



Hanbury CE First School

EYFS Policy March 2026

ADOPTED BY	HANBURY CE FIRST SCHOOL GOVERNING BODY
Governors' Committee Responsible	School Improvement Committee Statutory
Status & Review Cycle	Every Two Years
Staff Lead	EYFS Lead
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Adapted from The Key model policy solicitor approved.

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

Contents

1. Aims
 2. Legislation
 3. Structure of the EYFS
 4. Curriculum
 5. Assessment
 6. Working with Parents
 7. Key Person
 8. Safeguarding and Welfare Procedures
 9. Illnesses and Injuries
 10. Transition
 11. Photographs and Mobile Phones
 12. Monitoring Arrangements
- Appendix 1. List of statutory policies and procedures for the EYFS

1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the wide 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 is 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), effective 1 September 2025.

3. Structure of the EYFS

Our early years setting consists of two classes:

Preschool children aged 3 and 4, capacity 26 on any given day, core hours 9am-3pm.

Reception-age children, Pupil Admission Number 30, School hours are 8.40 am – 3.10 pm.

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework. [EYFS statutory framework for group and school-based providers](#)

- Phonics is taught daily using Essential Letters and Sounds
- Same day intervention is daily for all children who require it following assessment every 5

weeks

- Maths in reception is taught following the Mastering Number NCTEM sequences four times weekly
- Preschool maths
- RE is taught weekly

4.1 Areas of Learning

The EYFS framework includes 7 areas of learning and development, all equally important and inter-connected. 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

4.2 Planning

Staff plan activities and experiences to enable effective development and learning. Staff working with the youngest children focus strongly on the prime areas. Individual needs, interests, and stages of development are considered when planning, including specialist support for children with SEND. Planning is informed by the EYFS framework and designed to prepare children for transition from Preschool to Reception and then into Year 1 and onto the National Curriculum.

4.3 Teaching

Learning is delivered through planned, purposeful play, a mix of adult-led and child-initiated activities, and responsive interactions. As children progress through the year, the curriculum gradually shifts towards more adult-led and independent focussed learning to prepare them for transition into the next phase of the education.

4.4 Forest School

Preschool children will be using the school site including forest school to enhance their provision and curriculum offer.

Reception children attend weekly on-site Forest School sessions year-round. These sessions foster confidence, independence, problem-solving, and strong peer relationships, while providing experiences across all seasons and environments.

5. Assessment

Ongoing assessment is central to learning and development:

- Staff observe pupils to identify their level of achievement, interests, and learning styles.
- Remarkable moments in learning are recorded.
- Teachers meet termly with senior leaders to discuss individual progress.
- Termly summative assessments identify children on track to meet development milestones.
- Within the first 6 weeks of Reception, the Reception Baseline Assessment (RBA) is completed.

At the end of EYFS, the EYFS Profile is completed for each child, assessing the 17 Early Learning Goals (ELGs) as:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile is informed by ongoing observations and parental input, moderated internally and with local schools, and submitted to the Local Authority.

6. Working with Parents

Strong partnerships between staff and parents/carers underpin children's progress.

- Parents are kept up to date through parents' evenings, regular communication, and reporting on the EYFS profile.
- Staff support parents in guiding learning at home and engaging with specialist services when required.
- Key workers (in Preschool) are assigned to children and share progress and development areas incidentally through parent/carer and teacher communication and partnership.

6.1 Transition into Preschool

- An 'All about Me' form is completed by families ahead of the transition into preschool.
- Parents are encouraged to visit the setting and meet key members of staff.
- Children are invited to a settle session prior to them commencing preschool. This is adapted and tailored to individual needs.

6.2 Transition into Reception

- Parents attend an Information Evening to meet the Early Years team.
- Children attend settle sessions before starting.
- Staff liaise with pre-school providers where possible.

6.3 SEND Transition

- Individual transition plans are developed where needed, in collaboration with parents and external agencies.
- Transition booklets with photos, visual timetables, and additional settle sessions are provided.
- See the school's SEND and Inclusion Policy for further detail.

7. Key Person

Each child in Preschool is assigned a key person. This role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers.

8. Safeguarding and Welfare Procedures

We follow all statutory safeguarding and welfare requirements in line with the 2025 EYFS framework, Keeping Children Safe in Education and Working together to Safeguard Children.

8.1 Safeguarding and Child Protection

Safeguarding procedures are outlined in the Child Protection and Safeguarding Policy.

8.2 Whistleblowing

All staff, volunteers, and trainees are informed of the school's whistleblowing procedures and can raise safeguarding concerns without fear of reprisal.

8.3 Safer Recruitment

- References are obtained and checked for all staff, volunteers, and trainees before appointment.
- Suitability checks are completed in line with statutory guidance and within the school safer recruitment policy.

8.4 Child Absence Monitoring

- Unexplained absences are followed up promptly.
- Emergency/back-up contacts are kept on record.
- Patterns of absence are monitored and concerns escalated.

8.5 Safer Eating Practices

Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious. To understand how to meet this requirement, providers must have regard to the 'Early Years Foundation Stage nutrition guidance' Early Years Foundation Stage nutrition guidance.

While children 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 children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair, where possible, in a designated eating space.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Reduces the risk of choking
- Meets each child'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 child'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.

Parents are provided with information about what can be stored safely in a packed lunch, including how to keep lunchboxes cool, as they are not refrigerated. The packed lunch sheet also provides advice about appropriate food content.

- Children are supervised while eating and seated appropriately.

- Choking risks are managed (e.g., food cut appropriately, high-risk foods avoided).
- Staff are aware of children's allergies and dietary needs.

8.6 Toileting and Intimate Care

Children's privacy is respected during toileting and nappy changing, while ensuring safeguarding and hygiene standards are upheld.

8.7 Paediatric First Aid

We ensure that at least one member of staff who holds a current full Paediatric First Aid (PFA) certificate is always on the premises when children are present and accompany children on outings. All newly qualified staff obtain a full PFA certificate within three months of employment. We take reasonable steps to ensure sufficient staff are trained in PFA to meet staffing arrangements and cover absences.

8.8 Promoting Good Health

We promote the good health of all children attending the setting in line with EYFS requirements.

We support children to develop healthy lifestyles through:

- Providing nutritious, balanced snacks and encouraging healthy food choices
- Ensuring fresh drinking water is available at all times and limiting sugary foods and drinks
- Promoting oral health by teaching the importance of tooth brushing and the effects of excessive sugar consumption
- Encouraging regular physical activity through indoor and outdoor play opportunities
- Teaching good hygiene practices, including regular handwashing routines
- Following appropriate procedures for managing illness, administering medication, and preventing the spread of infection
- Supporting children's emotional wellbeing in a safe and nurturing environment

9. Illnesses and Injuries

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the class and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes.

All accidents are recorded in the school's accident book and signed by the member of staff who dealt with the incident. The staff member dealing with a head bump injury is responsible for completing a head bump letter and this is sent home with the child at the end of the day. If a child sustains an injury in preschool this will be documented and will need to be signed when informed by the parent/carer collecting. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

10. Transition

Transition to Pre School- We invite parents into school to visit and answer any questions that parents may have. Our EYFS teacher will contact the child's current setting (if they currently attend a nursery setting) to discuss key information to support the child's transition into our Pre School setting. The children are invited to attend up to two transition sessions where they will get to know their teachers, teaching assistants and the routines of Pre School.

Transition from Pre School to Reception- If the children that do not attend our pre school provision select Hanbury CE First school as their reception choice, we will work closely with our feeder settings to ensure that the children make a smooth transition to our school. In the summer term, we organise opportunities for the children to visit. Our EYFS teacher will contact the child's current setting to talk about the child. The children receive copies of a child friendly booklet about Hanbury CE First School. We hold a

transition meeting for new reception parents in the summer term, where we outline daily routines and expectations. Parents are invited to attend a stay and play session with their child, but the children are invited to attend two other transition sessions. The children start school full-time to allow a smooth transition into the school routine. Routines such as Worship and playtimes are built up gradually, with support from the children's teacher and teaching assistant.

Transition from Reception to Year One- In the summer term at the end of the reception year we begin a programme of transition to support the children with their move to year one. This involves visits to the year one classroom, discussion with current year one children and opportunities to ask any questions about the next year. The school holds a 'Moving Up' day, giving the children an experience of their new class.

11. Photographs and Mobile Phones

All staff and volunteers' personal mobile devices (eg phones, tablets, laptops) must be stored out of sight from the children; they must not be used while children are present. Any visitors to preschool must leave their mobile devices in the school office. All smart watches must be disconnected from the internet – and emails, text messages or any notifications must not be received. Smart watches may be used only as a watch or fitness tracker when in school with the children.

12. Monitoring Arrangements

- This policy will be reviewed and approved by the School Improvement Committee at least every 2 years and updated sooner if statutory requirements change.
- Safeguarding and welfare procedures will be reviewed annually.
- Policy updates are shared with the governing board.

Linked Policies

- Child Protection and Safeguarding
- Teaching, Learning and Assessment
- Marking and Feedback Policy
- First Aid Policy
- Curriculum Policy
- Learning Environment Policy
- Behaviour, Anti-Bullying and Exclusions
- Health and Safety
- SEND and Inclusion Policy
- Complaints Policy
- Online safety
- Attendance

Appendix 1. Statutory Policies and Procedures for the EYFS

Statutory Policy or Procedure

Where to Find It

Safeguarding policy and procedures

Child Protection and Safeguarding Policy

Procedure for responding to illness

Health and Safety Policy / First Aid Policy

Administering medicines policy

Supporting Pupils with Medical Conditions Policy

Emergency evacuation procedure

Fire Safety Policy

Procedure for checking the identity of visitors

Child Protection and Safeguarding Policy

Procedures for parent failing to collect a child and for missing children

Child Protection and Safeguarding Policy

Procedure for dealing with concerns and complaints

Complaints Policy