



Early Years Foundation Stage Policy

Adopted by Governors: *February 2014*


Union Meeting (if applicable) *NA*

Next due *Spring 2029*

Committee Reviewed at: ...Quality Spring 2026

Signed by Chair of Committee: ... 

Date: ...Spring 2026

Signed by Head Teacher: ... 

Date: ... Spring 2026

Early Years Foundation Stage (EYFS) Policy

Birkett House School

Policy Statement and Rationale

“The principle of individualised learning underpinning the Early Years Foundation Stage (EYFS) extends to all children; early years practitioners have a responsibility to promote the development of all children within the EYFS.”

At Birkett House School, all pupils have Special Educational Needs and/or Disabilities (SEND). Our EYFS provision is therefore highly individualised, inclusive and responsive. We are committed to ensuring that every child is supported to make meaningful progress from their own starting points, in line with the EYFS Statutory Framework and the Ofsted Education Inspection Framework.

Our EYFS provision is child-centred, family-focused, inclusive and aspirational, enabling children to develop communication, independence, confidence and a love of learning. The EYFS principles underpin all practice within the EYFS/Key Stage 1 classes and ensure that children are safe, happy, engaged and challenged.

Aims of the EYFS at Birkett House School

We aim to:

- Provide a safe, nurturing and stimulating environment where all children feel secure and valued
- Deliver a broad, balanced and ambitious curriculum, tailored to individual needs
- Promote communication, independence, emotional wellbeing and engagement
- Enable children to develop the knowledge, skills and behaviours they need for future learning
- Work in close partnership with parents, carers and external professionals
- Prepare children effectively for transition within school and beyond

Ofsted Education Inspection Framework Alignment

Our EYFS provision reflects the four key judgements of the Ofsted EIF:

Quality of Education

- A clearly sequenced, well-thought-out curriculum with strong intent, implementation and impact

- Teaching that builds on what children know and can do
- A strong focus on communication, early language, physical development and personal development

Behaviour and Attitudes

- High expectations for behaviour, communication and engagement
- Consistent, supportive behaviour management strategies
- A calm, purposeful learning environment

Personal Development

- Promotion of independence, confidence and emotional regulation
- Respect for diversity, equality and individual identity
- Development of social skills and self-care

Leadership and Management

- Strong leadership of EYFS provision
- Effective staff training and reflective practice
- Robust safeguarding and partnership working

The Unique Child and Inclusive Practice

Every child is recognised as a unique learner with individual strengths, needs, interests and experiences. Practitioners:

- Use detailed knowledge of each child to personalise learning
- Adapt teaching approaches, environments and resources
- Ensure equal access to learning for all children
- Promote dignity, respect and high aspirations

Class teachers act as key workers, ensuring consistency of care, communication with families and effective multi-agency working. This role may be shared with other staff and professionals as appropriate.

Safeguarding and Welfare

Safeguarding is central to all EYFS practice. All staff:

- Follow the school's Safeguarding and Child Protection Policy
- Ensure children's physical and emotional safety
- Promote health, hygiene and self-care
- Support children's emotional wellbeing and mental health

Risk assessments, safe staffing ratios, intimate care procedures and medical needs plans are rigorously followed.

The EYFS Curriculum

Curriculum Intent

Our curriculum is designed to:

- Prioritise communication, interaction and engagement
- Build independence and functional skills
- Develop curiosity, resilience and enjoyment of learning
- Prepare children for their next stage of education

Curriculum Implementation

Learning is delivered through:

- Planned, purposeful play
- A balance of adult-led and child-initiated activities
- Carefully structured routines
- Continuous provision indoors and outdoors
- Specialist strategies such as AAC, Makaton, PECS, symbols and sensory approaches

Curriculum Impact

Impact is measured through:

- Ongoing formative assessment
- Individual progress against EHCP outcomes and IEP targets
- Improved engagement, communication and independence

- Successful transitions to next stages of learning

Areas of Learning and Development

The EYFS curriculum consists of three Prime Areas and four Specific Areas, all of which are interconnected.

Prime Areas

Communication and Language

We support children to become confident communicators through:

- Intensive interaction and language-rich environments
- AAC systems including PECS, Makaton, symbols and technology
- Stories, rhymes, music and sensory experiences

Physical Development

Children develop:

- Gross and fine motor skills
- Confidence in movement and coordination
- Independence in self-care and healthy routines

Personal, Social and Emotional Development

We support children to:

- Develop secure relationships
- Manage emotions and behaviour
- Build self-confidence and resilience

Specific Areas

- Literacy – early phonics, mark making, stories and sensory reading
- Mathematics – number, pattern, shape, measure through play and routines
- Understanding the World – people, communities, nature, technology
- Expressive Arts and Design – creativity through art, music, movement and role play

Characteristics of Effective Learning

Practitioners promote and observe:

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics are embedded across all learning experiences.

Assessment and Recording Progress

Assessment is purposeful and manageable and includes:

- Ongoing observational assessment
- Solar assessments completed termly
- EYFS Profile (where appropriate)
- Learning Journeys (paper and/or digital)
- Scruffy observations and annotated photographs
- Regular review of IEPs and EHCP outcomes

Assessment informs planning and ensures next steps are meaningful and relevant.

Parents as Partners

We recognise parents and carers as children's first educators and value their knowledge and expertise. We:

- Maintain open, honest and regular communication
- Involve parents in assessment and reviews
- Support transitions and continuity of care
- Create a welcoming, respectful environment

Teaching and Learning Expectations

Practitioners are expected to:

- Have strong EYFS knowledge
- Set clear learning intentions
- Use appropriate communication strategies
- Provide well-organised, stimulating environments
- Reflect on practice and engage in professional development

Monitoring and Review

This policy is monitored through:

- Senior Leadership Team oversight
- Lesson observations and learning walks
- Data analysis and progress tracking
- Parent and staff feedback

The policy is reviewed annually to reflect statutory updates and school improvement priorities.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Teaching and Learning Policy