

Early Years
Foundation
Stage Policy

September 2026

To be reviewed
September 2027



Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Intent

At St Nicholas at Wade CE Primary School we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident, independent and curious learners. We value the individual child and work alongside parents, carers and other professionals to meet individual needs and help every child to reach their full potential.

At St Nicholas our bespoke curriculum is the means by which we ignite the spark for lifelong learning on strong foundations in all areas of learning; giving children the academic skills, emotional awareness and moral purpose they need to become valuable members of our community. Our school values of courage, resilience, honesty, kindness and being the best they can be provide the cornerstone of our children's personal, social and emotional development and are embedded throughout our curriculum. The children are taught about "The St Nicholas Way" from day one, leading to the development of effective learning behaviours that continue throughout the school.

Our curriculum intent is centred around the following drivers:

- Every child a reader.
- Every child a learner.
- Every child a citizen.
- Every child happy and healthy.
- Every child creative and curious.

"The wise builder, builds their house on the rock"

We want to give our children something solid to stand on: foundations that will allow them to build a future for themselves and others, grounded in their own personal character, beliefs and values.

At St Nicholas CE Primary School, we recognise the huge importance that oracy plays in children's future success both academically and socially. Language and communication, alongside high-quality phonics and early reading, are at the heart of our curriculum. High-quality, warm interactions, enabling environments and our relentless dedication to effective provision ensure that no child is left behind.

Our curriculum is balanced and well thought through, allowing children to sequentially build the component knowledge and skills they need, while also making room for spontaneous learning led by children's wants, needs and interests. We start from what children know, using our strong relationships with parents and carers to ensure we know all we can about each child before they embark on their learning journey with us. We aim to provide creative and memorable learning experiences that lead to high levels of engagement from all.

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"Tell me and I may forget, teach me and I may remember, involve me and I will learn."

Benjamin Franklin

At St Nicholas, we aim to provide a curriculum that breaks cycles of disadvantage, opens horizons for all and levels the playing field. Our curriculum supports the development of the whole child, leading to kind and respectful children who are confident, resilient and curious lifelong learners. We provide children with a safe learning environment, where highly skilled practitioners support children to form strong and secure relationships. This leads to children who feel valued and are comfortable taking risks with their learning.

St Nicholas at Wade CE Primary School meets the requirements of the **Early Years Foundation Stage Statutory Framework for Group and School-Based Providers, dated 13 July 2026 and effective from 1 September 2026.**

We adhere to the four overarching principles of the EYFS. The framework applies to all children, including children with special educational needs and disabilities (SEND).

- 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/carers.
- **Children develop and learn at different rates.**

By the end of Reception, our ambition is for every child to make strong progress from their individual starting point and to develop the knowledge, skills, confidence, independence and learning behaviours needed for a successful transition into Year 1.

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Implementation

The EYFS Statutory Framework and Development Matters are used to support curriculum planning and to structure the progressive development of knowledge and skills throughout the Reception year. Development Matters is non-statutory guidance. Teachers use professional judgement and knowledge of the children when planning, taking account of children's interests, starting points, experiences, needs and next steps. Medium-term plans provide a clear structure while remaining sufficiently flexible to respond to children's emerging interests and learning.

There are seven areas of learning and development. All seven areas are important and interconnected. The three prime areas provide the foundation for learning and relationships, while the four specific areas strengthen and apply the prime areas and ignite children's curiosity and enthusiasm.

The Prime Areas

- **Communication and Language – Listening, Attention and Understanding; Speaking.**
- **Physical Development – Gross Motor Skills; Fine Motor Skills.**
- **Personal, Social and Emotional Development – Self-Regulation; Managing Self; Building Relationships.**

Communication and Language

The development of spoken language underpins all seven areas of learning and development. We provide a language-rich environment in which children develop listening, attention, comprehension, expressive language and confidence in communicating.

Our environment is word- and book-rich. We read with and to children frequently and engage them in stories, rhymes, poems, songs and non-fiction. Children are given extensive opportunities to use and embed new vocabulary in different contexts.

Practitioners prioritise frequent, high-quality back-and-forth interactions with children and peers. Adults comment on children's interests and actions, model ambitious vocabulary, sensitively question, encourage children to elaborate and extend children's ideas. Staff receive regular training to support high-quality interactions and conversations.

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Our Reception team includes staff trained in Little Wandle reading sessions. We also run daily Drawing Club, providing carefully planned book-sharing experiences that develop speaking, listening, vocabulary, comprehension and imagination.

Children are screened using the Language Link Screener and, where appropriate, receive targeted one-to-one or small-group support using an appropriate language programme. We aim to ensure children leave Reception confident in using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development (PSED)

Children's personal, social and emotional development is crucial for them to lead happy and healthy lives and is fundamental to their cognitive development. At St Nicholas we have a values-led curriculum through which children learn to build and manage healthy relationships, understand and regulate their emotions, develop a positive sense of self and celebrate similarities and differences.

Each term begins with a week of values-based learning. Through our values, Heartsmart sessions, stories, circle time and discussions, children explore courage, resilience, honesty, kindness and being the best they can be. We explore healthy relationships, friendship, kindness, likes, dislikes, abilities and what to do if a relationship becomes unhealthy.

We use the Zones of Regulation framework to help children recognise their emotions and internal states and develop strategies to regulate themselves. Mindful activities such as yoga support wellbeing. Staff are trained to use Leuven scales to monitor wellbeing and involvement and to identify where additional support may be needed. We place particular emphasis on independence, resilience and perseverance. Children are supported to set simple goals, manage emotions, wait and take turns, follow routines, manage personal needs and make healthy choices.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We provide daily teacher-led gross and fine motor opportunities, gross and fine motor activities within child-initiated play and weekly Physical Education sessions.

Our gross motor curriculum develops core strength, stability, balance, spatial awareness, coordination and agility. Clever Hands supports fine motor control and precision. Children have repeated opportunities to use small tools, develop hand-eye coordination and build the control needed for later writing.

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Each week children take part in Forest Friday, where they develop knowledge and skills through outdoor learning and appropriate use of tools. They learn about fire safety and how to manage risk safely. Throughout the year, children also learn about healthy lifestyle choices and the effect of being active on their wellbeing.

Children have daily access to outdoor learning and play. Where outdoor access is temporarily unsafe or inappropriate, appropriate alternative opportunities are provided.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy (Comprehension, Word Reading & Writing)**
- **Mathematics (Number & Numerical Patterns)**
- **Understanding the World (Past and Present, People, Culture and Communities & The Natural World)**
- **Expressive Arts and Design (Creating with Materials & Being Imaginative and Expressive)**

Literacy

It is crucial for children to develop a lifelong love of reading. At St Nicholas CE Primary School we pride ourselves on having a book-rich environment, within which children are read stories, poems, rhymes and non-fiction regularly. Each classroom has an inviting book corner where adults and children spend time together sharing books.

Children are encouraged to mark-make and write in their play both inside and outside. Each month we receive an exciting delivery of current texts from a local book shop. These are shared at home through our little book box and pack so that parents and carers can share and enjoy them with their child.

Alongside fostering a love of reading and writing, staff use Little Wandle to develop the phonic skills children need to become confident readers and writers. Children receive regular assessment and a 'keep up, not catch up' approach, with immediate support where needed.

To complement phonics, we use engaging Talk for Writing texts which children orally rehearse and use to develop literacy skills. Children discuss texts, predict endings, act out and sequence stories, discuss characters and settings, and have opportunities to write creatively.

The curriculum supports both language comprehension and word reading. Writing develops through oral rehearsal, composition, phonics, spelling, handwriting and purposeful opportunities to write.

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Mathematics

Developing a strong grounding in number is essential so that all children develop the building blocks needed to excel mathematically. We provide natural and engaging resources and activities to encourage counting, comparison, pattern, shape, space and measure, alongside rich mathematical talk.

With the support of White Rose Maths, we provide a carefully planned curriculum that develops a deep, secure and adaptable understanding of mathematics. New concepts are taught in small steps and children apply new knowledge and vocabulary through play and real-life contexts.

Particular emphasis is placed on developing a deep understanding of numbers to 10, including composition, subitising, comparison and number relationships. Children are given frequent opportunities to develop spatial reasoning, recognise patterns, make connections and explain their mathematical thinking.

We promote positive mathematical attitudes by encouraging children to explore, have a go, talk to adults and peers about what they notice and recognise that mistakes are an important part of learning. Children who find concepts difficult receive timely support and intervention.

Understanding of the world

Understanding the world involves guiding children to make sense of their physical world and community. We plan topics around children's interests while ensuring that children develop a broad and increasingly secure body of knowledge.

Each topic has an entry and exit point and provides a wide range of personal experiences. These include exploring local parks and beaches, meeting people from the local community such as firefighters and nurses, hands-on experiences with wildlife, planting and growing plants and food, and educational visits.

Children learn about past events from their own and others' lives and develop an understanding of different cultures, communities and religions through stories, non-fiction, experiences and discussion. We aim to give children an understanding of a culturally, socially, technologically and ecologically diverse world.

Each week Forest Friday develops children's knowledge and respect for nature and helps them observe changes in the environment. Carefully planned child-initiated activities provide further opportunities to explore and make sense of the world.

Children's vocabulary is deliberately developed across Understanding the World, supporting their ability to talk about and understand increasingly complex concepts.

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Expressive Arts and Design

The development of children's artistic and cultural awareness supports imagination and creativity. Children have regular opportunities to explore and play with a wide range of media, materials, tools and techniques.

We encourage children to experiment with colour, design, texture, form and function and to revisit and refine their creations. Children are given repeated opportunities to develop and deepen skills rather than experiencing creative activities as isolated events.

Children have a dedicated music session each week, followed by opportunities in class to create dance sequences, compositions and performances. Role-play supports creative, language and social development, with props and materials available indoors and outdoors. Adults know when to join in, model and scaffold and when to stand back so children's play can develop naturally.

Play, our enabling environment and the importance of staff development

Play is essential for children's development. It builds confidence as children explore, relate to others, set their own goals, solve problems and develop ideas. Children learn by leading their own play and by taking part in play and learning that is guided by adults.

At St Nicholas we have worked hard to ensure the curriculum has the right balance of teacher-led activities, teacher-initiated learning and child-initiated play. Careful modelling, scaffolding, discussion and questioning can lead to sustained shared thinking with adults and peers. We utilise the SHREC approach when interacting with pupils.

The three characteristics of effective teaching and learning are embedded throughout our provision:

- Playing and exploring – children investigate and experience things and 'have a go'.
- Active learning – children concentrate and keep trying when they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children develop their own ideas, make links between ideas and develop strategies for doing things.

We prioritise staff development so that adults have the knowledge and skills to support children's learning, wellbeing and progress through high-quality interactions.

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The best for every child: Inclusion, Equality, Diversity and SEND

Every child is unique and every child deserves an equal chance of success. We do not make negative assumptions about children because of their background. Instead, we get to know, value and understand every child and family.

We promote equality of opportunity and anti-discriminatory practice so that every child is included and supported. Children are encouraged to celebrate similarities and differences between people, families, cultures and communities. Staff are mindful of unconscious bias and stereotypes.

We aim to remove disadvantage experienced by children with SEND. We identify needs early, work closely with parents and carers, provide appropriate adaptations and interventions and work with external professionals where appropriate. Reasonable adjustments are made to assessment and provision where required.

The SENCO supports staff in identifying needs, planning appropriate provision and working with families and other professionals.

Assessment

Assessment helps practitioners and parents/carers recognise children's progress, understand their needs and plan appropriate activities and support. Assessment is an integral part of teaching and learning and is not an additional activity separate from the curriculum.

Assessment should not involve long breaks from interaction with children or excessive paperwork. Practitioners use their knowledge of each child, day-to-day observations, interactions and information shared by parents/carers to identify what children know, understand and can do and to decide what they need to learn next. There is no requirement to collect written, photographic or other physical evidence for every judgement.

Where practitioners see new and significant learning, they may record this through a brief observation, photograph or sample of children's work where this is useful. Records support professional discussion, planning, communication with families and assessment; they do not replace professional judgement.

Formative Assessment

At St Nicholas we hold the individual child at the centre of our planning. Adults respond quickly and effectively to children's interests and needs, helping each child build their learning over time. Formative assessment is used throughout the day to shape teaching, provision, interactions, resources and activities.

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Class practitioners meet regularly to discuss children's progress. These professional discussions inform planning and changes to the environment. Concerns about progress are discussed promptly and appropriate support is put in place, ensuring a 'keep up, not catch up' approach.

Reception Baseline Assessment

All eligible Reception pupils participate in the Reception Baseline Assessment within the first six weeks in which they start Reception, in accordance with the statutory assessment arrangements.

The RBA provides a starting point for the national Reception to Year 6 progress measure. It is not a formative or diagnostic assessment and there is no expected standard for children to achieve. Children cannot pass or fail the RBA and teachers will not use it to label, stream or limit children's learning.

Alongside the RBA, practitioners develop a holistic understanding of each child's individual starting point through relationships with families, information from previous settings, observations, interactions and professional knowledge. This wider understanding informs provision and teaching.

Tracking and Professional Discussions

Children's learning is supported through individual learning journeys using Tapestry. Parents and carers are able to contribute to and comment on their child's learning. Practitioners use professional knowledge and relevant evidence to review progress at key points during the year and to identify children who may require additional support.

Pupil progress meetings take place during the year to discuss the progress and needs of all children, including vulnerable groups. Practitioners discuss gaps in knowledge, next steps and the impact of interventions.

EYFS Profile

In the final term of the year in which a child reaches age five, St Nicholas completes the EYFS Profile for each child. The Profile provides a well-rounded picture of the child's knowledge, understanding, abilities and attainment against the Early Learning Goals, as well as their readiness for Year 1.

Teachers use their professional knowledge and judgement to assess each child's level of development against the Early Learning Goals. Children are recorded as either meeting the expected level of development or emerging. The EYFS Profile must be completed no later than 30 June in the final term.

The Profile is shared with parents/carers and Year 1 teachers. Reception teachers may provide a short commentary on the child's characteristics of effective teaching

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and learning to support transition. Reasonable adjustments are made for children with SEND where appropriate.

Moderation

Moderation is used to ensure assessment judgements are accurate, consistent and robust. Summative judgements are moderated between class practitioners, with a member of SLT and, where appropriate, with other local schools. EYFS practitioners meet regularly to discuss ongoing assessments, children's progress and next steps.

Transition

Transition into Reception

Open mornings are provided for parents and children to visit the school and experience the St Nicholas ethos. Following allocation of a place, parents are invited to a New Parents' Meeting where they meet the teacher and receive information about the EYFS curriculum and the first few weeks of school.

Children are invited to a Teddy Bears' Picnic and taster sessions so that they can meet staff and explore their new classroom. Parents are welcomed into school to strengthen links with staff and other families. Reception teachers visit children in their pre-school settings where possible, and information is gathered from previous settings.

Home visits are undertaken to develop a fuller understanding of the whole child and their family context. A short part-time transition period enables teachers and support staff to get to know children as individuals and plan for their needs. The Reception children initially have their own playtimes and assemblies before gradually joining wider school activities.

Transition from Reception into Year 1

A carefully planned transition occurs between Reception and Year 1. Year 1 teachers attend moderation during the year and become familiar with the children. During the final term, Year 1 teachers spend time in Reception, observe routines and learning and take part in story swaps.

Reception children spend a full day with their new teacher in the Year 1 classroom in July. Children who may find transition difficult can have additional visits with a familiar adult. Reception teachers meet with Year 1 teachers to discuss each child in depth. Parents have the opportunity to visit the new class and meet the Year 1 teacher.

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Assessment informs an ongoing dialogue between Reception and Year 1 teachers so that children's learning and development needs are understood and supported as they move into Key Stage 1.

Parents as partners

St Nicholas at Wade CE Primary School recognises that children's experiences at home are highly significant to achievement. We develop effective partnerships between home and school, acknowledge the role parents and carers have already played in their child's early education and encourage continued involvement. There is a two-way flow of information between home and school. Parents and carers are encouraged to share information about their child's interests, development, wellbeing and learning and to contribute to Tapestry. Parental help is welcomed in class once children are fully settled into school life.

Workshops

During their time at St Nicholas we run workshops for parents and carers. These focus on the importance of play, speech and language, supporting children at home, phonics, reading, writing and mathematics.

Safeguarding Children

The school takes its child protection responsibilities very seriously. The safety and welfare of every child is of paramount importance. The EYFS follows the school's Safeguarding and Child Protection Policy.

Any concerns are recorded using the school's safeguarding recording system and, where necessary, reported to the appropriate agency in accordance with local safeguarding procedures. The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and works with relevant statutory agencies.

- Action when there are safeguarding concerns about a child.
- Action in the event of an allegation against a member of staff.
- Safe use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities.
- Safer recruitment and suitability checks for adults working with children.
- Safeguarding training and support for practitioners to apply procedures in practice.
- Whistleblowing procedures so staff, students and volunteers know how and when to raise concerns about poor or unsafe practice.

The school ensures that practitioners and any other person likely to have regular contact with children are suitable. Staff receive safeguarding training and understand their responsibilities to identify, respond to, record and refer concerns.

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Parents and carers are informed about the school's arrangements for photographs and videos. Images are used in accordance with school policy, parental permissions and data protection requirements.

Attendance

EYFS follows the school's Attendance Policy. Parents and carers are expected to inform school when their child is absent. Unexplained or prolonged absence is followed up in accordance with attendance and safeguarding procedures. Patterns of absence are considered where there may be concerns about a child's safety, welfare or access to education.

Key Person

Every child in Reception is assigned a named key person. The key person develops a secure and trusting relationship with the child and their family and develops a detailed understanding of the child's individual needs, interests, development and wellbeing.

The key person monitors the child's wellbeing and progress and works closely with the wider EYFS team to ensure provision and support are responsive to the child's needs. All adults continue to share responsibility for the care, education and safeguarding of every child. Appropriate cover arrangements are in place when a key person is absent.

Health Safety and Welfare

At St Nicholas the health, safety and wellbeing of children are enhanced by the vigilant and consistent implementation of robust policies, procedures and practice. Staff and students are familiar with the school's Health and Safety Policy and children are taught to use equipment and materials safely.

Risk management is proportionate and focuses on removing or minimising significant risks while enabling children to experience appropriate challenge, independence and exploration. Risk assessments are undertaken for outings and activities where required, and staff are clear about their responsibilities for identifying and managing risks.

Paediatric First Aid

At least one member of staff with a current full Paediatric First Aid qualification is present and available at all times when Reception children are on the premises and accompanies children on outings. A member of staff with a current Paediatric First Aid qualification is also present in the room whenever children are eating. Qualifications are renewed in accordance with statutory requirements.

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Allergies, Medical Needs and Safer Eating

Parents and carers provide information about dietary requirements, preferences, food allergies and intolerances before their child starts Reception. This information is shared appropriately with staff involved in food preparation, handling and supervision. Allergy action plans are developed and reviewed where appropriate.

Staff are aware of the symptoms and treatment of allergies and anaphylaxis and follow individual healthcare plans and the school's medical needs procedures. Medical information, including the use of inhalers or auto-injectors, is stored securely and made available to staff who need it.

Children are supervised appropriately while eating. Food is prepared and presented in a way that minimises choking risks and supports safe, healthy eating. A member of staff with a current Paediatric First Aid qualification is present in the room whenever children are eating.

Intimate Care and Toileting

St Nicholas at Wade CE Primary School is committed to supporting children's dignity, privacy and independence when managing personal care. We are an inclusive school and admit children who are not fully toilet trained. Staff support children to develop independence at a pace appropriate to their development and individual needs.

Children who require support with toileting, changing or personal hygiene are supported sensitively by appropriately trained staff in accordance with the school's Intimate Care Policy. Where a child has a known medical condition requiring nappies or additional personal care, an agreed plan is developed with parents/carers and relevant professionals where appropriate.

Staff balance the child's privacy with safeguarding requirements and follow agreed intimate care procedures. Parents/carers are informed of significant incidents or where ongoing intimate care arrangements are required. Staff will not delay necessary care while waiting for a parent/carer to provide permission where immediate support is required.

Children are encouraged to manage personal hygiene and toileting independently wherever developmentally appropriate, including handwashing and dressing.

[Intimate Care Policy](#).

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Behaviour and Physical Intervention

The Reception class follows the school's Behaviour Policy. Adults use warm, positive relationships, clear expectations, modelling, encouragement and consistent routines to support children's behaviour.

Corporal punishment is not permitted. Physical intervention is used only when reasonable and necessary to prevent immediate danger of personal injury or where absolutely necessary to manage behaviour. Any use of physical intervention is recorded and parents/carers are informed on the same day, or as soon as reasonably practicable.

Outdoor Learning, Risk and Safety

Children have daily access to outdoor learning and play, including our Forest Friday provision. Outdoor learning supports physical development, problem solving, independence, social interaction, creativity and understanding of the natural world. Children are taught to recognise and manage appropriate risks, including the safe use of tools and equipment. Staff use proportionate risk management to enable children to experience challenge safely.

Screen Use

At St Nicholas at Wade CE Primary School, children's learning is rooted in real-world experiences, active exploration, talk, play and interaction with adults and peers. Digital technology is used purposefully where it enhances learning and is not used as a substitute for active play, interaction, physical activity or first-hand experiences. The school has regard to the government guidance on screen use in early years settings and ensures that children's use of digital devices is developmentally appropriate and carefully considered.

Information, Records and Confidentiality

The school maintains accurate and relevant records relating to children in accordance with statutory requirements, school policies and data protection legislation. Confidential information is stored securely and accessed only by those with a professional need or legal right to access it.

The school promotes a regular two-way flow of information with parents and carers. Tapestry is used to support communication and to share relevant aspects of children's learning. Parents and carers are able to contribute to their child's learning journey.

Records and information are retained and disposed of in accordance with statutory requirements and the school's record-management procedures.

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Staff Development, Supervision and Training

A well-trained, skilled team of practitioners supports every child to achieve the best possible outcomes. Staff receive safeguarding training and relevant EYFS professional development and are supported to apply their learning in practice. Practitioners meet regularly to discuss children's learning, development, wellbeing and next steps. Staff development is informed by the needs of children, curriculum priorities, professional reflection and school improvement priorities. Supervision and professional dialogue provide opportunities to discuss practice, wellbeing, safeguarding and concerns about children or provision.

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Impact

The impact of our curriculum is measured by how effectively it enables children to develop into well-rounded individuals who embody our school values and carry with them the knowledge, skills, attitudes and confidence to become lifelong learners and valuable future citizens.

We endeavour for children to be ready for Key Stage 1. Children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children are well prepared for the next stage of their education.

We monitor progress from children's individual starting points and use professional discussion, assessment and pupil progress meetings to identify where additional support is required. We consider the progress and attainment of vulnerable groups and children with SEND and evaluate the impact of interventions.

The Early Learning Goals are not used as the curriculum. They support a holistic, best-fit judgement at the end of the EYFS about children's development and readiness for Year 1.

Linked Policies and Documents

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Attendance Policy
- Intimate Care Policy
- First Aid and Medical Needs procedures
- Food, Allergy and Safer Eating procedures
- Online Safety / Acceptable Use Policy
- Data Protection and Records Management procedures
- Complaints Policy
- Whistleblowing Policy
- Educational Visits Policy
- EYFS Statutory Framework for Group and School-Based Providers (effective 1 September 2026)
- Development Matters – non-statutory curriculum guidance

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Statutory Reference

This policy has been reviewed against the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers, dated 13 July 2026 and effective from 1 September 2026. The school will review this policy in response to changes in statutory requirements, guidance, school practice or identified need.

Date Completed: September 2026

Date to be reviewed: September 2027

Completed by: Miss Hannah Buckley

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