Headlands Primary School
Early Years Foundation Stage

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Statement of intent

At Headlands Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006 Regulations 2012
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2026) 'EYFS Statutory Framework for Group and School Based Providers'
- DfE (2023) 'Development Matters'
- DfE (2026) 'Keeping Children Safe in Education 2026'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent duty'
- Early Years Coalition (2026) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection
- Complaints Procedures
- Special Educational Needs and Disabilities (SEND)
- On-line Safety Policy
- Administering of medicines
- Health and Safety
- Data Protection
- School curriculum

2. Roles and responsibilities

- 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, cameras and other electronic devices with imaging and sharing capabilities, 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.

- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Child Protection Policy – 'Managing Allegations of Abuse Against Staff, Governors and Volunteers'.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

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

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. 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.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching 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.

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.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

4. Learning and Development

In partnership with parents, the school promotes the learning and development of pupils 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.

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

The 'prime' areas of learning and development are:

- 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

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

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

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, is set out in the school's curriculum planning document.

5. 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 teachers 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 and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

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

- Reception Baseline Assessment – a short statutory assessment that is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports EYFS Profile results to the Local Authority (LA) when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead or EYFS class teacher will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

6. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Teachers ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

7. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have daily access to the outdoor environment, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are two toilet facilities available to the EYFS, and there are hygienic changing facilities containing a supply of towels and spare clothes.

8. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The designated safeguarding lead (DSL) is Ruth Ellis (Headteacher). The deputy designated safeguarding lead (DDSL) is Emma Johnson.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The DDSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and DDSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

The school monitors child absences by following up on prolonged or unexplained absences promptly. There is an attendance policy that is shared with parents and/or carers, which includes expectations for reporting child absences and the actions that will be taken if a child is absent without notification or for a prolonged period of time.

9. Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to all electronic devices with imaging and sharing capabilities.

Use of personal mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and the Allegations of Abuse Against Staff Policy.

The only exception of teaching staff using their phone in class is upon hearing the Lockdown alarm to receive important information.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection Policy.

Use of the school's mobile phones and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection Policy.

10. Computing and IT lessons

Computing and IT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education, whilst taking into account the guidance on children's screen use. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and

cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using IT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

While there is no set educational programme for early years IT, children will learn about technology as part of achieving the early learning goals (ELGs). In accordance with the DfE's 'Statutory Framework for the Early Years Foundation Stage', all educational programmes offered by Headlands, including IT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** IT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** IT enhances children's experiences of learning mathematics and improves their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Teachers will not use formative assessments for IT, but will use summative assessments to help track children's progress. Resources will be shared fairly between pupils and, where needed, tasks and equipment will be adjusted to suit pupils' needs and abilities.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching IT. The EYFS lead will hold the IT subject leader, teachers and support staff to account for their delivery and support of the IT curriculum and offer support where needed.

The IT subject leader will be responsible for:

- Staying aware of new IT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of IT resources.
- Keeping appropriate records of IT expenditure to review costs and make suggestions for the future.
- Securing and maintaining IT resources.
- Ensuring IT resources are up-to-date, fit for purpose and safe for pupils to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the IT curriculum will be responsible for:
- Encouraging pupils to apply their knowledge, skills and understanding of IT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.

- Working with the IT subject leader and SENCO to put reasonable adjustments in place to ensure all pupils can make use of the school's IT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead informed about how the aims of the setting's IT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The On-line Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring pupils are supervised appropriately when using the internet. In the event of pupils accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection Policy.

11. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS teachers will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school office. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified. A first-aid box is located in the EYFS corridor.

Only medicine prescribed to a child by a doctor will be administered. The school's Administering Medication Policy outlines the procedures for administrating medicines.

Any food or drink provided to children is healthy, balanced and nutritious. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Where possible, a member of staff faces the children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions. A qualified paediatric first aider is present in the room during all meal and snack times.

The school meets the safer sleep safeguarding requirements set out in the EYFS statutory framework, which currently links to the NHS safer sleep guidance.

The school ensures that children's privacy is considered and balanced with safeguarding and support needs during nappy changing and toileting.

Smoking is not permitted on the school premises.

No dogs are allowed on the school premises, including banned dog breeds.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

12. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored.

13. Staffing

A robust safer recruitment procedure is in place with at least one member of the interview panel having undertaken Safer Recruitment Training. References are obtained for all new staff members.

The school obtains an enhanced criminal record check and, where required, a children's barred list check for all individuals aged 16 and over who work directly with children, including staff, volunteers and other adults. This requirement applies to adults who have lived or worked abroad and who work directly with children.

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

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

The Headteacher will provide cover for the EYFS lead in their absence.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the school office.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'.

The school adopts the following staffing ratios:

- For children in Reception classes:
  - Class sizes will be limited to 30 pupils per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

14. Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- Food and drinks provided for the children
- How the school's EYFS supports children with SEND
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

15. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Location will be utilised for confidential discussions between staff and parents.

Parents are asked to complete permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

16. Transition periods

Induction procedures

- Parents must register their child online with the City of York Council before 15th January in the year their child is due to start school.
- Parents will be notified by post that their child is being offered a place at the school and they must confirm that they wish to take up this place
- Parents will be invited to an induction evening during the summer term where the Head teacher and Early Years Foundation Stage Lead will provide all the required information for their child.
- The teacher will visit the children at their pre-schools setting and have chance to discuss any concerns with parents.
- The children will be offered opportunities to visit the school for stay and play sessions.

- When the children begin school the parents are welcome to help settle the children in the classroom for the first few days, but thereafter the children are encouraged to be independent and come into school with their teacher.

Transition to Key Stage One

The Early Years Foundation Stage staff work very closely with the Year One teacher to ensure that the transition is as smooth as possible. Towards the end of the summer term, the Reception children visit the Year One class to familiarise themselves with their new classroom and class teacher. Together the staff use assessments to decide how best to approach the year one curriculum and how to structure the start of a slightly more formal timetable. It may be that the Early Years Foundation Stage has to be carried over into the beginning of Year One if some children have not yet achieved the Early Learning Goals, or the Year One curriculum has to be adapted and taught in a slightly less structured way. Children in Year One are also given opportunities to use play to extend and enhance their learning.

17. Monitoring and review

This policy is reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

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

EYFS Leader: Mrs Elizabeth Neville

Headteacher: Mrs Ruth Ellis

Chair of Governors: Rev Ron Smith

Date: 01/ 05 /26

The next scheduled review date for this policy is May 2027.