

Early Years Foundation Stage (EYFS) Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our young people and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our young people, staff and our school community.

Signed by: Mrs T Felstead

Date: 14th July 2026

Next review: July 2027

1. Aims

This policy aims to ensure:

- That young people access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every young person makes good progress and no young person gets left behind
- A close working partnership between staff and parents/carers
- Every young person is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

3. Structure of the EYFS

Young people entering the EYFS have Educational Health Care Plans (EHCP). Young people enter at 4 years of age and are funded by the local authority – young people attend full time.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building young people's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support the young people in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the young people's curiosity and enthusiasm:

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

4.1 Planning

Teachers plan highly differentiated activities and experiences for young people that enable them to develop and learn effectively recognising that young people have significant delays in the developmental prime areas. Staff working with the lower attaining young people focus strongly on the 3 prime areas.

Teachers and staff take into account the individual needs, interests, and stage of development of each young person and use this information to plan a challenging and enjoyable experience. All young people have

EHCPs with identified special educational needs or disability, teachers' link with relevant services from other agencies, where appropriate and incorporate recommendations in their planning.

In planning and guiding young people's activities, teachers reflect on the different ways that they learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each young person's emerging needs and interests, guiding their development through warm, positive interaction.

As young peoples' development allows, the balance gradually shifts towards more adult-led activities to help them prepare for more formal learning, in their phase of learning.

5. Assessment

At Fairmead School, ongoing assessment is an integral part of the learning and development processes. Staff observe young people to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Within the first 6 weeks that a young person **starting reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each young person. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents/carers.

The profile is moderated internally to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents/carers

We recognise that young people learn and develop well when there is a strong partnership between staff and parents/carers.

Parents/carers are kept up to date with their young person's progress and development. The EYFS profile helps to provide parents/carers with a well-rounded picture of their young person's knowledge, understanding and abilities.

Each young person is assigned a classteacher who helps to ensure that their learning and care is tailored to meet their needs. The classteacher supports parents/carers in guiding their young person's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance

- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every year, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safer recruitment policy for our procedures.

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher/Head of School. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

See our whistleblowing policy for details of our procedures for handling whistleblowing.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

We recognise that young people learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where young people are able to enjoy learning and grow in confidence.

8.1 Responding to allegations or concerns

If we have concerns about young people's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after young people at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the Headteacher/Head of School – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
 - Arrange a further investigation into the matter, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all young people and ensure their safety:

- Where a person with qualified teacher status, early years professional status or early years teacher status is working directly with the young people, we have at least 1 member of staff for every 13 young people. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

- Where a person with the above qualifications is not working directly with the young people, we have at least 1 member of staff for every 8 young people. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification.

8.3 Paediatric first aid

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when young people are present, including on outings. This PFA certificate is renewed every 3 years as required.

8.4. The designated safeguarding lead (DSL)

We also have a DSL who is responsible for safeguarding young people. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)
- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children's life at home or elsewhere.

8.5 Absence

We're required to promptly follow up on absences.

If a young person is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to young people about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding policy.

8.7 Safer eating

While young people are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All young people will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a young person joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each young person.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that young people can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create Healthcare plans for their young person – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their young person's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their young person

We will prepare food in a way that:

- Prevents choking
- Meets each young person's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the young person's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for young people) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents/carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the young person
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any young person while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of young people we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the young people
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance young people's privacy with their safeguarding and support needs.

9. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every year.

At every review, the policy will be shared with the governing board.

List of statutory policies and procedures for the EYFS

[Safeguarding Policy](#)

[Health & Safety Policy](#)

[Safer Recruitment Policy](#)

[Whistle Blowing Policy](#)

[Attendance Policy](#)

[Supporting pupils with medical conditions Policy](#)

[Complaints Policy](#)