



FAIRFIELD
COMMUNITY PRIMARY SCHOOL

OUR MISSION

To nurture confident, knowledgeable, and articulate young learners who are fluent readers, resilient in the face of challenges, and guided by empathy and respect in all they do.

EYFS POLICY

Date adopted:	
To be reviewed by:	
Version:	1



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One-page summary

This summary presents the key points of Fairfield's Early Years Foundation Stage (EYFS) policy. It outlines our aims, curriculum approach, assessment arrangements, safeguarding and inclusion expectations, parental partnership, transition arrangements and health & safety commitments.

We aim to give every child the best possible start in life by providing a safe, nurturing and stimulating environment. We work in partnership with parents to develop independent, collaborative and happy learners, closing attainment gaps and helping children achieve the Early Learning Goals (ELGs) by the end of Reception.

Our practice is built on the four EYFS principles: every child is unique; positive relationships; enabling environments; children learn in different ways and at different rates. We value play-based learning, high-quality interactions and a balance of adult-led and child-initiated activity.

We deliver a sequential, ambitious curriculum across the seven EYFS areas (three Prime: Communication & Language, PSED, Physical; four Specific: Literacy, Mathematics, Understanding the World, Expressive Arts & Design). Characteristics of Effective Learning (playing & exploring; active learning; creating & thinking critically) underpin daily practice. Cultural capital and age-appropriate British Values are woven through activities and routines.

We record, track and report children's attainment through:

- Baseline assessments on entry (including the statutory Reception Baseline).
- Ongoing formative observations recorded in learning journals/Tapestry.
- Mid-year and end-of-year assessments tracked on O Track.
- Statutory Foundation Stage Profile completed in June and shared with parents and Year 1 teachers; reports issued to parents in early July.
- Parents receive two consultation evenings and written reports.

We identify needs early, provide reasonable adjustments and work with the SENCO and external specialists to support children with SEND. EAL learners are supported through language-rich practice and parental engagement.

Child protection and welfare are paramount: a DSL/DDSL is always contactable, staff hold appropriate checks and training, paediatric first aid cover is maintained, risk assessments are in place, and clear intimate-care procedures are followed. Dietary and medical needs are recorded and adhered to.

We maintain active home-school links (Tapestry, induction booklets, stay-and-play, workshops). Parents are supported to contribute to learning and are encouraged to be involved in school events.

Well-planned transitions from Preschool to Reception and into Year 1 include home visits, All About Me booklets, phased induction, small-group visits, and information sharing between settings and teachers.

Introduction

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so early years experiences have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

— Statutory Framework for the Early Years Foundation Stage (September 2025)

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage year. At Fairfield Community Primary School, children are admitted into full-time schooling in the September following their fourth birthday. We also have a Preschool on-site for 3–4-year-olds. Early childhood is the foundation on which children build the rest of their lives. At Fairfield Community Primary School, we greatly value the importance that the EYFS plays as a key phase in children’s lives and in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Fairfield Community Primary School, we will:

- Provide a happy, safe and stimulating environment.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond, and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, as each child is unique and special, assessing their individual needs and helping each child to progress.
- Develop good relationships with parents and carers to build a strong partnership in supporting their children. We use Tapestry to further assist in developing these bonds and invite parents to a range of events such as phonics, reading and maths mornings and decoration sessions.
- Run Family Learning programmes, when available, which have proven beneficial.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.
- Understand the importance of play in children’s learning and development.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

Intent

Our ambition at Fairfield is to work in partnership with parents and carers to encourage independent, collaborative and happy learners who thrive in school and reach their full potential from their various starting points. Historically, children have started at Fairfield below average, and in some cases significantly below, in areas of development such as Literacy, Maths and Communication & Language. Therefore, we ensure that our children are provided with a broad and balanced curriculum that will enable each child to rapidly develop their knowledge and understanding. We now also have our own Preschool for 3–4-year-olds to enable us to give pupils the very best start. We acknowledge that the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, and by giving children sufficient opportunities to understand, demonstrate and retain them over time while following the children's interests.

In the EYFS, we aim to create indoor and outdoor environments which support children's learning. We also strive to prepare children to reach the Early Learning Goals at the end of the Foundation Stage and to ensure children make good progress from their starting points. At Fairfield we also work hard to ensure a smooth transition from Preschool into Foundation Stage and from Foundation Stage into Key Stage 1.

Implementation

At Fairfield Community Primary School, we follow the Statutory Framework for the Early Years Foundation Stage. Within this framework, there are four guiding principles which shape our practice. These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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 practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

At Fairfield, we have developed our own curriculum for Preschool and Foundation Stage, which includes continuous provision both indoors and outdoors and which enables frequent learning opportunities that are appropriate to each child's stage of development. Practitioners know how to support children as they practise and refine their skills and knowledge in all areas of their learning and development. They support children using teaching skills and a balance of adult-led and child-initiated experiences. Accurate and timely assessment ensures that activities provided suit children's needs and abilities.

When planning for these opportunities, teachers consider:

- The EYFS statutory guidance
- Early Years Outcomes / Development Matters
- Learning styles
- Modelling of skills
- Language and vocabulary development
- Fine and gross motor skills
- Prior experiences
- Small steps progress

Please refer to the remaining parts of the policy for additional information on our curriculum.

Impact

- We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. By the end of Preschool, we aim for pupils to have made good progress and for as many pupils as possible to have reached the expected level of development. In the Foundation Stage, we aim for as many pupils as possible to reach the Early Learning Goals and to achieve a Good Level of Development (covering the prime areas and literacy and numeracy). We are always striving hard to narrow the gap between our GLD rate and the national expectation with the aim of reaching the national expectation or above.
- The Foundation Stage teacher / EYFS Co-ordinator and the Preschool leader / assistant use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.
- Summative assessment evaluates children's attainment at key times, including at the end of the year. In Foundation Stage, this is against the Early Learning Goals, and in Preschool against the end-of-Preschool expectations, to determine whether children are on track or are still working towards the expected level. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake moderator training through the Local Authority, which helps validate school judgements.

We measure the percentage of pupils achieving age-related expectations by the end of the Foundation Stage and compare our GLD rate with other schools locally and

nationally. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well-rounded individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Curriculum

Teaching in the EYFS setting at Fairfield Community Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected.

The three prime areas below are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are called the prime areas:

- communication and language
- personal, social and emotional development
- physical development

We also support children in four specific areas, which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Preschool and Reception, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of Preschool / Reception expectations.

The seven areas of learning and development are equally important, closely interlinked and dependent on each other, so we ensure our curriculum follows this and allows children to make links between what they are learning. All areas of learning and development are given equal weighting and value.

Our curriculum incorporates learning through play, learning by adults modelling, learning by observing each other, and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at Fairfield Community Primary School are the three characteristics of effective learning:

- **Playing and Exploring** – children investigate and experience things, and ‘have a go’.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of their play is essential.

“What children learn is important, but how children learn is even more important if they are to become learners in today’s society.”

— Helen Moylett, *How Children Learn*, Nancy Stewart (2011).

Cultural Capital & British Values

In the Foundation Stage we aim to improve all pupils’ cultural capital, which is the essential knowledge that all children need to prepare them for future success. We aim to deliver a curriculum that enhances the experiences and opportunities available to children, including the most disadvantaged. We are aware that children arrive in the Foundation Stage with different experiences in their learning and play. We hope that through the EYFS curriculum and our interactions, pupils will be positively impacted. We try to expose pupils to a range of experiences, cultures and communities within the curriculum and work hard on developing their acquisition of language.

Important themes such as British Values are promoted within our directed activities and also form part of our daily routines, such as democratically making choices and understanding rules.

Planning and Teaching (including: inclusion for SEND)

All areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult-focused, differentiated tasks and child-initiated activities, both indoors and outdoors. We have an outside learning space which children have access to each day. We provide children with suitable clothing for all weather conditions, so children are protected and there are no barriers to learning. The outside area has a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities to make their own choices.

At the beginning of the year, parents/carers are asked to give permission for their child to be photographed or videoed during their time at school. We use these images in the classroom, on displays and on the website. They also receive an

additional Tapestry permission letter. Educational visits within the local community and further afield are also planned to support children's learning within the classroom.

Preschool and Foundation Stage staff use observations as the basis for planning. Staff are experienced at observing children to identify their achievements, interests and next steps for learning. These observations help direct future planning and support work. Relevant and significant observations are recorded in their books, learning journals or on Tapestry.

At Fairfield, we ensure inclusive practice with early intervention and adjustments being made when necessary to ensure all pupils can access the curriculum and space. We also look carefully at progressing all pupils' learning, including that of high-attaining pupils.

Assessment, Recording and Reporting

When pupils first start at the Preschool / Foundation Stage, staff will complete a baseline assessment using observation and some directed tasks. During the beginning of the first term in Foundation Stage, the teacher will also complete the new government baseline test. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children. We will also complete a mid-year assessment and an end-of-year assessment. All data is input into O Track, which is then used to track pupils' progress and provide data analysis of key groups.

The Foundation Stage Profile

At the end of the final term in Foundation Stage, we use the Foundation Stage Profile, which is the nationally employed assessment tool that enables teachers to record their observations and to summarise their pupils' progress towards the Early Learning Goals. We record each child's level of development as either **emerging** (working towards the ELG) or **expected** (reached the ELG). This information is sent to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information in the end-of-year report, which includes information on their child's progress in each area of learning. It also highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

Assessment in the Early Years takes the form of both formal and informal observations, photographic evidence and planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

Parents attend two parents' evenings a year, and they receive a mid-year report and an end-of-year report which highlight their pupil's attainment and next steps.

Transition

Preschool

Most children settle in without too many concerns, but there are some children who need more time to develop trust. Therefore, at Fairfield Community Preschool, an initial meeting with parents/carers and the pupil helps establish those very early relationships. During this meeting, we collate key information about the family and child, and they complete an *All About Me* booklet, which equips us with the knowledge needed to support them effectively. During the meeting, it also gives the families opportunities to explore the new environment and become familiar with the preschool staff. We also offer a range of open days and stay-and-play sessions. Children start Preschool at various times throughout the academic year, depending on funding periods.

Throughout the year, the Preschool has close links to the main school, such as having dinner and PE in our hall and attending special assemblies or events. We also have a range of staff from the main school who support the Preschool on a regular basis. Our SENCO also works closely with staff and children in the Preschool as well as our Early Years lead. In the Summer term, Preschool children also have some sessions and small-group activities with their new teacher.

School (Reception)

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child. Research shows that when the settling-in period is positive for the child, it can impact their happiness throughout their time at the early years setting and on how the child views future transitions. Children who have a positive start to their new environment are more likely to feel comfortable, relaxed and valued; they feel good about themselves as learners and have a sense of belonging to their community.

Most children settle in without too many concerns, but some children need more time to develop trust. Therefore, in the Foundation Stage, we arrange for all preschools to either bring the children to visit Fairfield with their key worker or, if this is not possible, we will go and visit them at their preschool or speak with their key worker. This session enables the children to get to know us and see their new environment with somebody they are already comfortable with. In the Foundation Stage, we ask parents to complete an *All About Me* booklet to enable us to collate key information about the family and child, which equips us with knowledge used when settling the child at school.

In the Foundation Stage, parents are also invited to an Induction Meeting in the Summer term before their child starts school, so that they can meet their child's new teachers and other key staff and learn more about the Foundation Stage curriculum. This is an opportunity for staff to:

- Explain about uniform, PE kit and school dinners / free school meals.

- Explain the arrangements for the gradual induction into Foundation Stage and the Parent and Child session we offer, which gives children an opportunity to come into school to meet their new class teacher and other children in their class for a morning or afternoon, and to begin a welcome box activity which they complete over the summer. Parents are encouraged to 'stay and play' for this session too. This means that before they join their new class in September, the Foundation Stage environment is already a familiar place to them.
- Provide a welcome pack with a range of useful information for parents and a small booklet for them to complete to help us find out as much as possible about them.

September Intake – When children join the school in September, we follow the procedures below to support pupils in adjusting to their new surroundings:

- On the first two days, pupils will have a tour of the classroom from the teacher to enable them to see the classroom layout and meet key staff again before staying for their first session.
- The pupils are then split into two groups based on age. The children will have two mornings and two afternoons where they get to stay at school in smaller groups (approximately 15 children), and they stay for one lunchtime. This enables them to have experienced all aspects of the day before they start full-time.
- After a week of part-time, all pupils start school full-time together.

Throughout the Foundation Stage year, each child's involvement in whole-school life will be developed: they will begin attending Key Stage assemblies when they are ready, then Whole School Celebration assemblies, and in the Summer term, they will go onto the KS1 playground for playtime and lunchtime.

In the Summer term, children will go into the Year 1 classroom in small groups in the afternoons to meet their new class teacher and to look around the classroom. They will also all spend an additional afternoon in their new class with their teacher during the transition morning. Parents will receive an induction letter in September with all key information for Year 1, and they are invited to a parent meeting in the Autumn term.

Additional arrangements for children in receipt of Pupil Premium

Children have quality first teaching and small-group work or one-to-one work with an LSA in any areas of the EYFS curriculum that would help meet their needs and ensure they make good progress. We also have a Pupil Premium Teacher in the main school who provides directed work with the pupils. Each term we complete a profile which tracks their progress and identifies areas they may need further work on.

Health and Safety (including e-safety and safeguarding)

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits, and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

We also follow the procedures below:

- Risk assessments are in place for inside and outside the classroom.
- We closely monitor pupils' attendance and follow up on absences in a timely manner.
- At least one person who has a current Paediatric First Aid (PFA) certificate is always on the premises and available when children are present, and accompanies children on outings.
- Whilst children are eating, there is always a member of staff in the room with a valid Paediatric First Aid certificate.
- Before a child starts at our setting, we obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements.
- We ensure all children are within sight and hearing of a member of staff whilst eating.
- All staff are aware that choking can be completely silent, and therefore they must be vigilant. Where possible, staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking, prevent food sharing, and be aware of any unexpected allergic reactions.
- A DSL / DDSL is always on the premises when children are present.

Intimate Care

"Intimate" care is any care which involves washing, touching, or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support — for example, dressing, wiping their bottom after using the toilet, and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs, and it is important that staff work in partnership with parents to give the right support to an individual child.

If a child requires more intimate care, then a more detailed Intimate Care document is completed and signed by parents. This is reviewed regularly with adjustments made when necessary. The SENCO and possibly the School Nurse could be involved at this stage when necessary.

Through the effective partnerships with parents/carers, we take every step to identify and understand the child's allergies and dietary requirements. These are recorded on the child's personal records (SIMS) and are adhered to.

Partnership with Parents / Carers

At Fairfield Community Primary School, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators.

Through regular, planned contact with parents — induction booklets, Tapestry, parent voice, observations, achievement leaves, and informal chats at the beginning and end of the day — practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual. Parents are kept informed of what is happening in the setting through topic information sheets, letters, newsletters, Tapestry, reading records, homework and informal conversations at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home, consolidating and building on what has been covered in the setting. We also use Tapestry to share successes from school and from home. We also have Ted the Bear who visits each child's home and provides additional links between home and school.

Parents are invited to attend parents' evenings during the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parents' evening takes place during the Spring term, where practitioners will provide feedback on children's learning and development progress, including the mid-year report. Other opportunities for practitioners to share children's learning, development and well-being with parents include the end-of-year report.

Parents are invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading to support children's learning. Parents are also invited into the setting on other occasions, such as reading cafés, phonics/maths mornings and Christmas Decoration Day. The setting has a friendly, open-door policy and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcome into school and encouraged to discuss any concerns they might have.

Partnership with Other Agencies

We have close links with the other schools in our Multi-Academy Trust and with external agencies as necessary.

Roles and responsibilities

The Governing Body

- Approves the EYFS policy and monitors its implementation.
- Ensures the school complies with statutory requirements for the EYFS, safeguarding, SEND and health and safety.
- Receives regular updates from the Headteacher and EYFS Lead on outcomes, provision and priorities.
- Supports leaders in ensuring resources, staffing and professional development meet the needs of all EYFS pupils.

The Headteacher

- Has overall responsibility for compliance with the Statutory Framework for the EYFS and other relevant legislation.
- Ensures that safeguarding and welfare requirements are met at all times.
- Monitors the quality of EYFS provision, assessment and outcomes and reports to governors.
- Supports the EYFS Lead and Preschool Leader in implementing the policy, providing sufficient resources and training.

The EYFS Lead (Reception Teacher)

- Oversees the planning, delivery and evaluation of the EYFS curriculum across Preschool and Reception.
- Ensures practice reflects the school's vision, statutory requirements and best practice guidance.
- Supports and coaches EYFS staff, ensuring consistency and high-quality interactions.
- Monitors pupil progress, including vulnerable groups, and ensures early intervention is in place where required.
- Works closely with the SENCO, DSL and subject leaders to embed inclusion, safeguarding and progression.
- Builds and maintains positive partnerships with parents and external agencies.

The Preschool Leader / Assistant

- Plans and delivers an ambitious curriculum for 3–4-year-olds in line with EYFS principles.
- Makes accurate observations and assessments to inform planning and track progress.
- Provides a safe, stimulating and inclusive environment both indoors and outdoors.
- Works with the EYFS Lead to ensure continuity and progression into Reception.

The SENCO (Special Educational Needs Coordinator)

- Works with EYFS staff to identify children with SEND early and ensure appropriate support is in place.
- Coordinates interventions, personalised plans and referrals to outside agencies.
- Advises staff and liaises with parents to ensure inclusive provision and smooth transitions.

The DSL/DDSL (Designated Safeguarding Lead/Deputy)

- Ensures safeguarding procedures are followed within the EYFS.
- Provides staff training and supervision relating to safeguarding and child protection.
- Responds promptly to concerns and liaises with external safeguarding partners as needed.

EYFS Staff (Teachers, LSAs and Support Staff)

- Deliver high-quality teaching and learning in line with the Statutory Framework.
- Observe, assess and record children's learning to inform next steps.
- Promote children's welfare, safety, independence and well-being at all times.
- Work in partnership with parents, carers and colleagues.
- Uphold safeguarding, equality and health and safety expectations.

Parents and Carers

- Support their child's learning at home and engage with school activities.
- Share relevant information with staff to support their child's development and well-being.
- Contribute to their child's learning journey through Tapestry and other school initiatives.

Key legislation and guidance

We have carefully developed this Early Years Foundation Stage (EYFS) policy to comply with key legislation, statutory requirements and recognised best practice guidance to ensure a safe, nurturing, and inclusive start to education for all pupils. This legislation and guidance includes, but is not limited to:

- Childcare Act 2006
- Children Act 1989 and 2004
- Data Protection Act 2018 and UK GDPR
- Development Matters (2021, non-statutory guidance)
- Early Years Foundation Stage (EYFS) Statutory Framework (2024)
- Education Act 2002
- Equality Act 2010
- Health and Safety at Work Act 1974
- Keeping Children Safe in Education (KCSIE, 2024)
- Prevent Duty Guidance (2015, updated 2023)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Working Together to Safeguard Children (2023)
- Birth to 5 Matters (2021, non-statutory guidance)

For example, we meet the requirements of the Childcare Act 2006 by providing high-quality early years provision and securing children's readiness for school. The EYFS Statutory Framework underpins every aspect of our practice, from safeguarding and welfare requirements to learning and development goals. In line with the Children Act 1989 and 2004, we prioritise the welfare of the child at all times, ensuring their safety, protection and well-being.

We uphold the Equality Act 2010 by ensuring no child is discriminated against, and the SEND Code of Practice by identifying needs early and adapting provision to ensure inclusive practice. The Education Act 2002 guides us to provide a broad and balanced curriculum and to safeguard all pupils. We maintain confidentiality and protect personal information in accordance with the Data Protection Act 2018 and UK GDPR.

Health and safety obligations, including risk assessments and safe working practices, are met in line with the Health and Safety at Work Act 1974. Safeguarding is strengthened through KCSIE and Working Together to Safeguard Children, while the Prevent Duty Guidance ensures children are protected from radicalisation and extremism. Non-statutory frameworks such as Development Matters and Birth to 5 Matters support our pedagogy, curriculum planning and assessment by providing additional best practice guidance.

Together, these frameworks ensure our EYFS provision is legally compliant, child-centred, inclusive and ambitious, preparing every child for a successful transition into Key Stage 1 and beyond.

This policy will be reviewed annually, with input from staff, governors and parents, and updated in line with any changes to legislation or statutory guidance.