



Walton Holymoorside Primary and Nursery School (Learners' Trust)

EYFS Policy

Reviewed: September 2025


Issued: January 2026

Monitoring and review

This statement is reviewed annually by the Chief Operations Officer of The LEARNERS' Trust. Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **January 2027**.

	Chief Executive Officer	
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Contents

- 1. Policy Statement**
- 2. Legal Framework**
- 3. Scope**
- 4. Roles & Responsibilities**
- 5. Learning & Development**
- 6. Safeguarding & Welfare**
- 7. Staffing, Ratios & Qualifications**
- 8. Health, Nutrition & Safer Eating**
- 9. Inclusion & SEND**
- 10. Environment & Space**
- 11. Curriculum & Learning**
- 12. Records, Confidentiality & Data Protection**
- 13. Parental Partnership**
- 14. Monitoring, Evaluation & Governance**
- 15. Links to Other Policies**

16. Policy Review

17. External Links

1. Policy Statement

The Trust is committed to ensuring that all schools provide a safe, inclusive, and respectful environment in which every pupil can thrive. This policy sets out the centralised framework for statutory, safeguarding and pedagogical approaches for children aged 3–5, ensuring compliance with the Early Years Foundation Stage (EYFS) statutory framework (effective 1 Sept 2025) and relevant UK legislation.

The aims of this policy are to:

- Provide a safe, inclusive, high-quality early years education that supports every child's learning, development and welfare in line with EYFS 2025. [GOV.UK Assets](#)

- Meet strengthened safeguarding & welfare expectations and new sector guidance (nutrition, safer eating, intimate care, recruitment checks). [Help for Early Years Providers](#)

2. Legal Framework

- **This policy is underpinned by the following legislation and statutory guidance:**
- Early Years Foundation Stage statutory framework (DfE) – effective 1 Sept 2025. [GOV.UK Assets](#)
- DfE summary of EYFS changes coming into force from 1 Sept 2025 (safeguarding, nutrition guidance, Experience-Based Route (EBR) and related updates). [Help for Early Years Providers](#)
- Keeping Children Safe in Education (KCSIE) 2025 – safeguarding duties for schools. [GOV.UK Assets](#)
- **DfE Statutory and Non-Statutory Guidance:**
- DfE EYFS statutory framework (1 Sept 2025). [GOV.UK Assets](#)
- DfE: Changes to the EYFS framework from 1 Sept 2025 (summary). [Help for Early Years Providers](#)
- Keeping Children Safe in Education (KCSIE) 2025. [GOV.UK Assets](#)
- NSPCC / sector briefings summarising practical EYFS safeguarding changes. [NSPCC Learning](#)
- Other relevant legislation and guidance that inform practice includes the Children Act, Childcare Act, Data Protection (GDPR) requirements and local authority guidance; see safeguarding annexes and legal register. (See NSPCC and sector briefings for practical implications). [NSPCC Learning](#)

3. Scope

This policy applies to:

- All staff and pupils across the Trust.
- Parents, carers, governors, volunteers and visitors.

4. Roles & Responsibilities

- Headteacher: Mr Ian Holmes – overall responsibility for implementation, resourcing and compliance with EYFS and safeguarding legislation.
- Designated Safeguarding Lead (DSL): Lou Marsden (EYFS) leads on safeguarding, referral and liaison with children's services.
- EYFS Lead/Phase Leader: Alice Heathcote (Mat Cover) curriculum, assessment, staff training and quality assurance for early years provision.

The Trust Board will:

- Monitoring the overall implementation of this policy
- Ensure staff are trained in Early Years Foundation Stage statutory requirements.

The Headteacher will:

- Have overall responsibility for implementation, resourcing and compliance with EYFS and safeguarding legislation.
- Ensure staff are trained in Early Years Foundation Stage statutory requirements.

Staff will:

- Prioritise children's safety and well-being
- Implement this policy consistently

Pupils will:

- Take an active role in learning
- Build positive relationships
- Follow routines and keep safe

Parents and Carers will:

- Work in partnership with the school
- Support learning and development at home
- Communicate regularly with school staff

5. Learning & Development

- We deliver the EYFS learning and development requirements for birth–5, planning purposeful play, adult-led and child-initiated

activities. Progress is tracked against the statutory expectations; summative assessments and the Reception Baseline are conducted as required. [GOV.UK Assets](#)

6. Safeguarding & Welfare (strengthened 2025 requirements)

- All staff adhere to KCSIE 2025 and the EYFS safeguarding and welfare requirements. All staff must read Part One of KCSIE and follow our safeguarding policy. [GOV.UK Assets+1](#)
- Safer recruitment, single central record (SCR), whistleblowing procedures, staff references and checks are maintained to statutory standard; newly-introduced EYFS expectations on safer eating, intimate care and absence recording are implemented. [Help for Early Years Providers+1](#)

7. Staffing, Ratios & Qualifications

- We meet EYFS staff:child ratios and qualification requirements. The 2025 framework allows the Experience-Based Route (EBR) for staff to count at Level 3 where the individual meets the published EBR conditions; we will only include EBR staff in ratios when evidence and the provider's checks satisfy DfE requirements. [Help for Early Years Providers+1](#)
- Trust staffing benchmarks ensure that all Reception classes have one class teacher and one Level 3 (or equivalent) full-time member of support staff as a minimum.
- Continuous professional development: all staff receive induction and annual safeguarding and EYFS-specific training; training records kept centrally. Termly EYFS Network Meetings and Phase Meetings take place.

8. Health, Nutrition & Safer Eating

- We follow the new EYFS nutrition guidance (2025): this is implemented by our Catering Providers (Mellors) who take this guidance into

account; where we depart from guidance this is recorded and justified. Mealtimes are supervised with documented safer-eating protocols (allergies, choking prevention, supervision). [Help for Early Years Providers](#)

- Snack times are supervised by class based staff. Children are encouraged to prepare snacks and participate in this social, conversational activity with their peers and adults.

9. Inclusion & SEND

- We identify and support children with SEND early, liaise with parents and external agencies and follow statutory SEN processes. Reasonable adjustments are made to ensure access to the curriculum and care.

10. Environment & Space

- Learning environments (indoor/outdoor) promote free flow and active learning where capacity allows. We monitor space and staffing so that quality and safety are not compromised.
- Indoor and outdoor environments are audited annually with redecoration and refurbishment taking place on a rolling programme.

11. Curriculum & Learning

- We base our curriculum and learning on our Trust vision:
- Accessible Environments
 - Children interact with purposeful and appropriate indoor and outdoor provision that provides opportunities to access all areas of learning with developing independence and resilience
- Adaptable Curriculums
 - Children develop, consolidate and deepen their knowledge, understanding and skills at an appropriate pace so that they know and remember more.
- Ambitious Learning

- Children thrive through creativity, high expectations and a love of learning through play, achieving more every day in order to reach their full potential
- Active Engagement
 - Children receive high quality interactions from parents, staff and their peers in order to develop and enhance their language and communication skills.

Schools have autonomy to plan their own progressive curriculums that aim to build foundational skills and remove barriers that learners face.

Each school has their own Early Learners' Strategy that details the bespoke approach to the above.

12. Records, Confidentiality & Data Protection

- We maintain records in line with EYFS, KCSIE and GDPR: progress records, welfare incidents, medicine and accident logs, staff records and parental consents. SCR and safer recruitment documents are kept up to date.

13. Parental Partnership

- We work in partnership with parents: regular two-way communication, progress updates, share curriculum plans, and clear information about policies, complaints and who to contact for safeguarding concerns.

14. Monitoring, Evaluation & Governance

- Senior leaders and Trust Partners monitor EYFS practice through regular audits, learning walks, safeguarding reviews and data analysis. Ofsted inspection requirements and statutory returns are complied with.

15. Links to Other Policies

- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Healthy Eating Policy
- Behaviour Policy
- Assessment Policy
- Intimate Care Policy

16. Policy Review

This policy will be reviewed annually by the Trust Board and updated in line with new legislation and statutory guidance

17. External Links

This policy and linked strategy have been supported by links with:

Early Excellence

Kindred Squared

The Communication Trust/Voice21

English Hub

Maths Hub

EEF Early Years Toolkit

EYFS Statutory Framework 2025

Development Matters

