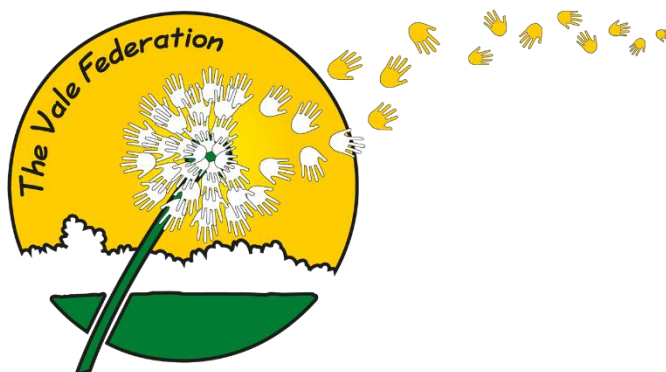


Inspire - Enable - Achieve




The Vale Federation EYFS Policy

(includes: play, key workers,
planning, recording & assessment
and sleep & rest)

Date policy last reviewed: December 2025

Date policy to be reviewed: December 2026

Signed:



Principal

Date 24th February 2026

David J Pearce

Chair of Governors

Date 14th March 2026

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Statement of intent

At The Vale Federation we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy, we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE [‘Early years foundation stage statutory framework’](#)
- DfE ‘Early years foundation stage profile: 2024 handbook’
- DfE [‘Keeping children safe in education \(KCSIE\) 2025’](#)
- DfE [‘Working Together to Safeguard Children 2023’](#)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

- Administering Medication Policy
- Fire safety policy
- Health and Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The Principal will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead, in conjunction with the Head of School, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. School Vision

A future where every child becomes a valued & respected member of British society.

- Inspired to engage in learning
- Enabled to realise their greatest possible level of independence and emotional resilience
- Supported to recognise and celebrate their achievements now and in the future

Aims of the Early Years Foundation Stage Curriculum:

- To provide high quality learning experiences for all children at an appropriate developmental level.
- All learning opportunities will include practical and play based activities which are structured, balanced, functional, relevant to the child and related to the real world and everyday life. They will be informed by information from parents, child minders, previous setting, specialist teachers and therapists.
- Learning experiences which integrate therapies: Speech and Language, OT and Physio.
- The curriculum will take account of and responds to the children's individual development needs and enables them to succeed and make progress from their individual starting points.
- All children will have positive experiences and experience success in order to develop their self-esteem/ confidence, understanding of the school values and their ability to persevere and motivation to learn.
- The children will have the opportunity to go out into the community and to have real life experiences or outside agencies may come into school to provide different events.
- To inspire the children and enable them to achieve their full potential
- Provide opportunities to learn about and develop British Values: tolerance, respect, individual liberty, the rule of law & democracy

The curriculum in the EYFS is modified to meet the needs of the individual pupils. Much of the curriculum is based on repetition and over learning in order for children to progress, achieve and experience success. Some children require a more individualized approach. Please see separate rationales for the EYFS classes. The rationales should be read alongside the SCERTS approach and Zones of Regulation.

There are 4 guiding principles which inform all practice, the curriculum offered and the planning and learning opportunities provided for the children. At Booker Park the 4 guiding principles will look as follows:

Each child is unique

- Every child has an EHC plan or in some, rare cases are in the process of being assessed for one.
- Every child has an Individual Support Plan which outlines how they personally communicate, regulate and triggers/ challenges. It outlines how behavior challenges will be supported.
- All new starters (where possible) have a home visit so that information can be sought about their personal likes and dislikes so that personal learning opportunities can be provided and personal interests used to engage them in learning.
- All children additionally have their own individual SaLT programme.
- Many children have individual OT programmes based either on developing their functional skills and/or their sensory processing needs.
- Some children have individual input/ group input from the physiotherapists, including individual physio targets.
- Some children have input from the specialist teaching service e.g. VI, HI or MSI.
- All children have termly short-term targets (set using the long-term outcomes in their EHCPs) which are recorded on their individual Termly Provision and Progress documents (TPP).
- All children who have a diagnosis of Autism have individual SCERTS targets which aim to develop communication and their own emotional regulation.

Positive relationships

- We aim to visit each child in their own setting before starting here at Booker Park.
- Each child has a bespoke transition program to enable them to build positive relationships with staff and pupils and to make the transition to school.
- Children, their parents and their EYFS settings have the opportunity to visit school in the summer term prior to starting school in September.
- All new children are given new pupil booklets with help the children familiarize themselves with the school and those (staff and pupils) in their class.
- New parents have the opportunity to meet the teacher and to talk about their child in detail.
- All new children (starting at the beginning of the year) will be offered a home visit in order to develop a relationship with the child and parents before they come into school.
- Every child has a named key worker.
- We aim to have regular opportunities for stay and play activities so parents can come in to school and work with their child.

Enabling environments

- All the children at Booker Park have significant special needs and require an environment that is as clutter free as possible. This ensures that all children who have physical and mobility difficulties or those with VI or MSI can move around the environment as independently as possible.

- The EYFS, like the rest of the school aims to be a low arousal environment, in order to support the children in acquiring the pre-requisites to learning (noticing, looking, attending, focusing, listening, and sitting) and to support their arousal levels. Children who are over aroused (yellow or red zone, in the zones of regulation) are not able to engage in meaningful learning. For this reason, the classroom and play environment (inside and out) is as distraction free as possible. This means that there are minimal displays and resources which are not being used/ required are stored away to reduce the risk of distraction.
- Lessons in the EYFS follow the Booker Park agreed start and end of lesson routines (including Booker Park Expectations) which provide consistency and predictability for the children in EYFS and as they transition around the school and move into older classes
- It is essential that purposeful play is encouraged and modelled. In order to ensure that children are engaging in purposeful play it may be necessary to restrict the number of play activities available to them initially, before being built up to expand the number and range.
- Play is offered during the morning and afternoon alongside other more structured activities. The play on offer has a greater emphasis on being adult led as the children are all at an early stage of learning to play, playing alongside others, sharing and turn taking. The adults model play in order to support the children in developing functional play. They utilise backward chaining in order for children to be successful and in the long term as independent as possible.
- Play opportunities are also, at times, restricted in order to expose children to play activities beyond their own interest so that they learn to expand their play repertoire.
- Likewise, equipment/ resources have been reduced in order to maximize opportunities for children to be aware of the activities on offer and to engage with them.

Children develop and learn in different ways and at different rates

- All play and learning opportunities are differentiated for the individual needs of the children.
- Visual supports are used to support choice making and turn taking.
- There are many opportunities for repeated and over learning to provide maximum opportunity for the acquisition of skills.
- Support is provided when needed (physical, verbal, visual) fading as appropriate.

4. The curriculum

The curriculum is based on the 3 prime areas of learning and development (communication and language; personal, social, emotional development; and physical development) and the 4 specific areas of Literacy, mathematics, understanding the world and expressive arts and design. EYFS use the Birth to 5 Matters document.

The areas of learning and development are taught through the **4 characteristics of learning**. For the children at Booker Park this may include:

a) Playing and exploring:

- Repeated play experiences
- Over learning
- Structured play opportunities
- Child initiated play
- Sensory play

b) Active learning:

- An environment with limited visual and auditory distraction
- The use of small areas for focused learning opportunities
- An outdoor curriculum area
- Adults to provide support (at varying levels)
- Highly motivating toys and resources

c) Creating and thinking critically- led by adults who can:

- Provide opportunities for choice making
- Step back and allow children to make mistakes
- Step back to allow independence in play
- Intervention at the right moment to ensure play develops and is purposeful

d) Self-regulation:

- Being ready to learn and engage
- Learning how to self-regulate arousal levels
- Accepting support to regulate arousal levels
- Beginning to identify how they are feeling/ label how they are feeling

Please also refer to the EYFS rationale to further explain how the curriculum is structured and delivered.

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

6. Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the [‘Statutory framework for the early years foundation stage’](#) to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

All necessary steps will be taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

There is a safeguarding team within the school, with Marianne Murphy as Head of School as the DSL.

The DSL will be responsible for safeguarding children and liaising with local children’s services as appropriate. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child’s safety or welfare the school will:

- Immediately notify the LA’s children's social care team and, in emergencies, the police.
- Have regard to the DfE’s statutory guidance [‘Working Together to Safeguard Children’](#), the [‘Prevent duty for England and Wales’](#) and [‘KCSIE’](#).
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

7. Learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment. This may include sectioning of areas of the outdoor learning space to provide focused learning areas and or areas for children who may need a smaller or quieter outdoor experience.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

8. Planning recording and assessment

Please also read in conjunction with the whole school assessment policy.

At the discretion of the class teacher and EYFS lead children may be assessed using the statutory reception baseline assessment during the first 6 weeks of attendance and the information submitted via the online portal by the Head of School. Children have an online learning journey (EfL) which includes observations, photos and video clips as well as input from home and or extended care/ respite providers (ongoing assessment).

The information collected on EfL creates an online learning journey and is used to provide evidence for:

- TPP (Termly Planning and Progress) document
- EYFSP (Early Year's Foundation Stage Profile)
- Progress towards EHCP outcomes

The statutory Early Years Foundation Stage Profile (EYFSP) is used to track progress in line with other EYFS settings across the County. However, due to the pupils Special Educational Needs, the progress they show is limited as their rate of progress is slower than that of their typically developing peers and they may never reach the Early Learning Goals. Therefore, the teachers and therapist tracks progress against children's EHCP outcomes as this will better illustrate the small, but significant, steps of progress made by the pupils.

Assessments will also be made by teachers on children's readiness to learn, attention and focus, engagement with activities, ability to follow adult direction, self/ mutual regulation, awareness of environment/ activities/ those around them and tolerance to lessons / activities/ resources/ equipment and strategies. This information is included in children's Annual Review reports and recorded through the Termly Provision and Progress (TPP) documents which are reviewed and updated termly.

The information which is gained through recording and assessment will be shared with parents, therapists, specialist teachers, medical professionals and outside agencies as appropriate. Termly Provision and Progress documents are sent home to parents on a termly basis. On occasions (at parental request) some children may continue to have AR's on a 6 monthly basis.

Please also see Assessment Policy.

9. Mobile phones and devices

For the purposes of this policy, the term "**mobile phone**" refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

10. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

Teachers will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded on CPOMS. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box will be in **the EYFS playroom.**

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children will be healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

11. Staff taking medication or other substances

The school will implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the staff Code of Conduct.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff will be securely stored.

12. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be monitored by the EYFS lead. The monitoring process will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

A class teacher will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate in the EYFS at all times and will accompany children on any school outings.

13. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information will be recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to parents' evenings once per term and their child's Annual Review; however, the school has an open-door policy, and parents are welcome to talk to teachers at the start and end of the school day.

Parents are encouraged to contribute to their child's learning journey via Evidence for Learning either through updating their own evidence or by commenting on evidence uploaded by the school.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

15. Transitions

Transitions are key to a child's successful start to school and/or progression through the school. Transitions will be planned and based on the needs of individual children. We don't have a one size fits all approach. Transition can be bespoke and should prepare the child for the next stage of their education.

Starting school:

- New children and parents (with support from transferring settings) starting school at

- the start of the new academic year will be offered up to 5 after school visits
- Children starting school within the academic year will be offered a bespoke transition
 - Virtual or in person information hands over will be scheduled
 - If possible, a member of the EYFS team or Deputy Head will attend transition reviews
 - All children will receive a new pupil booklet
 - All children will receive a photo sheet of children and adults in their new class

Moving to KS1:

- KS1 teachers will visit children in EYFS to meet and begin to build relationships
- EYFS class teachers will meet with KS1 teachers to handover
- All children will receive a photo sheet of children and adults in their new class

16. Key Person

As stated in the statutory EYFS guidelines all children must have a named key person. Every Early Years child will have a named key person assigned to them within the first half term. Initially (first half of first term) each child's key person will be the class teacher. Over the first few weeks in school the class teacher will watch to see which children are bonding/ forming a special relationship with staff members and use this information to assign children to key people.

The statutory guidance states:

- Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage. They should also help families engage with more specialist support if appropriate.

The key person will be assigned to an individual (or individuals) child to support their development and carry out therapy programs. They will feedback to therapists and the class teacher on the progress and achievements of the child. They will also be a point of contact with the parents of their key child; however, the class teacher will be the main point of call for parents and therapists.

Key people will:

- Keep children safe and ensure they maintain a good level of well-being
- Report any concerns as per the school's safeguarding policy
- Develop positive relationships with their key child
- Welcome and greet the child on arrival at the playground in the mornings or from

the taxi

- Will support their key child to engage in learning/ play
- Encourage their key child to familiarize themselves with the environment and equipment and resources within the environment
- Deliver speech and language therapy programs on a 1:1 basis
- Support in the delivery of individual OT programs
- Carry out individual physiotherapy programs
- Carry out individual programs set by specialist teachers e.g. VI, HI and MSI
- Support the child to maintain a good level of arousal (green zone) and carry out strategies to help children get back to a good level of arousal if in the blue, yellow or red zone)
- Lead focused play sessions with their key child and others in the class
- Take photos, record observations, make notes on achievement and progress to feed into assessment and future planning (daily)
- Upload information to EfL (on-line learning journal)
- Share information on their key child's achievement and development with teachers and therapists
- Support all children with self-care and self-help programs
- Support all children with personal care
- Support all children with eating and self- feeding skills (following individual feeding programs where applicable)
- Support all children to play, share and turn take on a level appropriate to each child's developmental level
- Feedback information about the child's day so that the home school diary can be completed by the teacher
- Complete CPOMS to record behaviour incidents, accidents/ first aid and safeguarding concerns.

CHANGE OF KEY PERSON

On some occasions (Long term staff absence, staff leaving) it may be necessary to change a child's key person. Parents will be notified in writing (via the home school diary) if this has been necessary.

Class teachers (and/or Head of Department) will liaise with the child's key person but will retain responsibility for:

- The health and safety of the environment
- Safeguarding as per the schools safeguarding policy
- Monitoring attendance
- Liaising with the child's previous setting or dual setting (where applicable)
- Arranging and managing transition visits
- Liaising with parents and professionals
- Updating children's individual profile
- Updating plans following feedback from key people
- Assessment, recording and reporting of children's individual achievement and

- progress
- Writing Annual Review Reports

17. EYFS Play

We believe that playing indoors and outdoors is the fundamental way in which young children learn. Play can be enjoyed and challenged. We firmly believe that play should be functional and that it should build on the skills the child already has. There are a variety of different ways that children may play and engage.

It is essential that practitioners join in with and model play in order to support the children in:

- Noticing toys and the variety of toys around them/ on offer
- Making choices about what they would like to play with
- Obtaining the toys they want
- Looking at and watching what they are doing (observing the results of their own actions)
- Understanding how toys operate
- Understanding what different toys can do/ be used for
- Using toys in a functional way
- Developing imaginative play
- Noticing those who are also playing and watching what they do
- Join in with play that interests them
- Sharing activities they really enjoy or are motivated by
- Everyday objects may be used alongside toys, the objects provide a range of sensory stimulation to help children discover and learn things for themselves.

Through play the children will develop skills across the 3 prime areas and specific areas of learning.

In a secure environment with effective adult support and engagement the children will be able to:

- Explore, develop and represent experiences that help them to make a better sense of the world and the environment around them
- Practice, over learn functional skills that in the future will allow them to develop concepts, ideas and skills
- Learn to follow rules and experience boundaries related to acceptable and safe play, sharing and turn taking
- Tolerate playing alongside others and begin to play with others
- Take risks and make mistakes in a safe environment
- Begin to think creatively and imaginatively
- Solve problems
- Communicate with those around them
- Express (and where possible identify) their emotions and allow those working with them to help them if needed

The adults will support and develop children's play by:

- Planning and resourcing a stimulating environment which takes into account the individual needs of pupils (in line with the EYFS rationale)
- Leading play where needed
- Supporting children's learning through planned, focused play
- Modelling play
- Narrating children's play
- Extending and supporting children spontaneous play
- Extending and developing children's language and communication in their play
- Asking questions about the child's play

18. Safe Sleep and Rest

The safeguarding and welfare requirements of the EYFS state that:

“Provision must be made (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture. Sleeping children must be frequently checked.”

At Booker Park school few children sleep as part of a routine, although many children at various points of the day or week need to sleep.

Each class has a timetabled slot after lunch for quiet time which may include the following activities:

- Yoga
- Sharing/ looking at a book
- Quiet sensory toys
- Listening to music
- Being still
- Having cuddles with staff (appropriate and supervised)

If a child falls asleep during quiet time they will be positioned to ensure a safe sleeping position and in accordance with the latest guidelines and in line with any physiotherapy requirements. Once quiet time has finished, and the other children have moved on to other activities a member of staff will remain in the room to monitor them. The adult may have another child with them and be working on a 1:1 basis while continuing to monitor them. If the sleeping child wakes easily, they can be monitored from the next room using the baby monitor and regular visual checks.

Any child wishing to sleep or obviously needing to sleep will be given the opportunity to sleep/ rest in a safe place. Depending on the child and the needs of individual children this could be:

- In a wheelchair or pushchair (It is likely that the child would be woken if hoisted out on to a flat surface. Most wheelchairs recline to allow for sleeping)
- In a sleep system
- On a therapy mat on the floor
- On a bean bag or in a quiet corner
- In a dark den

On occasions where children require motion or find it difficult to self-settle they may need to be taken for a walk or rocked in their wheelchair in order to help them to fall asleep.

There are duvets, sheets and blankets available and washing/ drying facilities to wash them after each use.

Some children may require weighted blankets or cushions. These will be washed every half term.

Please also see the Health & Safety policy.