



<b>POLICY</b>	<b>EYFS Policy 2025/2026</b>
<b>STATUS/DATE OF THIS VERSION</b>	<b>September 2025</b>
<b>APPROVED BY</b>	<b>Board of Trustees</b>
<b>RATIFIED BY</b>	<b>Board of Trustees</b>
<b>REVIEW</b>	<b>September 2026</b>

This policy is operated by all the schools in Unity Education Trust (as listed below).

There may be sections that are specific to one school and these will be added by the school either as an annex or in place of yellow highlighted sections below.

**Any queries about the policy should be directed, in the first instance, to the Headteacher/Head of School:**

- **Beeston Primary School**
- **Garvestone Primary School**
- **Grove House Infant and Nursery School**
- **King's Park Infant School**
- **Churchill Park Academy**
- **Greyfriars Academy**
- **Highgate Infant School**
- **King's Oak Infant School**
- **Wimbotsham and Stow Academy**
- **Magdalen Academy**
- **St German's Academy**

## **1. Aims**

This policy aims to ensure that:

- Children access a broad and balanced curriculum that equips them with the knowledge and skills for lifelong learning.
- Teaching and learning are of high quality and consistent, enabling every child to make progress.
- Staff work in close partnership with parents and carers.
- Every child is supported and included through equality of opportunity and anti-discriminatory practice.

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## **2. Legislation**

This policy is based on the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective 1 September 2025.

It should be read alongside non-statutory guidance, including:

- Development Matters (DfE, revised September 2023)
- Birth to Five Matters

It also complies with our funding agreement and articles of association.

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## **3. Structure of the EYFS**

At Churchill Park Academy, pupils in EYFS are placed in classes in either the Experience Pathway or the Engage Pathway, according to their learning needs, based on information gathered at induction. Our classes are mixed-age, and pupils may be grouped with others in EYFS, Year 1, and Year 2.

Further information about our learning pathways can be found on our website: [Churchill Park Curriculum](#).

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## **4. Curriculum**

Our early years setting follows the EYFS statutory framework, but due to the complex SEND of our pupils, this is adapted significantly.

The EYFS framework includes 7 areas of learning and development:

### **Prime Areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

#### **4.1 Planning**

- Staff plan activities and experiences that enable effective learning and development, with a strong focus on the prime areas, particularly Communication & Language.
- Learning environments are simplified to reduce sensory overload, offering sensory and hands-on activities for manageable periods.
- Plans take account of each child's needs, interests, and developmental stage.
- Activities are designed to build engagement and skills, particularly in Communication & Interaction and Personal, Social & Emotional Development.
- Specialist support is accessed where needed (e.g., Speech and Language Therapy, Occupational Therapy, Physiotherapy).

#### **4.2 Teaching**

- Teaching combines adult-led and child-initiated activities through purposeful play.
- Staff respond to each child's emerging needs with warm, positive interaction.
- Where development allows, adult-led activities focus on preparing pupils for subject-specific learning.

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#### **5. Assessment**

- Assessment is continuous and based on observation of achievement, interests, and learning styles.
- Observations are recorded in the online learning journal and used to inform Personal Learning Goals (PLGs), linked to EHCP targets.
- Parent/carer contributions are valued and included.

##### **Reception Baseline Assessment (RBA):**

- Within the first 6 weeks of reception, pupils normally complete the RBA.
- From 2025/26, this is administered via DfE Sign-in assessment services, requiring two devices (one for the practitioner, one touchscreen device for the pupil).
- Where a pupil cannot access the RBA even with adaptations, the headteacher records 'unable to access' in line with ARA 2025 guidance.

##### **End of EYFS Assessment:**

- In the final term of reception, teachers complete the EYFS Profile (EYFSP) in line with the EYFSP Handbook 2025.
- Judgements are based on observations and discussions with parents/carers.
- Internal moderation is undertaken, with data submitted to the LA as required.
- For pupils working below the level of the national curriculum and not engaged in subject-specific study, the Engagement Model is used to assess progress. This does not replace EYFSP unless an exemption applies.

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#### **6. Working with Parents and Carers**

- Strong partnerships between staff and parents/carers are central to effective learning.

- Each children who ensures tailored provision and supports families in accessing specialist services if needed.
- Parents/carers are kept regularly informed of progress and development.

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## **7. Safeguarding and Welfare**

Children learn best when healthy, safe, and secure, with individual needs met and strong adult relationships in place.

- We comply with EYFS Section 3 requirements on safeguarding and welfare.
- We also meet Infant Class Size legislation (maximum 30 pupils per teacher in KS1 classes, with limited statutory exceptions).
- As a complex-needs school, adult-to-pupil ratios are usually higher than statutory minimums, based on assessed needs.
- At least one member of staff with a paediatric first aid (PFA) certificate is always present, including on trips. Certificates are renewed every 3 years.

### **Health & Oral Health:**

- We promote healthy eating and oral health.
- From April 2025, we follow national supervised toothbrushing guidance and align with the national supervised toothbrushing programme for early years and primary settings.
- Where SEND prevents engagement in toothbrushing, OT support is sought for oral-motor programmes, and families are signposted to specialist services.

All other safeguarding and welfare procedures are set out in the school's Child Protection and Safeguarding Policy.

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## **8. Monitoring Arrangements**

This policy is reviewed annually by the EYFS Lead and Headteacher. Amendments are ratified by the Trust Board, or earlier if significant national policy changes occur.

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### **Appendix 1. Statutory EYFS Policies & Procedures**

<b>Policy / Procedure</b>	<b>See our school website for:</b>
Safeguarding	Child protection and safeguarding policy
Responding to illness	Health & safety policy; First Aid policy
Administering medicines	Supporting pupils with medical conditions policy
Emergency evacuation	Health & safety policy
Identity of visitors	Child protection and safeguarding policy
Missing children / non-collection	Child protection and safeguarding policy
Concerns & complaints	Complaints policy

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

Statutory policy or procedure for the EYFS	See our school website
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and First Aid Policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy