



SCHOOL POLICIES

EYFS

This policy was adopted by the Governors on: March 2022

The last review of this policy was: October 2026

This policy is due for review on: October 2028

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

Hudson EYFS Policy

1. Purpose and intent

At Hudson Primary School, the Early Years Foundation Stage (EYFS) is the beginning of our shared commitment that everyone experiences excellence. We want every child to feel safe, known, valued and included, and to develop the knowledge, communication, confidence and independence that help them thrive.

Our EYFS provision builds strong foundations for learning and life. We provide a broad, carefully sequenced and language-rich curriculum, delivered through purposeful play, explicit teaching, meaningful interactions and experiences that build children's cultural capital. We have high expectations for all children and adapt teaching, environments and support so that children can access learning and make progress from their individual starting points.

This policy aims to ensure:

- children experience a broad, balanced and ambitious curriculum across all seven areas of learning;
- teaching and care are consistent, purposeful and responsive, so that every child can make progress;
- communication and language, early reading, physical development and personal, social and emotional development receive strong attention;
- children with SEND, disabilities, developmental differences or other barriers to learning are included, supported and appropriately challenged;
- practitioners and families work in partnership, sharing information and celebrating progress;
- children are safe, healthy, listened to and supported to become increasingly independent.

2. Statutory framework and related guidance

Hudson's EYFS provision follows the current Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026. The framework sets mandatory requirements for learning and development, safeguarding and welfare. This policy should be read alongside the school's safeguarding and child protection, SEND, behaviour, health and safety, medical needs and first aid, attendance, equality, online safety, intimate care, educational visits and complaints arrangements.

Key national documents include:

- Department for Education, Early years foundation stage statutory framework for group and school-based providers (effective 1 September 2026).
- Department for Education, Development Matters (non-statutory curriculum guidance).
- Department for Education, Birth to 5 Matters (non-statutory curriculum guidance).
- Department for Education, Early Years Foundation Stage Profile Handbook (updated September 2026).
- Department for Education, Reception Baseline Assessment: Assessment and Reporting Arrangements 2026.
- Keeping Children Safe in Education and current safeguarding guidance for England.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, and the Equality Act 2010.

The statutory framework and guidance are reviewed when national requirements change. Where this policy and a statutory requirement appear inconsistent, the current statutory requirement takes precedence and the policy will be reviewed promptly.

3. Hudson's EYFS provision

Hudson provides early education for children aged three to five through our Nursery (Little Acorns), Reception (Maple) and additional specialist and nurture provision. Our wider EYFS and SEND arrangements include specialist support for children with autism and other complex needs. The precise organisation and number of places may change to reflect the school's approved provision and cohort needs.

The school's offer is designed around the needs of each child, rather than expecting every child to learn or communicate in the same way. Practitioners work closely with families and, where appropriate, health, education and other professionals to understand each child's strengths, needs and next steps.

Nursery funding and entitlement information is shared with families through the school office and relevant local-authority information. Families should contact the school for current session patterns, eligibility and application arrangements. The previous policy referred to an on-site Family Wellbeing Centre; this reference has not been retained because the school's commissioned Family Hub / wellbeing-centre arrangement has changed.

4. Curriculum and learning

The EYFS curriculum has seven interconnected areas of learning. The three prime areas are particularly important for building the foundations for learning, relationships and wellbeing. The four specific areas strengthen and apply learning across a broad range of contexts.

Prime areas	Specific areas
Communication and language	Literacy
Physical development	Mathematics
Personal, social and emotional development	Understanding the world
	Expressive arts and design

The characteristics of effective teaching and learning—playing and exploring, active learning, and creating and thinking critically—inform how practitioners plan experiences, interact with children and support them to become confident learners.

4.1 Communication and language

Communication and language are central to our EYFS curriculum. Practitioners model rich vocabulary, talk with children throughout the day, share stories and rhymes, develop listening and attention, and create purposeful reasons for children to communicate. Staff use observation and appropriate screening or assessment tools, including WellComm where appropriate, to identify emerging needs and plan support. ELKLAN-informed approaches and other relevant training support staff practice. Screening tools inform professional judgement; they do not replace ongoing assessment or specialist advice.

4.2 Early reading, writing and mathematics

Children develop a love of books, stories, songs and rhymes. Systematic synthetic phonics is taught through the school's chosen phonics programme, with regular practice and timely additional support.

Adults model early writing and provide meaningful opportunities for children to develop fine-motor control, mark-making, composition and transcription. Mathematics is taught through explicit adult modelling, talk, practical resources, play and carefully sequenced experiences that build number sense, pattern, spatial reasoning, shape, measure and mathematical vocabulary.

4.3 Physical development, wellbeing and wider experiences

Children have opportunities to develop gross- and fine-motor skills, coordination, strength, movement and confidence indoors and outdoors. Personal, social and emotional development is supported through warm relationships, predictable routines, emotional vocabulary, co-regulation, explicit teaching of social skills and age-appropriate support with independence. Children experience music, creative arts, construction, nature, the local community and other planned experiences that broaden their knowledge and cultural capital.

5. Planning, teaching and the learning environment

Practitioners plan a coherent curriculum that identifies the knowledge, vocabulary and skills children need to learn over time. Planning takes account of children's starting points, prior learning, interests and developmental stage. Staff maintain purposeful continuous provision and enhance it to support specific curriculum goals. Adult-led teaching, small-group work and whole-class experiences are used where appropriate, alongside child-initiated exploration and play.

Play is not left to chance: adults observe, model, question, narrate, extend vocabulary, introduce resources and intervene purposefully to move learning forward. The balance between child-initiated and adult-directed learning changes with children's age, needs and readiness. Timetables and routines are adapted to the cohort while ensuring that all children receive the full breadth of the curriculum.

The environment is organised to be welcoming, accessible, stimulating and safe. Children have opportunities for indoor and outdoor learning, repetition, practice, exploration and supported risk-taking. Visual supports, now-and-next boards, communication aids, sensory adjustments, accessible resources and carefully considered adult support are used where these help children participate and learn.

6. Inclusion, SEND and adaptive practice

Hudson has a substantial SEND profile. Inclusion is therefore central to the design and delivery of our EYFS curriculum, not an additional activity or a reason to lower ambition. We recognise that children may communicate, play, regulate, process sensory information and develop skills in different ways and at different rates.

Practitioners identify and respond to emerging needs early, working with the EYFS Lead, SENDCO, families and relevant professionals. Support follows the graduated approach of assess, plan, do and review. Reasonable adjustments and targeted interventions are planned from evidence about the child's needs and reviewed for their impact.

- Use clear language, modelling, visuals, gesture, objects of reference, AAC or other communication systems as appropriate.
- Break learning into manageable steps, revisit key knowledge and provide sufficient processing time and repetition.

- Adapt the sensory environment, transitions, routines and expectations where needed to support access and regulation.
- Plan carefully for social interaction, play, independence, communication, emotional development and safe participation.
- Use individual support plans, healthcare plans, risk assessments or other agreed documents where required.
- Work in partnership with parents and carers and, where appropriate, speech and language therapists, health visitors, educational psychologists and other professionals.
- Review whether adaptations are enabling progress, participation, belonging and increasing independence.

Children are not required to demonstrate learning in only one way. Assessment and teaching take account of individual communication and developmental profiles, while maintaining ambitious, meaningful next steps. Specialist provision is expected to remain connected to the broad EYFS curriculum and to promote belonging, dignity and preparation for the next stage.

7. Assessment and progress

Assessment is ongoing and informs teaching. Practitioners draw on observations, interactions, children's work, discussion with families and professional knowledge to understand what children know, understand and can do, and what they need to learn next. Assessment should be purposeful and proportionate: it should improve teaching and learning rather than create unnecessary paperwork.

At Hudson, assessment information may be recorded through learning journey evidence, ClassDojo portfolios and the school's assessment systems, including BSquared where appropriate to the child and provision. Staff follow school expectations for secure, accurate and timely recording and for sharing information with relevant colleagues.

For children in Nursery, practitioners establish children's starting points through information shared by parents and carers, previous settings where applicable, and observations of children's learning and development. Progress is monitored through ongoing assessment, interactions and observations, enabling staff to identify strengths, next steps and any emerging needs at the earliest opportunity. Assessment information is used to inform planning, adapt provision and ensure that all children make good progress from their individual starting points.

For children in Reception, the Reception Baseline Assessment (RBA) is administered within the statutory period and in accordance with the current administration guidance. It is not used to narrow the curriculum or as a substitute for practitioners' ongoing assessment.

In the final term of Reception, the EYFS Profile is completed for each child in line with the current statutory requirements and EYFS Profile Handbook. Judgements are based on practitioners' knowledge of the child and the evidence gathered across the year. Children are assessed against the 17 Early Learning Goals, with outcomes recorded as 'expected' or 'emerging'. The profile is shared with parents and carers, submitted to the local authority as required, and used to support transition to Year 1.

Leaders review assessment information alongside curriculum evidence, observations and the experiences of children. They consider the progress of different groups, including children with SEND and children facing disadvantage, and use findings to refine curriculum design, staff development and provision. Data is interpreted in context and does not replace professional understanding of individual children.

8. Partnership with parents and carers

We recognise parents and carers as children's first and enduring educators. Positive, respectful relationships help us understand children's interests, strengths, communication, routines, health and development. We share information through conversations, meetings, ClassDojo and other agreed school communication routes, while respecting confidentiality.

Each child has a key person or clearly identified key adult who supports their care, learning and settling-in. Families are encouraged to share observations, celebrate progress, ask questions and tell us about changes that may affect their child. Where concerns arise, staff discuss these sensitively and work with families to agree practical next steps and, where appropriate, referral or specialist support.

Transition is planned as a process, not a single event. This may include visits, play sessions, information-sharing, photographs or visual supports, meetings with families and professionals, and a tailored transition plan for children who need additional preparation. Information is shared lawfully and proportionately to help children settle and maintain continuity of support.

9. Safeguarding, welfare and health

The safety and welfare of children are paramount. All staff must understand and follow Hudson's Child Protection and Safeguarding Policy, staff code of conduct, safer working practice and reporting procedures. Concerns about a child or an adult's conduct must be passed promptly to the appropriate designated safeguarding lead (DSL) or deputy DSL; staff must not investigate concerns themselves or promise confidentiality.

EYFS safeguarding and welfare arrangements include, as applicable:

- safe recruitment, staff suitability, supervision, training and appropriate deployment;
- visitor identity checks, site security, collection arrangements and procedures for a missing child or an uncollected child;
- risk assessment and safe management of indoor, outdoor and off-site activities;
- first aid, responding to illness and injury, infection prevention, medication and support for children with medical conditions;
- allergy awareness, safe food handling, choking prevention and appropriate mealtime supervision;
- personal care and intimate care delivered respectfully, safely and in accordance with individual plans and school procedures;
- online safety and age-appropriate teaching about safe use of technology;
- recording and reporting accidents, incidents, safeguarding concerns and relevant disclosures.

The current EYFS statutory framework effective from 1 September 2026 includes strengthened welfare and safeguarding requirements, including safer-sleep provisions, regard to children's screen use and further safeguarding clarifications. Hudson will follow the requirements relevant to its provision. Where sleeping or rest arrangements are needed, staff must follow the statutory framework, relevant risk assessments and the school's applicable sleep/rest procedures. Staff must not rely on this policy as a substitute for the detailed safeguarding, medical, allergy, first-aid or health-and-safety procedures.

Children are taught about healthy routines and wellbeing in developmentally appropriate ways, including oral health, handwashing, healthy eating, movement, rest and seeking help from a trusted adult.

10. Behaviour, relationships and emotional regulation

We establish warm, consistent relationships and predictable routines. Children are supported to learn the school expectations: Ready, Respectful, Safe. In the EYFS, these expectations are explicitly taught through modelling, visuals, stories, rehearsal and positive reinforcement.

Behaviour is understood in the context of age, development, communication, sensory needs, relationships and circumstances. Adults use calm, relational and proportionate responses, co-regulation, restorative approaches and teaching of replacement skills. Children are helped to name feelings, communicate needs, repair relationships and develop independence. Any restrictive intervention must be exceptional, lawful, necessary and proportionate, and must follow the school's current policy and recording procedures.

11. Staffing, leadership and professional development

The Headteacher and Senior Leadership Team are responsible for ensuring that EYFS provision is organised, staffed, resourced and monitored in line with statutory requirements. The EYFS Lead supports curriculum quality, assessment, transition, staff development and the consistency of practice. The SENDCO supports identification and provision for children with SEND. All staff are responsible for safeguarding, inclusive teaching, accurate communication and maintaining a safe, stimulating environment.

Staffing arrangements and adult-to-child ratios must meet the current EYFS statutory framework and take account of children's needs, the environment and the activities taking place. Leaders ensure that staff understand their responsibilities and receive appropriate induction, supervision and professional development. Training needs may include communication and language, phonics, early mathematics, SEND, autism, safeguarding, first aid, medical needs, behaviour and emotional regulation.

12. Monitoring, evaluation and improvement

Leaders evaluate the quality and impact of EYFS provision through appropriate activities, which may include curriculum discussions, learning walks, observations of teaching and interactions, environment reviews, assessment analysis, moderation, staff discussion, parent feedback and children's experiences. Monitoring is developmental and focused on improving outcomes, not simply checking paperwork.

Leaders consider whether children are learning the intended curriculum, whether adaptations are effective, whether safeguarding and welfare requirements are met, and whether children are well prepared for the next stage. Findings inform the school improvement plan, professional development and changes to provision. Governors receive appropriate assurance about statutory compliance, quality and outcomes.

13. Related policies and documents

- Child Protection and Safeguarding Policy and staff code of conduct
- SEND Policy and SEND Information Report
- Behaviour Policy and restrictive intervention guidance
- Medical Conditions and First Aid Policy; Allergy Safety arrangements
- Health and Safety Policy and emergency procedures
- Intimate Care Policy and relevant individual care plans
- Online Safety Policy / acceptable-use arrangements
- Attendance Policy, Equality Policy and Complaints Policy

- Educational Visits Policy and transition arrangements
- EYFS curriculum maps, phonics programme, assessment and moderation procedures

Appendix A: EYFS at Hudson – a family-friendly summary

At Hudson, we want every child to feel safe, included and excited to learn. Our Nursery and Reception provision builds the foundations for communication, early reading and mathematics, relationships, independence and a love of learning.

What matters to us	What families can expect
A broad curriculum	Children learn through play, stories, songs, outdoor experiences, adult teaching and purposeful exploration across all seven areas of learning.
Communication first	Adults talk with children, share books, develop vocabulary and support each child to communicate in ways that work for them.
Inclusive from the start	We adapt resources, routines, environments and teaching. We work with families and relevant professionals when additional support is needed.
Knowing your child	Practitioners observe learning and use this knowledge to plan next steps. We share progress and listen to what families know about their child.
Ready for what comes next	We plan transitions carefully, including extra visits, visual supports and tailored arrangements where helpful.
Safe and cared for	Safeguarding, health, wellbeing, positive relationships and children's dignity are central to daily practice.

Families can speak to their child's key person, class teacher or the EYFS Lead if they have a question, concern or information they would like us to know. Please use the school's usual communication routes so that we can respond and share information appropriately.

Everyone. Experiences. Excellence. • Ready. Respectful. Safe.