



INFORMATION FOR PARENTS OF PUPILS IN EARLY YEARS

September 2026

1. Our ethos

Every pupil should be happy, secure, valued and confident. At The Newcastle School, our philosophy is to value every pupil as a unique individual, who enjoys learning and thinking for themselves. We provide a supportive and secure environment in which every pupil can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through play and through structured and creative activities. We encourage the growth of social skills and empathy amongst the pupils. The relationships which the pupils develop with each other and with our staff are central to their happiness and lay the best possible foundation for their future.

The Newcastle School is a school that caters for pupils from 3-18. All of the pupils who enter Early Years are part of our School community. Mr Clark or Mr Spinks, the Co-Heads of the Junior School, will extend a warm welcome when you visit and will show you our facilities. They will be pleased to answer any of your questions, either about our Nursery, or about the rest of the Early Years Department. We send parents and prospective parents copies of the school's prospectus on request, or parents themselves can download a copy from our website. That document gives details of the school's address, location and contact details, together with a great deal of information about the aims and ethos of the whole school. A copy of the Parents' Handbook is also on the School's website, <http://www.newcastleschool.co.uk>

As an integral part of the school, the Early Years pupils make full use of the facilities at West Avenue, such as the dining hall, library, art room and music room although they have separate classrooms. We expect them to remain pupils in our School until they reach the age of 18. All pupils from our Junior School will automatically enter the Senior School.

The Newcastle School participate in the Government's Nursery voucher scheme for 3 and 4-year-old pupils, including the 30 hour offer.

2. Admissions

Pupils who have turned 3 on or before 31st August of the previous academic year can join us at the start of the autumn term and also throughout the year, at the beginning of the term in which their third birthday falls. Our morning places are especially popular.

We have a maximum of 44 full-time equivalent places, 24 in Nursery and 20 in the Reception class.

We encourage pupils to be able to dress and undress with minimum help and to be able to use a knife and fork before they join us. Pupils must be toilet trained.

The School's Admissions Policy applies to the Early Years Department as much as to the rest of the school. It appears on our website, and copies can be sent to parents on request.

Equal opportunities policy

We welcome pupils from a diverse range of backgrounds and pride ourselves on being an inclusive community where there is complete equality of opportunity, and everyone is valued for being themselves. Copies of the School's Equal Opportunities Policy are on our web site and can be sent to parents on request. We also welcome pupils with disabilities and special education needs and adhere to the Government's SEN Code of Practice.

3. Our daily routine

3.1 Attendance - nursery

The School day begins at 8.40am although pupils can come into the Nursery from 8.15am onwards. In Nursery and Pre-Nursery there is the option of flexible part-time attendance.

Pupils who have turned 3 on or before 31st August of the previous academic year can join us at the start of the autumn term and also throughout the year, at the beginning of the term in which their third birthday falls. The first 15 hours per week are free and additional sessions can either be regular sessions committed at the beginning of a term and repeated each week or occasional sessions which need to be booked in advance with a Co-Head of the Junior School. We also offer the 30 hours entitlement to eligible parents.

The hours of our sessions are:

- Mornings: 8.40am - 1.00pm
- Full days: 8.40am - 3.30pm

Pupils attending the morning session stay for lunch, which is served from 11.50am, and are collected at 1.00pm. Pupils entering Reception are expected to stay full-time for 5 days a week. Our term dates are on our website and are sent to parents one year in advance.

3.2 Attendance - reception

Many of our Reception pupils have already attended our Nursery and the transition between Nursery and Reception for them is a natural progression.

Pupils joining Reception from other nurseries are ensured a supported transition. The caring staff are sensitive to the fact that this is a new environment, they will be gently integrated, and it doesn't take long for the class to become a unit where all of the pupils feel included and secure.

3.3 Preparation for starting school

Pupils thrive when they feel confident and secure. The more independent a pupil is, the more readily such confidence grows. For some Nursery pupils this may be the first time they have been left by their parents for any length of time.

The Nursery staff ensure that there is a warm welcome every morning. Upon arrival, pupils join in the prepared activities. If a pupil becomes distressed when it is time for the parents to leave, a member of staff will gently guide them to an activity. In our experience, pupils settle very quickly once they are fully occupied, and their parents are no longer in view. If necessary, the Nursery staff will email during the morning to reassure the parents that their child is settled. Nursery pupils must be out of nappies/pull-ups during the day and at least be able to ask to go to the toilet. Assistance will be given to those who need it and in the early stages pupils are always escorted to the toilet.

3.4 Dropping off

Pupils can be brought to school from 8.15am onwards.

- **Nursery Pupils** should be brought to the EYFS yard gate on Linden Road between 8.15am and 8.40am. A member of the Nursery team will be there to meet you.
- **Reception Pupils** should be brought straight to the yard between 8.15am and 8.40am. A member of staff will be there to meet you. To help the pupils to locate their belongings, boxes will be provided in the classroom for pupils to put their book bag and packed tea inside when they arrive in class. This will also help pupils to develop their independence and the ability to organise themselves and their belongings although staff will be on hand to help the pupils.

3.5 Breakfast club

Pupils can attend our Breakfast Club from 7.30am - 8.15am. There is no charge for this service.

To ensure appropriate supervision arrangements are in place, parents/ carers must book their child a place at least one school day in advance.

To request a place, please email: junioroffice@newcastleschool.co.uk

Parents/ carers will be notified by email whether a place has been allocated. Please note that places may be limited and cannot always be guaranteed if we receive insufficient notice.

If a place has been booked and is no longer required, parents/carers are asked to notify the school as soon as possible. This enables places to be offered to other pupils and helps the school plan staffing and breakfast provision effectively.

3.6 Collection

All pupils must be collected by an authorised person. Please inform us in writing/email of any change or complete a permission form from school.

Please would parents also provide a photograph of the adult that is collecting their child. Pupils will not be given to an unauthorised person.

3.7 Nursery

Morning only pupils should be collected from the Nursery by calling into the school office. A teacher will bring you your child and ask you to sign them out.

Full day pupils should be collected from the Nursery, access being by the Nursery yard gate on Linden Road between 3.30pm - 3.45pm. At 3.45pm the pupils will join our after-school care and should be collected from there via the blue yard accessed from the entrance on West Avenue.

3.8 Reception

Pupils should be collected from the North Avenue site between 3.30pm - 3.45pm from Linden Road entrance (leading to the EYFS area). At 3.45pm the pupils will join our after-school care and should be collected from there via the blue yard accessed from the entrance on West Avenue.

3.9 After school provision

Any pupil staying at school after 4:00pm can attend our free after-school club, which is supervised by staff and operates until 6.00pm. Children attending this session should bring a small nut-free snack.

Parents/carers are encouraged to book their child's place in advance, by emailing junioroffice@newcastleschool.co.uk.

If your child is in our after-school care, collection should be at the front door via the after-school buzzer. If your child is in a club, collection will be from the front door at the advertised finish time, which will be supervised by the teacher running the club.

4. Security

Parents who are attending a meeting are signed in and escorted to the meeting room. We would politely like to remind parents to close all gates and doors on entering and leaving the school premises in order to ensure the safety of the pupils at all times. Pupils are not allowed to open any external doors or gates. We would ask that parents be vigilant when entering or exiting doors and that they are aware of whom maybe entering the school behind them.

5. Our staff

Overall responsibility for the Early Years and all its day-to-day activities lies with Mrs Myers. Mrs Myers, formerly our SENCo, is an experienced EYFS teacher and is looking forward to the formalising of her step into leading our Early Years department. She will be supported in Early Years by our teaching team including Mrs Grundy, Mrs Clayton, Mrs McDyer and Miss Granger, whilst specialist teachers will teach our Early Years pupils for PE, Music and Art.

6. Supervision of pupils

Pupils are supervised by qualified staff at all times when they are under our care, including at break, lunch and play times. Staff: pupil ratios meet, and often better, the requirements of the statutory framework for EYFS at all times.

7. The annual curriculum meeting

All parents of pupils in the Early Years Department are invited to an annual curriculum meeting which is held in June when the aims of the year's curriculum, the topics that will be studied and the methods of delivering the curriculum through play, structured activities and outdoor activities will be briefly explained. At this meeting, the name and information about the role of your child's key person will be given to you.

8. Homework

Every pupil is given a reading record from the time that they join Reception, although they may be given one during their Nursery Year if they are ready. This is for communication between parents and the school. We note everything that your child has done in reading, and ask you to write down anything relevant that might affect their performance in school (such as a late evening).

We expect every pupil to have acquired the habit of reading every day after school before they move into Year 1. We will talk to you further about this when we meet, but it is our belief that acquiring the habit of reading at home will stand your child in good stead throughout their education. We offer the pupils:

- Nursery Pupils: free choice home readers from the library
- Reception Pupils: book banded reading scheme books, free choice home readers from the library and the letters of focus that week (usually 4) plus high frequency words linked to the sounds learned and new tricky words.

9. Assemblies

Assemblies are formal occasions which foster the development of character and a collective spirit and take place on most days through the week - a timetable will be communicated at the start of term. Friday assemblies provide an excellent setting in which to commend pupils for special work, acts of kindness or helpfulness, and to reward individual pupils with Star of the Week awards. In Friday assemblies, classes are also recognised for collecting the most Class Credits through the week - a reward system that recognises the achievements of each class as a whole.

10. Outdoor learning

All of the pupils are encouraged to play in their secure outdoor space during morning and afternoon breaks, except in the worst weather. We also use the outdoor space for supervised activities, for example, playing with water, sand, ball games and class work. The Nursery and Reception pupils are encouraged to plant and grow their own seeds and take part in physical activities - for example, using trikes, scooters and the climbing activities in the Early Years yard. Outdoor play is

an integral part of the curriculum and as such we look to spend as much time outdoors as possible.

11. Visits

We organise excursions to places such as the local park/streets, Church, Beamish Museum, Centre for Life and Wallington Hall. These are designed to help the pupils to acquire a basic understanding of our traditions, of the natural world and of the importance of other cultures. Your child's school calendar lists the major visits that are due to take place over the coming term, although some very local visits, are arranged at shorter notice. We will send you a letter well in advance, telling you about every visit and whether it involves an extension to the normal length of the school day. Copies of our policy on Educational Visits for EYFS pupils are on our website and can be sent to parents on request.

12. Behaviour

Even the youngest pupils are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone, learn to value differences and diversity, learn to make positive relationships, follow our rules and are introduced to the concept of Fundamental British Values. Mr Clark and Mr Spinks, the Co-Heads of the Junior School are in day-to-day charge of the management of behaviour in the Early Years.

We explain to pupils why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a playtime for hurtful behaviour. Occasionally, a pupil may be sent to see Mr Clark or Mr Spinks, who will explain the inappropriateness of a particular action; such instances are rare. Parents are informed when any sanction is needed as appropriate, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and a Co-Head of Junior School to agree a joint way of handling the difficulty.

Copies of the School's Behaviour management policy are on our website and can be sent to parents on request.

13. Food and drink

From September 2026, the school is introducing the provision of **healthy, free snacks for all Nursery and Reception pupils**. These will be available for children to enjoy during their regular snack time. Your child will need a water bottle and as we fully recognise the importance of proper hydration, drinking water to top them up is available throughout the day. Pupils may also bring a colouring book and colouring pencils in case of wet play times.

The Early Years pupils eat lunch in the dining room, starting at noon, before the older Junior School pupils. The meal is made fresh each day and is served by the kitchen staff. Weekly menus are available on our website. We offer our pupils a

widely varied, healthy and tasty diet with plenty of fresh fruit, vegetables and salads.

Unless your child is staying for our after-school care, parents are asked not to send food or drink to school with their child except for their water bottle and a piece of fruit.

13.1 Special diets

All food that might contain nuts or traces of nuts is clearly labelled. Parents of pupils who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the medical questionnaire before admission which is part of the Registration booklet. They should inform the school at once if their child subsequently develops an intolerance of any food. The Catering Manager is happy to see any parent who has concerns about their child medical condition, and to devise a special menu, where practically possible.

14. Uniform and sportswear

The School's uniform suppliers are:

www.schoolblazer.com

and

<https://www.kitlocker.shop/thenewcastleschool/index.php>

Please ensure that all uniform is clearly named.

It is advisable that pupils bring to school a cap and high factor sun cream during the summer months and are taught to apply this correctly by themselves. For pupils in the Early Years, we would advise the application of a high factor sun cream before coming to school. We require parents to sign a permission form if you wish your child to re-apply sun cream later in the day.

15. Keeping in touch

We appreciate that sending your child to school is a big step and that it is understandable that some parents may worry or feel anxious about their child's well-being and happiness. That is why we invite your child to visit the Nursery or Reception class before they join us. Once they have joined us, you are always welcome to visit the school. Your child's teacher is responsible for your child's pastoral care and, with our small classes, speedily gets to know every individual pupil extremely well. You may see the teacher each day when you drop off and collect your child, and many worries can be speedily resolved by an informal chat. Otherwise, you are welcome to make an appointment for a longer (or more private) conversation with him/her, or with a Co-Head of the Junior School. Any concerns will always be treated in complete confidence.

We have a weekly electronic newsletter for parents, which is full of news about activities and outings.

We send invitations to parents to a number of events during the year, and very much hope to see you at our:

- Nativity play
- Harvest, Christmas and Easter services (involving the whole Junior School)
- Sports Day
- Parents' evenings

among many other events throughout the year.

In the case of an emergency, parents may dial through to the office at West Avenue on 0191 255 9300 and ask to be put through to extension 227. Parents may contact After School directly on 07831 743169.

Parents' evening

We hold Parents' meetings in the Autumn and Spring terms at which parents have the opportunity to talk to their child's teacher about their progress and to raise any worries which they may have.

Reports

Pupils are Baseline assessed on entry and assessed throughout their time through observations, questioning and guiding using the Development Matters in the Nursery and in addition, the Early Learning Goals and Foundation Stage Profile in Reception. Narrative reports are prepared for each pupil and sent to parents in the Autumn and Summer terms.

EYFS profile

At the end of your child's two years of "Early Years" education, we complete a detailed "EYFS Profile" on them which summarises their learning and development against the early learning goals, which have been determined by the Government. You will of course, receive your child's results, which we will discuss with you at the time that it is completed. We are required to send your child's Profile scores to Newcastle Local Education Authority. These results are passed to and discussed with the Year 1 teacher to enable a smooth transition into Year 1. Any child who has yet to meet the expected level will receive support in Year 1 from our SENCO, Mrs Sarah Smith as part of our Early Help offer.

16. Storage of records

We store all of our records on pupils in locked cabinets. Parents may arrange to see the records of their children in accordance with the whole school's Retention Schedule (which can be sent to you on request). You have the right to make written comments on your child's records, which will then be treated as part of that record. The school is registered under the Data Protection Act and complies with its provisions for example, about the disclosure of information relating third parties.

17. Complaints

We hope that you will not feel the need to complain, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures, which apply equally to the Early Years Department, and have been drafted to meet the specific requirements for EYFS pupils are

published in the Parent Handbook and are on our web site. We will send you copies on request.

We hope that complaints can be dealt with swiftly by the school. However, parents may complain directly to Ofsted or to the ISI if they believe the provider is not meeting the EYFS.

Ofsted may be contacted on 0300 1234 234 or by email: enquires@ofsted.gov.uk

ISI may be contacted on 020 76000100 or by email: concerns@isi.net

18. Child protection

The school's Safeguarding and Child Protection Policy, including its safer recruitment procedure, are enforced rigorously in the Early Years Department. Copies of the documents, which apply throughout the school, are on our web site and can be sent to parents on request.

19. Medical matters

Please keep your child at home if they are ill or infectious, and phone us on the first day that they are ill. Children should remain at home for 48 hours after the last bout of sickness or diarrhoea. An ill child will not be happy in school and will only infect others. We will therefore telephone you and ask you to collect your child if they become ill during the day.

A first aid box is located in the Nursery and the school kitchen. They are checked and, if necessary, replenished. Many of our staff hold full Paediatric First Aid certificates. At least one member of staff with a current full Paediatric First Aid certificate is available at all times when EYFS pupils are present and accompanies pupils on outings. A list of staff holding current Paediatric First Aid certificates is available to parents on request.

We will always contact you at once if your child suffers anything more than a trivial injury, or if they become unwell during the school day, or if we have any worries or concerns about their health. We will ask you to collect your child if they become ill during the school day. We will inform you by asking you to sign an accident form if they have an accident at school.

19.1 Medical care

Although your child will normally receive medical care from your family GP practice; we hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs or look after them if they are injured or have an accident. We would therefore be grateful if you would complete and return the medical questionnaire which is part of the Registration Booklet before they join the school.

19.2 Pupils with medical needs or special education needs who require special adjustments

If your child has medical needs, special education needs or requires any special adjustments, we will invite you to a meeting with either Mr Clark or Mr Spinks, the Co-Heads of the Junior School, the class teacher, the school's

Special Education Needs Coordinator and any outside Specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for their individual care, well before they join the Nursery or Reception class.

19.3 Medical examinations and immunisations

All pupils in Reception will receive vision screening during their first year at School. You will be notified in advance.

19.4 Medical records

We keep records of all treatment that your child receives during their time at the school. We record all accidents and injuries to your child and of all medicines that are given to them. We will always tell you in writing if your child has received any form of medical treatment - however minor and ask you to sign an administration of medicine form. We will always inform you on the same day or as soon as is reasonably practical.

All medical records will be stored in your child's school record. Access to these records is restricted to the Senior Leadership Team.

19.5 Emergency medical treatment

In accepting a place at the school, we require parents to authorise the Head of Junior School or an authorised deputy acting on their behalf, to consent on the advice of an appropriately qualified medical specialist to your child receiving emergency medical treatment, including general anaesthetic and surgical procedure under the NHS, if we are unable to contact you in time.

19.6 Medicines and treatments brought to school

Please advise the class teacher of any medication that you bring into the school for your child. Prescription medication cannot be administered be unless it is prescribed for your child by a doctor, dentist, nurse, or pharmacist. Medicines containing aspirin should only be given if prescribed by a doctor. If your child has a medical condition which necessitates regular access to medication, please contact either Mr Clark or Mr Spinks so that an appropriate regime can be devised. The relevant staff will be informed, in confidence, of any condition that is likely to affect them in any area of school life. We will work with you in making arrangements that work best for them.

Our policy about Supporting Pupils with Medical Conditions is available on our website and covers the administration of medicines.

Please remember that we need your written consent for every medicine before we are allowed to give it to your child.

20. Maintaining a safe and secure environment

The safety of the pupils is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow your child to go home with you, unless we have received your advance permission in writing that they may be collected by another adult.
- Never allow a pupil to leave the premises unsupervised.

- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, wear security badges and are escorted throughout their visit. They sign out on leaving.
- Register all pupils at the start of the morning and afternoon sessions.
- Parents and carers are asked to wait in the yard for their pupils at the end of the school day. Nursery pupils are collected from the Nursery classroom door and Reception pupils from their classroom door. Each pupil is handed over by the teacher to their parent or carer.

Photographs

Visitors (including parents), staff and children may not use their own mobile phones, devices or cameras to take photographs within our Early Years Foundation Stage. The School provides devices upon which staff can photograph and document events and learning during the school day.

Missing child policy and procedures when a pupil is not collected on time

Our policy and procedures in the event that a parent/carer fails to collect a pupil on time and the procedure for dealing with the circumstance of a pupil going missing at, or away from, the setting are published in our Parents' Handbook and in our policy available on request.

Health and safety

We update and review our risk assessments on the Early Years Department's classrooms and other indoor areas, the outdoor play space and all the equipment and toys used by the pupils every year in order to ensure that everything with which your child may come into contact has been assessed and that potential hazards are kept to a minimum.

Foundation stage

The school day in the EYFS follows the same structure as the rest of the school. Nursery pupils may enter Nursery from 8.15am and can play in class until registration and assembly. They will take part in play-based activities (both continuous and enhanced provision) that support the Foundation Stage curriculum. Activities primarily address the *Prime Areas* and when ready begin to address the *Specific Areas* of learning. Pupils are baseline assessed upon entry to the school. Pupils begin to read using word folders and write their name in a pre-cursive handwriting style. Outdoor play supports the curriculum and pupils will be taken on trips and visits that are related to the topic being studied in class. The pupils enjoy a large apparatus session once a week with an experienced teacher and twice a week have a specialist PE lesson with Mr Sander. The Nursery also access a Music specialist teacher twice a week for Music lessons with Mr Hopkinson.

Once pupils enter the Reception class, classwork addresses both the *Prime and Specific Areas* of learning and is a blend of formal class teaching and play based activities, which take place both indoors and outdoors. Work continues from where your child is judged to be on the Development Matters. PE lessons take place each week and are taught by our sports specialist, Mr Sander. Reception also our music specialist teacher Mr Hopkinson for music lessons.

We will send you half termly letters at the start of each half term so that you are aware of what is being taught in your child's class.

21. Curriculum summary

21.1 Aim

When your child is in the Nursery and Reception class, they will work towards the Early Learning Goals as set out in the Early Years Foundation Stage for educating children aged from birth to five years.

The teaching and learning will start at a place most appropriate to the needs of your child, irrespective of age, and follow guidance set out in the seven areas of learning and development as described in the EYFS framework. These are:

Prime areas: (which cover the knowledge and skills which are the foundations for children's school readiness and future progress)

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

Specific areas: (the specific areas are used to provide a broad and balanced curriculum and to practice development in the prime areas, particularly language and vocabulary)

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The emphasis at this stage of your child's education is on learning through a balance of structured play and child initiated / teacher directed learning activities.

21.2 Communication and Language

Pupils learning and competence in listening, attention and understanding is supported and extended. They are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes and are supported in developing the confidence and disposition to do so.

21.3 Physical Development

The physical development of pupils is encouraged through the provision of opportunities for them to be active and interactive and to improve both their fine and gross motor skills of coordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know.

21.4 Personal, Social and Emotional Development

Pupils are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; self-help skills and a positive disposition to learn. We ensure support for pupil's emotional well-being to help them to know themselves and what they can do. They are supported in developing an understanding of

the importance of physical activity and making healthy choices in relation to food.

21.5 Literacy

Pupils learning and competence in being read to and beginning to read and write is supported and extended. They are provided with the opportunity and encouragement to develop their comprehension and to use their skills in a range of situations and for a range of purposes and are supported in developing the confidence and disposition to do so.

21.6 Mathematics

Pupils are supported in developing their understanding of Mathematics in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. They are provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use, particularly with regards to number and numerical patterns.

21.7 Understanding the World

Pupils are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials. They are encouraged to develop a growing understanding of past and present and people, cultures and communities.

21.8 Expressive Arts and Design

Pupil's creativity is extended by the provision of support for their curiosity, exploration, and play. They are provided with opportunities to explore and share their thoughts, ideas, and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

21.9 Methods of Assessment

Pupils are continually assessed by staff and general observations and photographs, are kept online in each pupil's individual Learning Journey using a program called Tapestry. Parents are able to see this record by giving an email address to Mr Clark or Mr Spinks so that they may be registered to their child's account. In Reception an EYFS Profile is also completed. For each goal, teachers determine whether children are meeting expected levels or are below the expected level ('emerging'). These assessments are reported to parents at parents' evenings.

21.10 Enrichment and Extension

Pupils who require enrichment and extension are encouraged to work with mastery or at a higher level which is appropriate to their needs. We provide appropriate support and materials to develop the pupil's skills and particular talents.

22. Special educational needs (SEN)

Mrs Sarah Smith, Head of Support for Learning, is the School's Early Years' Special Educational Needs Co-ordinator (SENCO).

In addition to the two specific points for formal assessment in Early Years (the EYFS progress check at age two - if provided from a previous setting - and the EYFS profile), pupils' progress is monitored carefully throughout the early years including through the completion of individual learning journeys.

Our setting plans for the four areas of need as identified in the *Special Educational Needs and Disabilities (SEND) Code of Practice 2015*:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In addition to formal assessment and ongoing monitoring, a pupils' special educational needs may be identified or informed by a variety of sources. These include:

- ▢ Information from previous settings
- ▢ Diagnostic assessment
- ▢ Teacher's observations including of behaviour and social interaction
- ▢ Parents'/carers' observations and concerns
- ▢ Medical information

Where there is a concern that a pupil may have special educational needs, this will be communicated with parents at an early stage. Close communication will be maintained with parents throughout the process of assessment, identification and monitoring of any special educational needs.

Parents/carers may be advised and supported to seek external help from specialists such as an educational psychologist or via the NHS through their family doctor. In some cases, parents/carers may be advised and supported to request an Education Health Care (EHC) plan assessment.

Decisions to involve external specialists will always be taken in discussion with parents and parents will always be informed if their child is receiving support for a special educational need.

Further information on the School's provision for special educational needs is contained in the Special Education Needs and disability (SEND) policy, which is available on our website or on request.

23. How you can help at home

We value the support of our parents and encourage parents to work in partnership with the school. Parents may help their child at home by encouraging independence whether it be tidying up, putting on their own socks and shoes, using a knife and fork or learning to blow their own nose. Pupils benefit greatly from sharing stories with their parents and a daily 10-minute story time before bed to share books and

talk about the pictures will lay firm foundations for the years ahead. Listening to your child read is another way to help your child progress well at school. Do please let us know of any milestones and exciting events such as the birth of a new sibling or learning to ride a bike without stabilizers by filling in your Nursery questionnaire or by adding the information to Tapestry.

24. More Information about the EYFS

More information about the EYFS can be found at -

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441114/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf)

<https://www.foundationyears.org.uk/>

POLICY CONTROL - INFORMATION FOR PARENTS OF EARLY YEARS PUPILS

Status & Review

Statutory policy or document	No
Publish on school website	Yes
Review frequency	Annually
Approval date	September 2026
Review date	September 2027

Version Control

Author	Creation / Revision Date	Version	Status
Assistant Head, Early Year (SW)	November 2025	1.0	Final approved version for publication. Where necessary, 'boys' replaced with 'pupils'. Introduction of version control
Executive Assistant (TA)	April 2026	1.1	Replaced North Avenue with West Avenue. Updated EYFS collection point. Changed the superseded Administration of Medicines policy to Supporting pupils with Medical Conditions. Inserted links to some associated policies. Minor page format change.
Executive Assistant (TA)	May 2026	1.2	T White responsible for EYFS
Co-Heads of Junior School(JCI and OS) and Executive Assistant (TA)	September 2026	2.0	Full review to update EYFS arrangements and responsibilities, including: a) School name changed to The Newcastle School. b) Responsibilities updated: i) EYFS: T White to S Myers; ii) S Smith is the Head of Support for learning. iii) Music: Ms Jones to Mr Hopkinson; iv) Co-Heads responsible for behaviour c) Booking pupils into free breakfast and after school clubs. d) Collection arrangements e) Policies updated: i) 'Reports and Record Keeping' now Retention Schedule; ii) 'School's Support for learning policy' now Special Education Needs and disability (SEND) policy; iii) 'policy for safer recruitment of staff': policy changed to procedures. f) Changed 'son' to 'child' and changed 'he' and 'his' to gender-neutral terms. g) Section numbering