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EYES POLICY

EYFS Policy Version History	
V23.1	
V25.1	Section 3- structure of days for EYFS pupils changed.

EYFS Policy

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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 and/or 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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS

At Shorefields our foundation stage pupils will be split between our youngest classes. However, the majority of pupils will start in our 'Sunbeams Nursery'. The type of class will be determined by the level of complex needs the pupils have and how much medical support they need. Pupils are offered funded sessions according to their age as follows;

3 Year Old's	3 Days if appropriate
4 Year Old's	4 days if appropriate
5 Year Old's	5 days (from their 5 th birthday)

If a pupil is placed with us at this age without an EHCP then all assessments are completed in the time frame requested by SEND Op so a decision can be made on their most suitable placement.

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. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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 applied through 4 specific areas:

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

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively but factor in their developmental levels and their need for high levels of support. In order to do this, staff working with the children are expected to focus strongly on the 3 prime areas before looking to move on.

Staff always take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan stimulating, engaging and enjoyable experiences. As all of our children have special educational need and/or a disability, staff will link with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. They will accept that our pupils need high structure and frequent repetition so many activities will be revisited and then extended when the pupil is ready.

4.2 Teaching

Learners are given the opportunity to work as a class, as part of a group or as individuals. The learning task or activity, the nature of the topic being studied and the resources being used will determine the choice of class organization.

Learners do not make a distinction between 'play' and 'work' and neither should adults working with them. Learners need time to become engrossed, work in depth and complete activities.

However, we value the importance of well-planned play as a key way in which young children learn. It offers them opportunities to explore and investigate, develop skills, solve problems and make sense of the world.

The more general features of good practice in the school that relate to the Early Years Foundation Stage are:

- the partnership between staff and parents/carers recognizing that parents/carers continue to have a teaching role with their children

- the understanding that staff have knowledge of how children develop and learn, and how these impacts on their teaching
- the range of approaches used to ensure that learners have firsthand experiences across the curriculum
- that adults give clear explanations, make appropriate interventions and extend and develop play and communication skills
- a carefully planned curriculum that begins to help children work towards the Early Learning goals
- the identification through observation and planning of the next step in children's learning
- opportunities to share with parents/carers through Tapestry and face to face meetings
- indoor and outdoor environments to provide a positive context for teaching and learning

5. Assessment

At Shorefields, ongoing assessment is an integral part of 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 and are entered on Tapestry or on to recoding sheets. Staff also take into account observations shared by parents and/or carers.

When a child starts reception, the staff have the option to administer the Reception Baseline Assessment (RBA) Within the first 6 weeks. However due to the severe learning difficulties of our pupils most are unable to engage with this.

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')

Although the pupils are looked at in all 17 areas the class lead will focus their key attention, assessment and planning on child's development in the 3 prime areas as for our learners they often do not move past these whilst in our EYFS classes.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Alongside the EYFS profile, learners are set targets by the class lead based on their EHCP outcomes, if they have one. They will be assessed on these termly and these will be reported to parents and carers at the end of each term. If they do not yet have an EHCP the teacher will use the EYFS prime areas to feed back as part of their assessment towards an EHCP.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers and we work hard to foster this.

Parents and/or carers are kept up to date with their child's progress and development. The regular Tapestry updates, daily communication and termly face to face meeting helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class lead is also always available for additional meetings or phone conversations to discuss progress or any concerns.

Each child is assigned a key person, usually the classroom lead, to ensure that their learning and care is tailored to meet their needs. This is supported by a nominated home school support worker who supports parents and/or carers in guiding their child's development at home. There is also a nominated member of SLT who is linked to the child and will link in with social workers and similar professionals.

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 staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety. As a SEND school we have very high ratios based on the needs of the pupils and the banding level dictated by ECC.

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 school Nurse on site who can liaise with Paediatricians and other health professionals as necessary. We try where possible to offer medical appointments on site to support our pupils in attending these with as little stress and disruption as possible.

We promote good oral health, as well as good health in general, in the early years by daily tooth brushing and promoting a range of healthy foods for our children. However, we are aware that many of our children have very limited and restrictive diets due to their SEND and our priority is to ensure children eat, even if the food is deemed as unhealthy. We will continue to promote health alternatives and build positive relationships with food through their time in our school.

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 updated, reviewed and approved by Shorefields Governing Board every 2 of years.