



Early Years Foundation Stage (EYFS) Policy

Document Owner	Dale Johnson, Principal
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This policy is written to align explicitly with the EYFS Statutory Framework (September 2025) and the Ofsted Early Years Inspection Toolkit and Education Inspection Framework (from November 2025). It reflects Ofsted's expectations of curriculum ambition, coherence, inclusion, safeguarding culture and leadership oversight.

1. Vision and Aims

At Sunnyside Primary Academy, our Early Years Foundation Stage (EYFS) provides a safe, inclusive and ambitious start to school life. We are committed to ensuring that all children, including those with SEND and those who are disadvantaged, make strong progress from their individual starting points.

Our EYFS provision aims to ensure that children:

- Develop secure foundations in the prime areas of learning, enabling them to engage confidently with future learning
- Experience a coherently planned and well-sequenced curriculum that builds knowledge, skills and vocabulary over time
- Are supported to become independent, resilient, curious and motivated learners
- Benefit from high-quality interactions that promote sustained shared thinking
- Learn in a setting where safeguarding, wellbeing and positive relationships are prioritized
- A close working partnership between staff and parents and/or carers

2. Statutory Framework and Inspection Context

This policy is underpinned by:

- Early Years Foundation Stage Statutory Framework (DfE, September 2025)
- Development Matters (DfE)
- Ofsted Education Inspection Framework and Early Years Inspection Toolkit (from November 2025)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice (0–25)
- Equality Act 2010

3. Admissions Statement

Children are admitted to Reception in accordance with the school's published admissions policy.

4. EYFS Structure

Reception Provision:

- EYFS Lead: Mrs Sawford
- Purple Class – Teacher: Mrs Sawford (Mon, Tue, Wed) and Mrs Simpson (Thu, Fri)
- White Class – Teacher: Miss Webber
- Learning Support Assistant: Mrs Watts

Enhanced Provision:

- Supports four EYFS pupils with Education, Health and Care Plans (EHCPs), primarily relating to Communication and Interaction
- Staffed by:
 - Mrs Paterson (Teacher)
 - Miss Shatford (LSA)
 - Mrs Dalwadi (LSA)

Staffing deployment reflects children's needs and ensures statutory ratios are met at all times.

5. Curriculum Intent

The EYFS curriculum is ambitious, inclusive and rooted in the statutory areas of learning. It is designed so that children know more, remember more and can do more over time.

We prioritise:

- Communication and language as the foundation for all learning
- Early reading through systematic synthetic phonics
- Physical development to support health, coordination and readiness for writing
- Personal, social and emotional development to build self-regulation and positive attitudes to learning
- Early mathematical understanding and vocabulary
- Rich experiences in understanding the world and expressive arts

The curriculum reflects children's starting points, addresses identified gaps and prepares children effectively for Key Stage 1.

6. Curriculum Implementation

Teaching and learning are characterised by high expectations, purposeful play and high-quality adult interaction.

Provision includes:

- Daily phonics teaching using Little Wandle, with fidelity to programme guidance
- Clearly sequenced teacher-led inputs in reading, writing, mathematics and understanding the world
- Well-resourced continuous provision that reinforces taught knowledge and skills
- Daily access to outdoor learning, supporting physical development and wellbeing
- Adults who model language, extend vocabulary and promote sustained shared thinking

Staff adapt provision in response to assessment and ensure learning time is used effectively.

7. Outdoor Learning

Outdoor learning is an integral part of the curriculum and is planned to support all areas of learning, including physical development, communication and language, and understanding the world.

8. Assessment

Assessment is formative, proportionate and purposeful.

At Sunnyside Primary Academy:

- Insight is used to track progress and attainment across all areas of learning
- At least one written observation is recorded per child each week
- Assessment information informs planning, targeted support and curriculum refinement
- Parents' and carers' contributions are actively sought and valued

Statutory assessment requirements are met:

- Reception Baseline Assessment completed within the first six weeks of starting school
- EYFS Profile completed in the final term of Reception
- Profile outcomes are moderated internally and, where appropriate, with other schools
- EYFS Profile information is shared with Year 1 staff to support continuity and progression

All assessment and pupil information is recorded and stored in line with data protection regulations.

9. Safeguarding and Welfare

Safeguarding is effective and given the highest priority.

Designated Safeguarding Lead:

- Dale Johnson, Principal

Deputy Designated Safeguarding Leads:

- Emma Nolan, Assistant Principal
- Katie Ridnell, Assistant Principal
- Sally Carter, Family Support Worker

There is a strong culture of vigilance. All staff receive regular safeguarding training, understand local procedures and act promptly on concerns in line with statutory guidance. All staff understand their responsibility to report concerns and are supported by clear whistleblowing procedures in line with the school's safeguarding policy.

Use of Mobile Phones and Cameras

Staff follow the school's safeguarding policy regarding the appropriate use of mobile phones and cameras. Personal devices are not used in areas where children are present.

10. Inclusion and SEND

Inclusive practice is embedded across EYFS.

This includes:

- Early identification of additional needs
- High-quality adaptive teaching and reasonable adjustments
- Targeted interventions and specialist provision where required
- Use of visual supports and communication strategies
- Close partnership with parents and external professionals

Provision is reviewed regularly to ensure children with SEND make progress and participate fully.

11. Behaviour, Attitudes and Routines

Clear routines and consistent expectations support positive behaviour and self-regulation.

- School day: 8:45am–3:15pm
- Rolling snack provision
- Open access to toileting
- Daily outdoor access
- Supported integration into whole-school lunchtime arrangements

Children are supported to develop positive attitudes to learning, independence and respect for others.

12. Supervision and Intimate Care

Children are always within sight and/or hearing of a member of staff. Clear procedures are in place to ensure children are supervised at all times, both indoors and outdoors.

Staff follow agreed intimate care procedures which protect the dignity, privacy and safety of the child while ensuring safeguarding procedures are upheld.

13. Transition

Transitions are carefully planned to support emotional security and continuity of learning.

Into Reception:

- Play and Stay sessions

- Four structured transition visits
- Two half-days at the start of the autumn term

To Year 1:

- A minimum of two transition days
- Professional dialogue and information sharing between EYFS and Year 1 staff

14. Staffing, Ratios and Professional Development

Statutory staff-to-child ratios are maintained at all times.

All EYFS staff:

- Hold appropriate qualifications
- Are deployed effectively according to children's needs
- Receive regular training in safeguarding, SEND and curriculum delivery
- Hold a current paediatric first aid qualification

Each child is assigned a Class Teacher who is responsible for supporting their individual development and wellbeing. The Class Teacher works closely with parents/carers to ensure each child's needs are met and helps the child to feel secure within the setting.

15. Paediatric First Aid (PFA)

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.

16. Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible. We keep a written record of accident or injuries and any first aid treatment using Evolve.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

17. Safer Eating

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 or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At Lunchtime it will be clear which staff member is responsible for checking that the food meets all

the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

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:

- Prevents 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.

18. Health, Safety and Wellbeing

The academy ensures that:

- Premises are safe, secure and age-appropriate
- Accidents and injuries are recorded and reported appropriately
- Medical, dietary and allergy needs are met consistently
- Children's physical and emotional wellbeing are actively promoted

19. Partnership with Parents and Carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

Engagement includes:

- Stay and Play opportunities
- Regular communication via Insight
- Workshops and information sessions
- An open, supportive approach to communication

20. Monitoring, Evaluation and Review

EYFS provision is monitored by the Senior Leadership Team and EYFS Lead to ensure consistency, impact and continuous improvement.

This policy is reviewed annually, or earlier if required.