond positively to all attempts to communicate. Do not correct errors but model the correct English in response.
- Use non-verbal gestures to help understanding – a high percentage of communication is nonverbal.
- Involve the child in 'hands on' practical activities so that new language can be learned in context e.g. cooking activities, movement activities, role play.
- Be consistent with simple instructions. The repetition will help the child to learn.
- Follow the child's interests – talking about what they are doing, seeing, touching, smelling helps to keep them interested in the language you are using.
- Use stories, songs, and rhymes with repetitive chorus lines to encourage the child to join in. This will help in learning vocabulary and simple English structure.
- Provide music opportunities where children can participate without using spoken language, e.g. through actions, playing a musical instrument.
- Ensure that there is a routine providing structure to the day. The structure can be relied upon when a child is faced with a confusing new environment, strange faces and a new language.

- Use visual prompts visual timetables, so that the child knows what is coming next and can ask for e.g. the toilet by using the picture.
- Try to give bilingual children lots of opportunities to work in small groups which are less threatening, and where children feel more able to contribute. Pair a child with a peer they feel comfortable with.
- Use ICT – computer, talking tins, talking pens, Easi-speak microphones, Tuff Cams, talking photograph albums, iPads, and interactive white boards.
- Make sure displays are culturally inclusive and promote positive images.
- Involve parents and families – encourage parents to still speak in their home language at home to maintain bi-lingualism. Research studies show that English language development progresses best where children use and develop their first language alongside English.
- Compile a list of 'survival' words in English and home language.
- Compile a list of words to console an upset child.

Assessment and Progress Tracking

Staff practitioners work as a team, observing and assessing children as they learn, both at the baseline phase and throughout the year. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. These observations enable staff to understand each child's level of achievement and their interests. This then shapes teaching and learning experiences for each child, reflecting that knowledge. Ongoing assessments are discussed between all staff so that there is a shared understanding of each child's developmental journey.

During the first term the Nest children are assessed on all areas of development and learning and an 'on-entry' report is created to determine where they are in their learning and what their appropriate next steps are. We also assess the children on entry, using Aspects and the Wellcome Pack. This helps practitioners guide the children's learning at the beginning of the year and allow for progression planning. These are used in conjunction with any reports submitted by the child's previous nursery and information provided from parents/carers. At the end of the year a report is created for Upper Nest children as a celebration of their time in the Nest and to help their next teachers when planning for their next stage in learning.

Every three weeks, tracking meetings between the key staff from each year group are key opportunities to share our knowledge of the children, and to agree next steps, both for those who may require additional support, and for those who are showing themselves to be exceeding expectations and needing greater stretch and breadth in their provision. This progress is tracked across the seven areas of learning to monitor progress. Directed and individualised interventions will be planned, depending on the children's learning needs.

More formal standardised assessments (CEM Base) is administered at the end of the Reception year to measure progress and provide additional information to support planning at the beginning of Year 1. Assessment informs an ongoing dialogue between the Reception team and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile (EYFSP) is completed for each child in the final term of Reception. It should provide a rounded picture of a child's knowledge, understanding and

abilities, their progress against expected levels and their readiness for Year 1. This will be part of the reporting system for the children in Reception. The Profile will be completed no later than the 30 June and each child's progress will be measured against the Early Learning Goals. There will be the opportunity for parents to discuss the profile with staff during Parents' meetings and a copy will be sent home at the end of the year. The Foundation Stage Profile will also be shared with Year 1 teachers to aid planning for the transition to Key Stage One.

EYFSP data is provided to the local authority on request.

Safeguarding and Welfare

Safeguarding is EVERYONE'S responsibility.

Bilton Grange is absolutely committed to creating an environment where children feel happy, safe and secure and where their individual needs are met. We pride ourselves on building warm and trusted relationships between our staff and the pupils they are caring for.

We follow all safeguarding and welfare requirements of the EYFS Statutory framework, and this policy should be read in conjunction with other relevant policies, most notably the Saeguarding policy.

Child Protection

The Designated Safeguarding Lead is: Mireille Everton

The Designated Safeguarding Lead with responsibility for EYFS is: Katie Gedye, Assistant Head, Pre-Prep

The Governor with responsibility for Safeguarding is: John Moreland

Our staff work hard from the very beginning to get to ensure that every child is known as an individual and that trusted relationships are built. We prioritise building relationships with parents and carers, through our transition events, such as visiting pupils within their previous settings and thorough daily handovers.

The use of the recording system CPOMs ensures that all information is stored securely and shared with the appropriate personnel. All staff are trained in the use of the system and share the knowledge that Safeguarding is EVERYONE's responsibility.

The Early Years areas are 'mobile-free' zones. This 'ban' includes all electronic devices with imaging and sharing capabilities. Parents and staff all follow the same rules, and mobile phones are stored safely and securely away from the children. All devices used to observe and track the children are school-owned devices.

Safeguarding training, including Prevent, form a compulsory part of both induction training for new staff, and ongoing training for current staff. All staff are expected to have a confident, working and up to date understanding of key documents, including the School's Safeguarding policy (September 2023), Keeping Children Safe in Education (Part 1, September 2023) and The Staff Code of Conduct

(2023). Staff are trained to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

Trusted Network at School

At Bilton Grange we recognise that, due to the age of our children, they may require different or additional mechanisms for encouraging them to share or disclose something worrying in their lives. Each class and year group creates together a 'Trusted Network at School' of known and familiar adults, providing a wealth of choice for a child to talk to. These chosen adults, people who play a significant part in the children's lives at school already, make efforts to familiarise themselves with the children through play and sharing lunches etc. Trusted adults, in addition to those on the teaching team, could include the Pre-Prep Secretary, the Assistant Head Pre-Prep, the School Nurse or one of our specialist teachers. These key adults are discussed with the children with the message that the children can tell them anything, and photos of these staff are displayed in the classroom.

Suitable People

Staffing and recruitment checks in the Nest and Reception meet all requirements as laid out by the EYFS framework. Staff are expected to declare if there is any reason (medical or other) that would impede them from carrying out their role in caring for the children fully and effectively.

New staff undertake a period of induction and training to ensure that they have the knowledge and understanding to fulfil their roles and responsibilities. Induction includes emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

Bilton Grange is committed to supporting the professional development of its staff and all staff are encouraged to seek inspiring training that is relevant to their post and will further their knowledge.

Supervision (See separate Early Years Staff Supervision Policy)

All staff who work with Early Years children are involved in our Supervision programme. Effective supervision provides coaching, support and training for the practitioner and promotes the interests and care of the children. Supervision enables confidential discussion of sensitive issues with a line manager and fosters a culture of continuous improvement through reflection. All staff can have informal conversations with the Assistant Head Pre-Prep or the Headmaster at any time, but more formal Supervision meetings are offered termly.

Paediatric First Aid Training

The monitoring and provision of Paediatric First Aid training for Early Years staff is the responsibility of the School Nurse.

At Bilton Grange, we are committed to ensuring that our staff have an in-depth and confident knowledge of first aid, and the aim is to train all members of Pre-Prep staff with a full Paediatric First Aid qualification. All level 2 and 3 staff members, working within the Early Years hold a valid paediatric first aid (PFA) certificate. On school trips, accompanying staff will hold the PFA qualification. PFA training is renewed every three years. New members of staff, qualified on or after

June 2016, will not be included in ratios unless their paediatric first aid is completed within 3 months of their start date, up until the point where their training is concluded.

A qualified first aider is always on duty during play times and is contactable via a walkie talkie. The Pre-Prep secretary is also first aid trained and available at all times. The Pre-Prep has its own fully stocked sickbay, where treatment is administered. The School Nurse, when not available and on site, is contactable by phone during the school day.

Key Person

Each child within the Nest and Reception is assigned a Form Teacher and parents are made aware of who this is prior to the start of term. Prior to starting, each child is offered some form of transition ‘taster’ session. This could be in the form of a morning visit to The Nest, or a cohort session, such as our Teddy Bears’ Picnic for new Reception starters. The aim of each session is to start building those all-important relationships prior to the start of term and to start forming a baseline for where each child is in their developmental journey. Building relationships with the parents and learning about the family and life at home is an equally important part of our settling process. The Home Information form provides key details for staff, as do those initial conversations with parents.

Staff:Child Ratios

Role	Name	Qualification Level
Manager (Assistant Head Pre-Prep)	Katie Gedye	Level 6, QTS,
Reception Form Teacher (named Deputy)	Arabella Hickman	Level 6, QTS
Reception Form Teacher	Maya Nicholson	Level 6, QTS
Nest Form Teacher	Hannah Payne	Level 6, QTS
Nest Teaching Assistant	Lyndsey Turner	Level 3 NVQ Diploma in Early Years
Nest Teaching Assistant	Sarah Pattison	Level 3 NNEB
Reception Teaching Assistant	Angela Douglas	Level 3 NNEB
Reception Teaching Assistant	Rachel Bowen	Level 6, QTS
Reception Teaching Assistant	Natasha Boe	Level 3

Year group	Required staffing ratio	Current numbers in year group	Usual staffing number	Ratio
Nest (3+)	1:13 with QTS present	Max. 20 per session	3 staff (1 x QTS, 2 x Level 3)	1:7

Reception	1:30 with QTS present	28	4 staff (2 x QTS, 2 x Level 3)	1:7
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We maintain generous ratios of adults:children to ensure that we are able to meet the needs of all children and to ensure their safety. The children eat within a dining room and are supervised by at least two staff members whilst they eat. A minimum of three staff members supervise the playground at break and children are always supervised whilst in the classroom. Children are usually within sight **and** hearing of staff and are always within sight or hearing.

All statutory requirements regarding ratios for each age group are met.

Please see supervision policy for more details on how the children are supervised within and outside the buildings.

After School Care

The Den runs after school every day, until 6pm. Our provision is play based, either outside on the play areas, or in The Den, upstairs, where crafts, games and toys are available. Pre-school children within the Den are supervised on a 1:8 ratio.

Health

Medicines

Please see the Medical Policy, the Drug Administration Policy, Intimate Care Policy and the First Aid Policy for more information.

Bilton Grange is committed to promoting the good health, including the oral health, of all children who attend our setting.

We have a ‘Surgery’ within the Pre-Prep, managed by the Pre-Prep Secretary and the School Nurse. Children can be treated here, and isolated if required. All relevant protocols with regards to COVID-19 are followed stringently, including the use of PPE when in close contact with a child displaying symptoms.

All medicines must be signed in to the Pre-Prep Secretary and administration of these medicines is managed by her. Only staff qualified in the administration of medicines are able to dispense medicines. Where the administration of medicines requires technical, medical knowledge, relevant training will be provided. Prescription medicines will only be administered if they have been prescribed by a doctor, dentist, nurse or pharmacist. Medicines containing aspirin will not be given unless prescribed by a doctor. Written permission must be sought from the parent / carer prior to any medication (both prescription and non-prescription) being given. A written record is kept of all medicines administered and the parents / carer will be informed on the same day, or as soon as reasonably practicable.

Staff should seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

Food and Drink

All catering at Bilton Grange is provided by an external catering company, Chartwells, and cooked by our own catering team, here on site at the Pre-Prep. The menus are reviewed regularly and are overseen by a paediatric nutritionist to ensure they are healthy, balanced and nutritious. Information about allergies, preferences and dietary requirements is obtained prior to a child's start date, and all dietary needs are catered for. Menus are shared with parents at the start of each term. Strict protocols are in place to deal with and ensure the safety of those with allergies and children with anaphylaxis.

All children have their own water bottle in school, which are washed and refilled through the day. Water bottles can also be provided for any child if required.

Accidents or Injury

First aid supplies are found within the 'Surgery' in the Pre-Prep. First Aid boxes are available for all trips and outings and should be taken every time the children are taken out into the grounds e.g Wild Gardens.

A red incident form is completed for each incident, detailing how the incident happened, what the injury was and how it was treated. These are signed by a parent / carer on collection. If the injury is more serious, then the parents are always notified by phone.

Managing Children's Behaviour

Encouraging good and kind behaviour is an integral part of every lesson and every interaction that takes place between staff and pupils in the Early Years. Staff will model good behaviour to the pupils and will seek opportunities to praise good behaviour when they see it. Young children will naturally want to please, and they will seek to copy the good behaviour of others. Staff in Nest and Reception teach the children about 'Kind Hands' and 'Kind Words' as a way of discussing and encouraging words and actions that are kind to others. Behaviours that are not kind are used as learning points. The staff take time to discuss the behaviour and how it may have impacted on their peers. Children are always encouraged to take an empathetic viewpoint and to make a sincere apology if they have not made a good choice.

The home-school link is an important part of how we manage behaviour as it helps to ensure a consistency of approach and a shared understanding of how particular behaviours will be dealt with.

Where required, observations and records will be kept in order to track a child's behaviours, seeking to understand context and triggers and enabling a consistent approach to managing the behaviour.

Early Years staff will never give or threaten corporal punishment to a child and will not use or threaten any punishment which could adversely affect a child's wellbeing. A physical intervention will only be used for the purposes of averting immediate danger of personal injury to any person

(including the child) or to manage a child's behaviour if absolutely necessary. A written record will be kept of every instance in which a physical intervention is used and the parents / carers will be informed on the same day.

Safety and suitability of premises, environment and equipment

Safety

We are proud of the spaces in which our children learn at Bilton Grange. Both Reception and The Nest are newly refurbished, bringing the rooms up to a high standard, both with respect to décor and health and safety, with new lighting, flooring, furnishings, installation of finger guards on all doors, a new fire alarm system and the installation of air sterile units.

Both areas have free flow access to an enclosed garden area and their own toilet and washbasin areas. The children also access the wider 90 acres of grounds at Bilton Grange, including the Science pond, the Organic Garden and the Wild Gardens outdoor classroom.

Smoking and vaping are not allowed in or on the premises.

Pupils are only handed to known parents or carers. If an adult arrives to collect, whom we are not expecting, and no prior notification has been given (even if this is another parent known to us), then we will always contact the parent for confirmation prior to releasing the child.

All visitors follow set procedures for signing in and supervision whilst on the premises. Visitors are clearly marked with a red lanyard and should not be unaccompanied whilst on site.

All Early Years classroom areas, the playgrounds and the outdoor learning environment are the subject of regularly reviewed risk assessments. Staff carry out daily checks of each learning environment, reporting any health and safety concerns or maintenance issues to the Pre-Prep Secretary. If the area is deemed to be unsafe then it will be marked as 'out of bounds' until the issue can be rectified.

Early Years children are periodically taken on trips outside the school grounds. Each trip is individually risk assessed and will always be the subject of a pre-visit recce, if it is somewhere we haven't been before. We maintain generous ratios of adults:children (usually 1:3 in Nest and a minimum of 1:6 in Reception, depending on the trip). Vehicles and their drivers are always adequately insured and follow all appropriate health and safety guidelines.

Transporting of EYFS children

As a school, we have robust procedures in place for ensuring the safety of children whilst they are being transported to and from School. In the case of EYFS children, arrangements would only be agreed once a full risk assessment had been carried out and would be dependent on the journey and the needs of the individual child. The risk assessment would include details of whether the child would need to be accompanied, and what the arrangements would be for seeking help in an emergency. Where agreement is made to transport a child to and from School, the School will make

clear to parents the scope of responsibility, including the policies and procedures that apply during these times.

Full records will be kept of vehicles and drivers that are used in the transportation of children. All drivers would have the full DBS and recruitment checks as required of all members of Bilton Grange staff.

Special Educational Needs and Disabilities (to include Gifted and Talented)

The Head of Learning Development (SENCo), with responsibility for SEND in Early Years is Nicola Sodhi.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

As a provision funded by the local authority to deliver early education places, we have regard to SEND Code (Jan 2015) in the following ways:

- We plan effectively to meet the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs
- We have a clear approach to identifying and responding to SEN
- Progress of each child is monitored and reviewed throughout the year to ensure progress is as expected against the EYFS Outcomes
- The assess/plan/do/review system is used to create a graduated response to the child's needs. Any concerns are passed on by Nest staff to the Assistant Head or Head of Learning Development, who will assist in the observation and monitoring of progress, as well as next steps to help meet the child's needs
- Children identified as requiring support in one of the four areas of need will have their own IEP (Individual Education Plan). This is reviewed termly. This plan is written by the Form Teacher, in collaboration with the parents
- Where appropriate and required, the help of external specialists is sought (e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists). External advice will be supported when suitable for the setting
- If a pupil's needs are greater and require further support, we may request an EHC assessment with Warwickshire County Council, supporting the parents with this process
- Parents are involved at each stage and at the earliest opportunity.

For more information, please refer to the Learning Development Department Policy.

In addition to our provision to support those children with a Specific Educational Needs, we also identify those children who are 'able' and 'very able'. This might be a child deemed to be 'gifted' with a broad range of academic ability at a very high level, or it may be a child deemed to be 'talented', with outstanding skills in one or more specific areas (e.g. sport or music).

In this instance, we follow our Gifted and Talented Policy to ensure that we:

- ensure that we recognise and support the needs of our children;
- ensure children are ‘stretched and challenged’ to meet their potential;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.
- enable children to develop higher order thinking skills.

For more information, please refer to the Gifted and Talented Policy

Information and Records

Records are kept and shared only as appropriate to ensure the safe and efficient management of the setting and to ensure that each child’s needs can be met. Information may be shared, where required, with parents and carers, other professionals working with the child, the police, social services and Ofsted/ISI. If a child is attending more than one setting, then we ensure a flow of communication between the two settings as appropriate.

Daily face-to-face feedback at collection and drop off times, regular informal feedback via Tapestry and more formal feedback during focus week meetings and Parents’ meetings all help to ensure a regular and effective two-way flow of information between parents and the Form Teachers.

The School has systems in place to ensure that all confidential information is kept securely and only shared and accessed by staff who need the information to ensure the welfare of the child.

Information for Parents and Carers

Our year group handbooks are reviewed annually and are shared with parents prior to the child’s start date. The handbook contains information about how the Early Years framework is delivered at Bilton Grange as well as additional information about our provision.

Each academic year begins with Induction Talks led by the Form Teachers where we share details about the year ahead with parents, including the timetable and shape of the day, and how they can support their child at home.

Complaints

Bilton Grange maintains an open-door policy and we hope that most parental concerns can be addressed at the early stages, through conversations with the Form Teacher and the Assistant Head, Pre-Prep.

Bilton Grange regularly seeks the opinions of our parents through Parent Surveys, and we actively seek to monitor and address concerns. These are recorded so that patterns and systems can be monitored and to aid continuous school improvement.

More information on the recording and response to more formal complaints can be found in our Complaints Policy. Bilton Grange will investigate any written complaint relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted and ISI, on request.

All parents will be made aware of an inspection, prior to its start, and the outcome of any inspection following its completion.

Inclusion and Equal Opportunities

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity, and social circumstances have access to the whole curriculum and access to whatever it is they need to make the greatest possible progress.

We ensure this in a variety of ways including:

- Valuing and treating each child as a unique individual
- Working out children’s starting points through careful observation of needs and interests and planning subsequent learning experiences which are differentiated according to each child’s needs
- Valuing the cultural capital that each child brings with them and using those experiences and knowledge to guide and enhance our curriculum
- Providing an environment which is free from stereotypical images and using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children’s learning needs, including supporting those with SEND and EAL
- Facilitating, through adult support or adapted resources, access to activities for all children.

Review date: January 2025

Responsible for review: K Gedye