# EYFS Policy

Hazel Oak School

## November 2026

**To be reviewed November 2027**

**Agreed by Governors on: 12th November 2026**

**Signed by: Chair of Governors**

# Early Years Foundation Stage (EYFS) Policy

*Including EYFS-informed practice across the EYFS and Key Stage 1 Department*

**Belong. Believe. Become.**
Every pupil known. Every person valued. Every future possible.

| Document control | |
|---|---|
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1. Vision and Purpose ..... 4
2. Statutory Basis and Scope ..... 4
3. Curriculum Intent ..... 5
4. Our EYFS and Key Stage 1 Department ..... 5
5. The Hazel Oak Way ..... 6
6. Overarching EYFS Principles ..... 6
7. Characteristics of Effective Learning ..... 7
8. Areas of Learning and Development ..... 7
9. Teaching, Continuous Provision and Learning Through Play ..... 8
10. Communication and Language ..... 9
11. Early Reading, Literacy and Phonics ..... 10
12. Outdoor Learning and Wider Learning Environments ..... 10
13. Educational Visits and Community Learning ..... 11
14. Assessment ..... 11
15. Key Person ..... 12
16. Transitions ..... 12
17. Partnership with Parents and Carers ..... 12
18. Inclusion, SEND and Equality of Opportunity ..... 13
19. Safeguarding and Welfare ..... 13
20. Sleep, Rest and Wellbeing ..... 15
21. Staffing and Supervision ..... 15
22. Attendance ..... 15
23. Roles and Responsibilities ..... 16
24. Monitoring and Review ..... 16
25. Related Policies ..... 16
Appendix 1: Statutory EYFS Policies and Procedures ..... 17
Appendix 2: External References ..... 17

# 1. Vision and Purpose

At Hazel Oak School, the Early Years Foundation Stage (EYFS) provides the foundation for lifelong learning. This policy sets out how we meet the statutory requirements of the EYFS and how our vision, values and specialist practice shape provision for children with special educational needs and disabilities (SEND).

Children at Hazel Oak have a broad range of needs, including complex autism, ADHD and moderate to severe learning difficulties. All pupils have an Education, Health and Care Plan (EHCP). Children join us from a variety of routes, including preschools, private day care, mainstream nurseries, mainstream Reception classes and referrals from multi-agency support teams.

This policy aims to ensure that:

- every child is safe, healthy, valued and included;
- children receive a broad, balanced, ambitious and personalised curriculum across all seven areas of learning;
- teaching, assessment and care are matched to each child's developmental stage, communication profile, sensory needs and EHCP outcomes;
- strong partnerships with families and professionals support children's progress and wellbeing;
- children develop the communication, independence and self-regulation that underpin future learning and Preparation for Adulthood.

# 2. Statutory Basis and Scope

This policy applies to all children in the Reception year at Hazel Oak School. Because the EYFS and Key Stage 1 operate as one department, it also describes how EYFS-informed approaches continue for pupils in Key Stage 1 where these best meet their needs. Key Stage 1 pupils remain entitled to the National Curriculum, adapted appropriately to their needs.

The policy is based on the following statutory and national requirements:

| Requirement | How it applies at Hazel Oak |
|---|---|
| **EYFS statutory framework for group and school-based providers (effective 1 September 2026)** | Sets the learning and development, assessment, and safeguarding and welfare requirements we must meet for Reception-age children. |
| **Reception Baseline Assessment (RBA): assessment and reporting arrangements** | Statutory for reception pupils in state-funded schools, including maintained special schools and special academies. |
| **Early Years Foundation Stage Profile (EYFSP) handbook** | Statutory end-of-EYFS assessment against the 17 Early Learning Goals, completed in the summer term of Reception. |

| Requirement | How it applies at Hazel Oak |
|---|---|
| **SEND Code of Practice: 0 to 25 years** | Framework for identifying needs, EHCP-led provision, and working with families and professionals. |
| **Keeping Children Safe in Education (current version)** | Statutory safeguarding guidance for all schools, read alongside the EYFS safeguarding and welfare requirements. |
| **Working Together to Safeguard Children (current version)** | Statutory guidance on multi-agency working to safeguard and promote the welfare of children. |
| **Equality Act 2010** | Duties relating to disability, reasonable adjustments and equality of opportunity. |
| **Infant class size legislation** | Statutory maximum of 30 pupils per schoolteacher in Reception and KS1 classes. Hazel Oak classes have a maximum of 10 children with a teacher. |

As Hazel Oak School admits children from Reception age (4+), requirements that apply only to younger children, such as the progress check at age two and under-2s staffing ratios, do not apply to the school.

## 3. Curriculum Intent

Our EYFS and Key Stage 1 curriculum is ambitious, personalised and responsive. Through communication, relationships, play, exploration and meaningful real-life experiences, children develop the knowledge, skills and behaviours they need to engage successfully in school and beyond.

Learning is designed to build communication, independence, self-regulation, physical development, social interaction and participation. These form the foundations of Hazel Oak's Preparation for Adulthood approach and help children become confident, resilient and engaged learners who make meaningful progress from their individual starting points.

## 4. Our EYFS and Key Stage 1 Department

Children join Hazel Oak School at Reception age. We recognise that development does not always align with chronological age, so EYFS and Key Stage 1 operate as a single department. Provision is informed by each child's developmental stage, communication profile, sensory needs and EHCP outcomes, not by age or year group alone.

The school has three EYFS classes. Class groups are based on children's developmental level rather than age-related expectations. Most Reception-age children begin their time at Hazel Oak in Apple Class. Most children also receive specialist support from multi-agency professionals.

Mixed-age classes may be organised where appropriate. This provides continuity of relationships, consistent approaches and personalised learning. EYFS approaches, including continuous provision, play-based learning, communication-rich environments and

experiential learning, continue into Key Stage 1 where they remain the most effective way of supporting a pupil's learning and development.

Where Reception children are taught alongside Key Stage 1 pupils, the school continues to meet EYFS requirements for those Reception children, including assessment, the key person approach and the safeguarding and welfare requirements.

## 5. The Hazel Oak Way

Our EYFS provision is underpinned by The Hazel Oak Way, which sets out the values and expectations that shape every aspect of school life.

| Principle | What it means in the EYFS |
|---|---|
| **Safeguarding and Responsibility** | All staff share responsibility for children's safety, risk assessment and the prompt reporting and recording of concerns. Children learn best when they feel safe, secure and understood. |
| **Consistency and High Expectations** | Clear, consistent and developmentally appropriate expectations, routines and approaches create calm, predictable environments where children are ready to learn. |
| **Professional Conduct** | Staff are positive role models who prioritise high-quality, responsive interactions, reflect on their practice and work collaboratively with families and professionals. |
| **Relationships and Belonging** | Every child feels valued, respected and included. Nurturing relationships support emotional wellbeing, confidence and readiness to learn. |
| **Safe and Purposeful Environments** | Indoor and outdoor spaces are organised, accessible, stimulating, risk assessed and regularly reviewed to respond to children's needs and interests. |

**Everyone Matters. Everyone Belongs. Everyone Grows.**

## 6. Overarching EYFS Principles

Our practice is guided by the four overarching principles of the EYFS:

- **A unique child:** every child is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive relationships:** children learn to be strong and independent through positive relationships.
- **Enabling environments:** children learn and develop well in environments where teaching and support respond to their individual interests and needs, with a strong partnership between practitioners and families.
- **Learning and development:** children develop and learn at different rates, and the framework covers the education and care of all children, including children with SEND.

These principles are highly relevant in a special school context and inform our practice well beyond the Reception year.

## 7. Characteristics of Effective Learning

The Characteristics of Effective Learning underpin all teaching, learning and assessment in the EYFS and continue to inform practice across the department.

| Characteristic | How we promote it |
|---|---|
| **Playing and Exploring** | Children investigate, experience new things and build confidence through active engagement with people, resources and environments. |
| **Active Learning** | Children develop concentration, perseverance and resilience. Staff recognise and celebrate effort, engagement and achievement. |
| **Creating and Thinking Critically** | Children are supported to make choices, solve problems, develop ideas and find different ways of doing things, with appropriate support and challenge. |

These characteristics are developed through continuous provision, communication-rich interactions, play, sensory experiences, Philosophy for Children (P4C) and meaningful real-life opportunities.

## 8. Areas of Learning and Development

Our curriculum covers all seven areas of learning and development in the EYFS statutory framework. The three prime areas are particularly important for building curiosity, forming relationships and enabling children to thrive. They are strengthened and applied through the four specific areas.

| Type | Area of learning | Focus at Hazel Oak |
|---|---|---|
| **Prime** | Communication and Language | Listening, attention, understanding and expressive communication through a Total Communication Approach. |
| **Prime** | Personal, Social and Emotional Development | Confidence, emotional regulation, self-awareness, relationships, resilience and independence. |
| **Prime** | Physical Development | Gross and fine motor skills, movement, coordination, strength, self-care and healthy lifestyles. |
| **Specific** | Literacy | Enjoyment of books and stories, early reading, phonics, mark-making and early writing. |

| Type | Area of learning | Focus at Hazel Oak |
|---|---|---|
| **Specific** | Mathematics | Number, pattern, shape, measure and problem-solving through practical experiences. |
| **Specific** | Understanding the World | People, communities, the natural world, technology and experiences beyond the classroom. |
| **Specific** | Expressive Arts and Design | Creativity, imagination, self-expression, music, art, movement, role play and performance. |

Learning across all areas is delivered through a balance of adult-led teaching, child-initiated exploration, continuous provision, outdoor learning, community experiences and real-life opportunities. Where a child's needs require it, the emphasis may be placed on the prime areas, in discussion with families and professionals and informed by EHCP outcomes.

### Planning

Staff plan activities and experiences that enable children to learn and develop effectively, with a strong focus on the three prime areas, which underpin the specific areas. Planning takes account of each child's individual needs, interests and stage of development, and of the different ways children learn.

Staff use the Hazel Oak learning intentions, which are based on developmental ranges from birth to five, together with children's EHCP targets and multi-agency targets, to plan and reflect on learning. Where a child needs specialist support, staff link with the relevant services.

## 9. Teaching, Continuous Provision and Learning Through Play

Continuous provision is central to the department. Many children with SEND need frequent opportunities to practise, revisit, consolidate and generalise skills across different contexts and over extended periods.

Our approach combines:

- Direct teaching and adult-guided learning
- Child-initiated learning and play-based experiences
- Structured group activities and targeted interventions
- Sensory experiences, investigation and exploration
- Outdoor learning, community experiences and real-life learning

We use Attention Autism strategies to help children attend to and take part in activities, both with support and independently. Children have varied opportunities for 1-to-1 and small-group work. Some children begin to use a structured workstation approach, which continues as they move through the school. Continuous provision is enhanced to match themes and individual approaches, encouraging extended play and supporting the prime areas.

Continuous provision environments are designed to promote communication and interaction, independence and self-help skills, physical development, social development, emotional regulation, problem-solving, curiosity and engagement. Staff provide skilled modelling, scaffolding and challenge, and respond flexibly to children's interests, motivations and developmental needs.

Continuous provision is not limited to Reception. It may continue into Key Stage 1 where it remains the most effective approach for supporting communication, cognition, sensory regulation, emotional wellbeing and independence, while maintaining progression towards curriculum, EHCP and Preparation for Adulthood outcomes.

### Screen use

The school has regard to the Department for Education's screen use guidance for early years settings, as required by the EYFS framework from September 2026. Any use of screens for learning is limited, purposeful and adult-supported. Digital AAC devices and assistive technology are a child's means of communication or access and are treated as such, not as recreational screen time.

## 10. Communication and Language

Communication and Language is a prime area of learning and underpins all aspects of development. At Hazel Oak, we understand that children communicate in many different ways. We therefore use a Total Communication Approach, as set out in the Hazel Oak Communication Framework. Communication is everyone's responsibility.

Depending on each child's needs, communication is supported through:

- Spoken language and language modelling
- Makaton signing, natural gesture, facial expression and body language
- Visual supports, visual timetables, Now and Next boards and choice boards
- Communication books, objects of reference, photographs and symbol-supported resources
- Aided language displays, core boards and symbol exchange
- Dual-coded teaching materials
- Paper-based and digital augmentative and alternative communication (AAC) systems

Communication opportunities are embedded throughout play, adult-led learning, personal care, snack and mealtimes, outdoor learning, community experiences and transitions. Staff engage children in back-and-forth interactions and model, scaffold and extend communication so that every child can initiate, respond and succeed as a communicator.

Children are supported to communicate for a wide range of purposes, including expressing wants and needs, making choices, requesting help, sharing experiences, building relationships, regulating emotions and developing self-advocacy. Advice from Speech and Language Therapists and other professionals is built into learning plans, EHCP outcomes and provision.

# 11. Early Reading, Literacy and Phonics

Early reading and literacy are prioritised across the department. Strong communication and language skills are the foundation for literacy, so children are immersed in a language-rich environment through stories and storytelling, rhymes and songs, role play, shared reading, mark-making and communication-rich interactions. Reading is valued as a source of enjoyment, curiosity and connection as well as a skill.

### Drawing Club

We use Drawing Club to develop vocabulary, storytelling, comprehension, imagination, communication, drawing and early writing. The approach allows children with a wide range of communication profiles to engage with high-quality stories through multiple modes of communication.

### Phonics

We use Little Wandle Letters and Sounds Revised as our systematic synthetic phonics programme. Phonics is taught consistently and systematically. Teaching is adapted where needed through visual supports, Total Communication approaches, AAC, multi-sensory methods, small-group or individual teaching, and additional repetition and consolidation.

### Philosophy for Children (P4C)

As a P4C school, we encourage children to wonder, ask questions, share ideas, express preferences and opinions, listen to others and explore different viewpoints. P4C supports Communication and Language, Personal, Social and Emotional Development and the Characteristics of Effective Learning.

# 12. Outdoor Learning and Wider Learning Environments

Outdoor learning is an integral part of the curriculum and is planned with the same importance as indoor provision. The EYFS classroom has direct access to a dedicated outdoor learning area, so continuous provision extends outside and children can explore, investigate, communicate and learn through play in a safe and stimulating setting.

Children also use:

- an additional outdoor play area and a dedicated outdoor learning classroom;
- the school hall for PE, movement and physical development;
- the garden area for sensory exploration, understanding the natural world and practical life skills;
- the cooking room for food preparation and independence skills;
- the school field for physical development, games and enrichment;
- the studio for music, movement, dance and expressive arts;
- other specialist areas, as appropriate to individual needs and curriculum objectives.

Using a range of environments helps children apply, practise and generalise communication, independence, social, physical and self-regulation skills in meaningful contexts.

# 13. Educational Visits and Community Learning

The department has access to a dedicated school minibuses, so children can take part in regular educational visits and community learning. Visits may include Shirley Park, local nature reserves, community facilities, curriculum-linked visits, and cultural and enrichment visits further afield. Children may also visit other local schools and provisions to access experiences such as Forest School delivered through partner settings.

These experiences support communication, independence, social development, understanding of the world, wellbeing and Preparation for Adulthood. All visits are planned, risk assessed and adapted so that every child can take part safely and successfully. Supervision levels are set by risk assessment and children's individual needs, and a paediatric first aider accompanies children on outings.

# 14. Assessment

## Ongoing (formative) assessment

Ongoing assessment is an integral part of learning and development. Staff use observation, interaction and professional knowledge of each child to understand their strengths and next steps and to plan provision. In line with the EYFS framework, assessment does not require excessive paperwork or unnecessary data collection, so that practitioners can spend their time interacting with children.

Information is drawn from observation, professional discussion, parents and carers, therapists and other professionals, and progress towards EHCP outcomes. We may also use developmental and communication assessments to capture small-step progress.

Progress is tracked using the Hazel Oak assessment framework on Trackable. Learning journals are recorded and shared with parents and carers through Tapestry or learning books, with next steps noted under each observation.

## Reception Baseline Assessment (RBA)

The school administers the RBA in line with the current Standards and Testing Agency assessment and reporting arrangements. The RBA is carried out within the first six weeks of a child starting Reception. Practitioners use the modified administration guidance, accessibility settings and permitted adaptations so that children with SEND can access the assessment. Where a child does not take part, the school records the appropriate reason in the assessment service, as the arrangements require.

## Early Years Foundation Stage Profile (EYFSP)

The EYFSP is completed for each eligible child in the summer term of Reception and submitted to the local authority by the statutory deadline. Teachers assess each child against the 17 Early Learning Goals as either 'expected' or 'emerging', using their professional knowledge of the child. Results are shared with parents and carers and with Key Stage 1 staff to support transition. For children with SEND, the profile is completed alongside rich information on their progress and next steps.

EYFSP judgements reflect ongoing observation and discussion with parents and carers. They are moderated internally, with reference to Development Matters, and in partnership with other local schools to make sure judgements are consistent.

### Progress check at age two

The school does not complete the progress check at age two, as children join at Reception age. Information from previous settings, families and professionals helps us understand children's starting points.

## 15. Key Person

In line with the EYFS framework, every child is assigned a key person, who is often the class teacher. The key person helps the child feel safe and secure, makes sure their care is tailored to their individual needs, and builds a relationship with the family. They also help families engage with learning at home and, where needed, help them access specialist support.

The key person works closely with class staff, therapists and families. They monitor progress and wellbeing, contribute to assessment and planning, support communication between home and school, and support the child through transitions. Parents and carers are told the name of their child's key person and what the role involves.

## 16. Transitions

Effective transitions are essential to children's wellbeing and readiness to learn. Because children join at Reception age, we place great importance on a positive start to school. Transition arrangements may include:

- meetings with parents and carers, and home visits where appropriate;
- an induction meeting for parents and carers in the term before their child starts;
- observing children in their current setting before they join Hazel Oak;
- visits to school, including time with their new teacher in the summer term;
- information sharing with nurseries and previous settings;
- transition books, photographs and social stories;
- multi-agency planning meetings;
- enhanced transition programmes for children with complex needs.

Particular consideration is given to children's communication, sensory, medical, physical and emotional needs. Moving from EYFS into Key Stage 1 is treated as a continuum rather than a fixed endpoint, so that successful approaches, communication systems and personalised support continue wherever appropriate.

## 17. Partnership with Parents and Carers

Parents and carers are children's first and most enduring educators and are valued partners. We work with families to:

- share information about children's strengths, needs and interests;

- celebrate achievements and progress;
- inform assessment and next steps;
- review progress and EHCP outcomes;
- support transitions and future planning;
- promote consistency between home and school, including communication approaches.

Parents and carers are kept informed through Tapestry, our online learning journal, where they can also add learning that has taken place at home. We also use home-school diaries, phone calls and face-to-face conversations. Parents and carers are invited to meetings in the autumn term, to discuss how their child has settled, and in the summer term, to reflect on progress over the year. EHCP reviews and target setting provide further opportunities to discuss development with families and the professionals around the child.

Parents and carers receive an annual written report, which includes EYFSP outcomes at the end of Reception. The school's family support worker provides additional support and guidance to parents and carers.

## 18. Inclusion, SEND and Equality of Opportunity

As a special school, inclusion lies at the heart of everything we do. All children are entitled to a broad, balanced and ambitious curriculum, adapted to their needs and informed by EHCP outcomes, professional advice, assessment information and their strengths and interests. Our approach reflects the SEND Code of Practice.

We are committed to equality, diversity and inclusion. Every child has equal access to learning, participation and achievement regardless of disability, special educational needs, ethnicity, culture, language, religion, sex, family circumstances or background. Reasonable adjustments, specialist resources and personalised support remove barriers to participation. For children whose home language is not English, we provide opportunities to develop and use their home language in play and learning, alongside support to develop English.

### Fundamental British Values

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In the EYFS, these are taught through everyday choices, turn-taking, simple rules and routines, relationships and celebrating diversity.

## 19. Safeguarding and Welfare

The safety and wellbeing of every child is paramount. We meet the safeguarding and welfare requirements of the EYFS statutory framework, read alongside Keeping Children Safe in Education and our Safeguarding and Child Protection Policy. Key arrangements include:

| Area | Our arrangements |
|---|---|
| **Designated Safeguarding Lead (DSL)** | A named DSL with appropriate training and authority leads on safeguarding, supports staff and liaises with local safeguarding partners. This is our Headteacher Mr Simms. |
| **Training** | All staff receive safeguarding training that is kept up to date, including recognising signs of abuse, inappropriate behaviour by adults, and the safe use of images. |
| **Safer recruitment and suitability** | References are obtained and enhanced criminal records checks are received before staff start work. From September 2026, this includes volunteers, even if supervised. Staff are told what information they must disclose that could affect their suitability. |
| **Mobile phones and cameras** | Clear procedures govern the use of mobile phones, cameras and other devices that can take or share images. |
| **Allegations and whistleblowing** | Concerns about adults are managed in line with statutory guidance. Staff, volunteers and students know how to raise concerns. |
| **Absence and emergency contacts** | Prolonged or unexplained absences are followed up as a potential safeguarding concern. We hold more than one emergency contact for each child. |
| **Intimate care and toileting** | Children's privacy and dignity are respected during intimate care and toileting, balanced with safeguarding and their individual needs (see Intimate Care Policy). |
| **Health and medicines** | Medicines are managed in line with our medical policies and individual healthcare plans. Paediatric first aiders are on site whenever children are present. |
| **Safer eating** | A paediatric first aider is in the room at all meal and snack times. Children are always within sight and hearing of staff while eating, and staff sit facing children where possible and stay alert to silent choking. Allergy and dietary information is shared with all relevant staff and the catering team before a child starts. The class teacher checks that food meets each child's requirements, and food is prepared to reduce choking risk (for example, cutting grapes into quarters lengthways). Choking incidents are recorded, parents and carers are told, and records are reviewed for patterns. |

## Health, Oral Health and Nutrition

We promote children's good health, including oral health, through daily routines, discussion and visual supports. Children learn about healthy eating, the effects of sugary food and drinks, and the importance of brushing their teeth. Staff model healthy habits and use sensory and visual approaches to adapt teaching to each child.

Our teaching about toothbrushing follows the national supervised toothbrushing toolkit, so that it is evidence-based, safe and inclusive. Supervised toothbrushing is not currently delivered in school. Meals and snacks follow DfE early years nutrition guidance.

The school has a procedure, discussed with parents and carers, for responding to children who are ill or infectious. Staff take the necessary steps to prevent the spread of infection and take appropriate action if a child becomes ill (see Health and Safety Policy).

## 20. Sleep, Rest and Wellbeing

Some children may need rest, relaxation or sleep because of their developmental, sensory, medical or wellbeing needs. Appropriate rest can support physical health, emotional regulation and readiness to learn.

Where sleep or rest is needed, arrangements are agreed with parents, carers and relevant professionals, and informed by individual risk assessments, healthcare plans and EHCP outcomes. In line with the EYFS framework, children are placed down to sleep safely, are frequently checked while sleeping, and remain within sight and hearing of staff. Staff are trained in the agreed procedures, and arrangements are reviewed regularly as children's needs change.

Detailed procedures are set out in the school's Safe Sleep Policy. Rest provision forms part of a child's personalised programme and does not replace access to a broad and ambitious curriculum.

## 21. Staffing and Supervision

Each class in the EYFS and Key Stage 1 Department has a maximum of 10 children and is led by a schoolteacher, as defined by section 122 of the Education Act 2002. This is well within the statutory limit for infant classes, which allows no more than 30 pupils per schoolteacher during ordinary teaching sessions.

Additional support staff are deployed according to children's individual needs, EHCP provision, risk assessments, safeguarding requirements and levels of independence. Teaching assistants and other support staff add to, but do not replace, the class teacher.

Children are adequately supervised at all times, including during meals, outdoor learning, rest and educational visits. Therapists and specialist practitioners work alongside class staff where appropriate.

## 22. Attendance

Regular attendance supports children's learning, wellbeing, relationships and sense of belonging. We work with families to promote good attendance and to address barriers, recognising that some pupils' attendance may be affected by medical, developmental or SEND-related needs. Prolonged or unexplained absence is followed up in line with Section 19.

## 23. Roles and Responsibilities

| Role | Responsibilities |
|---|---|
| **Governing board** | Approves this policy, monitors its implementation and holds leaders to account for statutory compliance. |
| **Headteacher** | Ensures the EYFS statutory requirements are met, signs the RBA headteacher's declaration, and ensures the EYFSP is completed and submitted. |
| **EYFS / Phase Lead** | Leads curriculum, assessment and practice in the department, supports staff development and monitors the quality of provision. |
| **Key persons and class staff** | Deliver high-quality teaching and care, carry out assessment, and work in partnership with families and professionals. |
| **DSL** | Leads safeguarding arrangements as set out in Section 19 and the Safeguarding and Child Protection Policy. |

## 24. Monitoring and Review

This policy is reviewed annually by the EYFS / Phase Lead and approved by the governing board. The EYFS / Phase Lead monitors implementation each term and reports annually to the governing board on compliance, curriculum delivery and safeguarding. It will be reviewed sooner if statutory requirements change. Implementation is monitored through learning walks, review of assessment information, pupil progress meetings, feedback from families and staff, and governor visits.

## 25. Related Policies

This policy should be read alongside the following school documents:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Complaints Policy
- Safe Sleep Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy and Information Report
- Accessibility Plan
- Behaviour and Relationships Policy
- Equality Policy
- Attendance Policy
- Educational Visits Policy
- Teaching and Learning Policy
- Hazel Oak Communication Framework

- Preparation for Adulthood Framework
- The Hazel Oak Way

## Appendix 1: Statutory EYFS Policies and Procedures

The EYFS framework requires the school to have the following policies and procedures. This table shows where each can be found.

| Statutory policy or procedure | Where it can be found |
|---|---|
| **Safeguarding policy and procedures** | Safeguarding and Child Protection Policy |
| **Procedure for responding to illness** | Health and Safety Policy |
| **Administering medicines** | Supporting Pupils with Medical Conditions Policy |
| **Emergency evacuation procedure** | Health and Safety Policy |
| **Procedure for checking the identity of visitors** | Safeguarding and Child Protection Policy |
| **Procedure for a parent failing to collect a child, and for missing children** | Safeguarding and Child Protection Policy |
| **Procedure for dealing with concerns and complaints** | Complaints Policy |
| **Use of mobile phones and cameras** | Safeguarding and Child Protection Policy |
| **Privacy during intimate care and toileting** | Intimate Care Policy |
| **Safer sleep** | Safe Sleep Policy |

## Appendix 2: External References

- DfE – Early years foundation stage (EYFS) statutory framework: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- DfE – Changes to the EYFS framework from 1 September 2026: https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework
- STA – Reception baseline assessment: assessment and reporting arrangements: https://www.gov.uk/government/publications/reception-baseline-assessment-assessment-and-reporting-arrangements-ara
- STA – Reception baseline assessment: administration guidance (incl. modified guidance): https://www.gov.uk/government/publications/reception-baseline-assessment-administration-guidance
- DfE – Early years foundation stage profile handbook: https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook
- DfE – SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- DfE – Keeping children safe in education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- DfE – Working together to safeguard children: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- DfE – Help for early years providers: oral health: https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/oral-health
- DfE – Help for early years providers: nutrition: https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition
- Improving oral health: supervised toothbrushing programme toolkit: https://www.gov.uk/government/publications/improving-oral-health-supervised-tooth-brushing-programme-toolkit
- Foundation Years – EYFS safer sleep requirements FAQ: https://www.foundationyears.org.uk/2026/04/early-years-foundation-stage-eyfs-safer-sleep-requirements-frequently-asked-question/