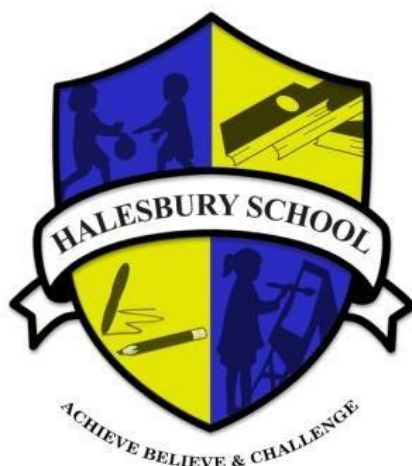


HALESBURY SCHOOL



EYFS POLICY

Policy review and updated	September 2026
Policy due for review	September 2027
Review cycle	Every Year

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1. Introduction

The Early Years Policy at Halesbury School aims to provide a structured framework for delivering high-quality education and care to our pupils with Special Educational Needs (SEN) in the Early Years Foundation Stage (EYFS). This policy is designed to ensure that all pupils, particularly those working within Range 1-2 of the *Birth to 5 Matters* curriculum, receive a personalised and supportive learning environment that promotes their development and prepares them for adulthood.

The purpose of this policy is to outline our commitment to providing high-quality early years education for pupils with SEN within the context of Halesbury School. This policy ensures that all early years pupils, particularly those with autism, communication and language difficulties, ADHD, and SEMH, receive an inclusive, engaging, and tailored educational experience that prepares them for adulthood.

The EYFS policy aligns with our vision of supporting learners to function to the best of their ability in society and adult life, with a particular focus on preparing for adulthood.

We are passionate about meeting individual needs, so we ensure that communication with parents is paramount when building a positive relationship between pupils and parents, working collaboratively to provide an environment that is stimulating and welcoming to children each day.

2. Aims

Through the implementation of this policy, we aim to give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning. We aim to enable each child to develop socially, physically, cognitively, and emotionally, while encouraging children to develop individual independence within a secure and friendly atmosphere. We support children in building relationships through the development of social skills such as cooperation and sharing, and work alongside parents to meet each child's individual needs to ensure they reach their full potential.

2.1 Overarching Principles

The following four principles shape our practice:

- 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 the school and parents.

- Learning and development is important. Children develop and learn in different ways and at different rates.

2.2 Implementation

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

3. Legal Framework

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

- *The Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- *Children and Families Act 2014*
- *Childcare Act 2006*
- *Safeguarding Vulnerable Groups Act 2006*
- *Equality Act 2010*
- *UK GDPR*
- *Data Protection Act 2018*
- *DfE (2025) Statutory framework for the early years foundation stage*
- *DfE (2024) Early years foundation stage profile: 2024 handbook*
- *DfE (2025) Keeping children safe in education 2025*
- *DfE (2023) Working Together to Safeguard Children*
- *Prevent Duty Guidance: England and Wales (2023)*
- *Early Education (2021) Birth to 5 Matters*
- *UK Council for Internet Safety (2020) Education for a Connected World*

4. Roles and Responsibilities

4.1 Governing Board

The governing board is responsible for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's *Child Protection and Safeguarding Policy*.

The governing board is also responsible for monitoring the implementation of this policy, ensuring that it does not discriminate on any grounds, and handling complaints regarding this policy, as outlined in the school's *Complaints Procedures Policy*.

4.2 EYFS Lead and Headteacher

The EYFS lead, in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy.

4.3 Staff

Staff, including teachers, support staff, supply staff, and volunteers, are responsible for familiarising themselves with, and following, this policy. They must remain alert to any issues of concern in children and ensure there is effective communication between staff and families.

5. Learning and Development

In partnership with internal and external professionals, the school promotes the learning and development of children to ensure they are ready for the next stage of education. The EYFS provision and practice is based on an observation of children's needs, interests, and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

5.1 Areas of Learning

There are seven areas of learning and development that must shape education programmes in EYFS settings, split into two interconnected sections: prime and specific.

Prime Areas:

- Communication and language: Listening, attention, understanding, and speaking.
- Physical development: Gross and fine motor skills.
- Personal, social, and emotional development: Self-regulation, managing self, and building relationships.

Specific Areas:

- Literacy: Comprehension, word reading, and writing.
- Mathematics: Numbers and numerical patterns.
- Understanding the world: Past and present, people, culture, communities, and the natural world.

- Expressive arts and design: Creating with materials and being imaginative and expressive.

5.2 Characteristics of Effective Teaching

In organising and implementing educational programmes, the school ensures that a broad range of activities and experiences are planned, reflecting three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring: Children investigate and experience things, using what they know in their play and being willing to try new things.
- Active learning: Children concentrate, persevere through difficulties, and enjoy their achievements.
- Creating and thinking critically: Children develop their own ideas, make links between concepts, and use prior knowledge to learn new things.

6. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact with and observe children to understand their interests and learning needs, using this information to inform practice and provision for each child.

The EYFS setting will undertake summative assessments of the level of each child's development at specific stages. These are:

- **Reception Baseline Assessment** – a short assessment taken within the first six weeks of a child starting Reception.
- **The EYFS Profile** – an assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding, abilities, attainment against the Early Learning Goals (ELGs).

Teachers actively engage children, their parents, and other adults who have significant interaction with specific children in assessment processes to provide a well-rounded picture of development and attainment.

Assessment processes are designed to ensure that teachers and practitioners spend as much time as possible interacting with children and directly supporting their learning. Teachers are not required to record or document evidence to prove children's level of development but may note particularly noteworthy achievements for planning purposes.

EYFS Profile results are reported to the local authority (LA) when requested, and the LA must return this data to the relevant government department.

Reasonable adjustments are made for children with complex SEND needs. Progress is tracked using **STAR (Student Target Assess Record) targets** and **SCERTS (Social Communication, Emotional Regulation, Transactional Support) targets**, alongside the prime areas of the EYFS curriculum.

For children with English as an Additional Language (EAL), the school provides opportunities to support home language in play and learning, while delivering English language development. If a child's grasp of English appears delayed, the EYFS lead will liaise with parents to determine whether there is cause for concern.

7. Inclusion

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

The *Special Educational Needs and Disabilities (SEND) Policy* ensures all children receive the support they need and are given the best learning experience possible.

The EYFS curriculum is planned to meet the needs of each individual child, supporting them to progress at their own pace.

8. Learning Environment and Outdoor Spaces

The learning environment is organised to enable children to explore and learn independently in a safe and interactive setting.

Children have access to an enclosed outdoor environment, and daily outdoor access is planned unless circumstances, such as adverse weather, make it inappropriate or unsafe.

Toilet facilities are available within the EYFS, with hygienic changing facilities located in the toilets. These include a height-adjustable changing bed, a supply of towels, and spare clothes should the children need them.

9. Safeguarding and Welfare

All necessary steps are taken to keep the children safe and well. Any safeguarding or welfare issues are dealt with in line with the *Child Protection and Safeguarding Policy*, which all EYFS staff are required to read as part of their induction.

The **Designated Safeguarding Lead (DSL)** is the Headteacher. Deputy DSLs include the Deputy Headteacher, Family Support Worker, and Behaviour Support Worker. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

Staff receive safeguarding training to ensure they understand policy and procedures, have up-to-date knowledge of safeguarding issues, and can recognise signs of potential abuse and neglect.

10. Mobile Phones and Devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device capable of taking images or recording videos, including tablets.

Use of Personal Mobile Phones by Staff:

- Staff must not use personal mobile phones or cameras when children are present.
- Mobile phones may be used on school premises outside of working hours, or in the staffroom during breaks and non-contact time. Phones should be stored safely and kept on silent when children are present.
- On trips, mobile phones may only be used in emergencies and must not be used when children are present.
- Staff failing to adhere to this policy breach the staff code of conduct. Concerns about other staff must be reported to the DSL.

Use of Mobile Phones by Parents, Visitors, and Contractors:

- Parents, visitors, and contractors are not permitted to take photographs or videos without prior permission. Parents may take photographs or videos only of their own child or of groups with parental consent.
- Staff must report concerns regarding mobile phone use to the DSL.

Use of School Mobile Phones and Cameras:

- Staff are provided with school devices for taking photographs and videos. Devices must have passcode protection and be used only for work-related matters.
- Photographs should only be taken with parental consent and in the presence of another staff member.
- Photographs of injuries for child protection purposes are not allowed; instead, recording concerns forms and body maps must be used.
- School devices cannot leave premises without prior written permission from the Headteacher. Concerns regarding device content must be reported to the DSL.

11. Health and Safety

The school promotes good health, including oral health, among EYFS children.

- Accidents or injuries are reported to parents on the same day, and first-aid treatment is communicated. All incidents are recorded on **Medical Tracker**.
- Serious accidents, illness, injury, or death are reported to Ofsted within 14 days, and local child protection agencies are notified.
- A first-aid box is located in the EYFS kitchen area.

- Only prescribed medicines are administered according to the *Administering Medication Policy*.
- All food and drink provided are healthy and nutritious. Dietary requirements are recorded on **Arbor**.
- A staff member with valid paediatric first-aid certification supervises children during mealtimes.
- Smoking is prohibited on school premises.

Full health and safety policies and procedures are outlined in the *Health and Safety Policy*.

12. DBS Checks – Volunteers and New Employees

The school will ensure that all staff and volunteers working with children in the Early Years Foundation Stage meet the relevant safeguarding and suitability requirements.

Enhanced Disclosure and Barring Service (DBS) checks will be obtained where required. This includes volunteers where an enhanced check is required under the EYFS and wider safeguarding requirements, including supervised volunteers where applicable.

New employees will not commence employment in circumstances where the required criminal-record check has not yet been received, unless a lawful and appropriately authorised alternative arrangement is permitted under the relevant safeguarding requirements.

The school will ensure that safer recruitment procedures are followed and that appropriate checks, references, identity checks, qualifications and other suitability information are considered before individuals work with children.

Any information which may affect an individual's suitability to work with children will be dealt with in accordance with the school's safer recruitment, safeguarding and personnel procedures.

13. Staff Suitability and Information They Must Disclose

All adults working with children within the Early Years Foundation Stage are expected to maintain appropriate professional standards and to disclose information which may affect their suitability to work with children, in accordance with the school's safeguarding and employment procedures.

The school will ensure that staff are made aware of their responsibilities regarding the disclosure of relevant information and that any information received is managed appropriately and confidentially.

Where information arises which may affect an individual's suitability to work with children, the school will undertake appropriate safeguarding and suitability procedures and will seek advice from the relevant safeguarding, human resources or regulatory authority where necessary.

The welfare and safety of children will remain the primary consideration when assessing suitability.

14. Staffing

All staff employed by Halesbury School are recruited by personnel trained in safer recruitment practices.

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

Staff are supported to undertake appropriate training and professional development to ensure children receive the highest quality learning experiences.

All staff in contact with children and families are supervised by the EYFS lead. Supervision provides opportunities for staff to discuss any issues concerning children's development or wellbeing, including child protection concerns, identify solutions, and receive coaching to improve their effectiveness.

At least one member of staff with a current paediatric first-aid (PFA) certificate is present on school premises at all times and accompanies children on all school outings.

Staffing ratios comply with the safeguarding and welfare requirements outlined in the *Statutory framework for the early years foundation stage*:

- For children in Reception classes, class sizes will be 10 children, with 1 teacher, 3 teaching assistants, and 1 personal care assistant.

Changes to ratios will only occur under exceptional circumstances where the quality of care and safety of children is maintained. Parents will be informed of staffing arrangements and any relevant changes.

15. Information and Records

All information is stored in accordance with the UK GDPR, the Data Protection Act 2018, and the school's *Data Protection Policy*.

Child Information Recorded:

- Name and date of birth
- Names and addresses of every parent or carer, including details of parental responsibility and the child's primary residence
- Emergency contact details for each parent or carer

School Information Recorded:

- Name, address, and telephone number of the school
- Certificate of registration

- Names, addresses, and telephone numbers of anyone in regular unsupervised contact with children
- Daily record of children in care, their hours of attendance, and their key person

Information Made Available to Parents:

- The school's privacy notice for parents and children
- Details of EYFS delivery and how parents can access further information
- Daily routine and activities offered, including guidance for supporting children's learning at home
- How the EYFS supports children with SEND
- Details of food and drink provision
- Relevant policies and procedures
- Staffing details, including contact information for class teachers

Ofsted is notified of any changes to:

- School address or contact details
- Hours of care provision
- Any significant event likely to affect the suitability of the school or individuals caring for children

16. Parental Involvement

The EYFS relies on the enduring support of parents. Parents are invited to termly parents' evenings and may speak with teachers at the start or end of the school day.

Parents have access to Class Dojo app for private messaging during term time, with responses provided between school hours and at the end of the school day.

Parents must provide permission for school trips if outside the agreed local areas, the use of their child's photographs, and internet usage at school.

Upon admission, parents complete forms including medical information and a brief synopsis about their child to support understanding of the child's character and personality.

17. Transition Periods

To ensure smooth transitions to Year 1:

- Children are invited to visit their Year 1 classroom multiple times throughout the year, initially accompanied by pre-school staff to provide familiarity. In the summer term, children visit independently of early years practitioners and parents.

- Reception and Year 1 staff meet in the summer term to discuss each child's development and support a seamless transition.
 - Transition booklets are provided to families during the summer term to be shared at home.
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18. Monitoring and Review

This policy is reviewed annually by the governing board, EYFS Lead, and Headteacher.

Any changes to this policy are communicated to all relevant stakeholders.

All staff directly involved with the EYFS are required to familiarise themselves with processes and procedures outlined in this policy as part of their induction.

The next scheduled review of this policy is **September 2027**.