

Early Years Foundation Stage (EYFS) Policy

Fairmead School



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

Signed by: Mrs T Felstead

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Next review: July 2026

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1. Aims

This policy aims to ensure:

- That children 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 child makes good progress and no child gets left behind
- A close working partnership between staff and parents/carers
- Every child 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 for 2024.

3. Structure of the EYFS

Students entering the EYFS have Educational Health Care Plans (EHCP). Students enter at 4 years of age and are funded by the local authority – students 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 are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

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

4.1 Planning

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

Teachers and staff take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. All children 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 children's activities, teachers reflect on the different ways that children 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 child's emerging needs and interests, guiding their development through warm, positive interaction.

As children's' development allows, the balance gradually shifts towards more adult-led activities to help children 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 pupils 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 child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. 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 (referring to the Development Matters [guidance](#)), to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents/carers

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

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

Each child 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 child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children 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 children are able to enjoy learning and grow in confidence.

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

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

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.

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

We also have a designated lead practitioner who is responsible for safeguarding children. 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.

7.1 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to children 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. 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.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	https://www.fairmeadschool.com/ see Safeguarding policy
Procedure for responding to illness	https://www.fairmeadschool.com/ see Health and safety policy
Administering medicines policy	https://www.fairmeadschool.com/ see Supporting pupils with medical conditions policy and First Aid policy
Emergency evacuation procedure	https://www.fairmeadschool.com/ see Health and safety policy
Procedure for checking the identity of visitors	https://www.fairmeadschool.com/ see Safeguarding on policy
Procedures for a parent/carer failing to collect a child and for missing children	https://www.fairmeadschool.com/ see Safeguarding policy
Procedure for dealing with concerns and complaints	https://www.fairmeadschool.com/ see Complaints policy