



# HERITAGE HOUSE SCHOOL

## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

**Approved by:** [ FGB ]

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Adapted from The Key

## Contents

1. Aims .....	2
2. Legislation .....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	2
5. Assessment .....	4
6. Working with parents .....	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements .....	5
Appendix 1. List of statutory policies and procedures for the EYFS .....	5

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

### 3. Structure of the EYFS

Heritage House School is a specialist school catering for learners aged 3-19. Learners are a neuro-diverse group, with severe, profound and complex disabilities. Admission to Heritage House School requires an EHCP. Learners can join our early year's class from 3 years old and this class is typically for learners aged 3-6. Learners can attend full time from the point of admission.

### 4. Curriculum

Our early years class follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. All our learners have special educational needs and therefore, class staff work closely with on-site speech and language therapists, occupational therapists and multi-disciplinary therapy assistants. Staff also consider whether specialist support is required from relevant outside agencies.

Personalised plans are created by the multidisciplinary team for each individual learner to ensure provision is appropriately matched to each child's outcomes in their EHCP.

In planning and guiding children's activities, staff reflect on the different ways that children learn (the Characteristics of Effective Learning) and include these in their practice.

#### **4.2 Teaching**

Each learner has a personalised plan which includes a learning focus for each area of learning and development. Personalised plans are reviewed termly.

Learners also have a personalised timetable based on their individual needs and provision required to meet their needs.

Whole class sessions may include PE, Dance, swimming, Natural Thinkers, Creative Arts, attention autism, story time

Small group sessions may include sensory circuits, communication and social interaction groups, fun with food.

Individual or paired activities may include specific therapy input.

Learners have access to a range of activities, both in the classroom and within the outside area, that promote all areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Staff are trained in the use of Intensive Interaction and this is a key intervention used to develop communication and interaction.

Staff use a range of visual supports (objects of reference/ photos/ symbols/ words; now and next boards; in-task schedules) to support teaching and learning.

Staff are trained in the use of Makaton sign language and all staff use signs alongside the spoken word and visual supports to support children's receptive and expressive language. Staff also use ALD boards to support the learners expressive language; these are used with support from the Speech Therapy Team.

Staff utilize the SCERTS framework and strategies to enhance their teaching within the class rooms

Many learners benefit from sensory input. Staff use a range of strategies and equipment, under guidance from the OTs, to support children's proprioceptive and vestibular senses. Individual sensory diets are woven into the day for each child as appropriate and when needed.

In addition to this, each learner also has their own individual Stress Reduction Support which focus on regulation so that the learner is at the optimum level of arousal for engagement in learning.

## 5. Assessment

At Heritage House School, ongoing assessment is an integral part of the learning and development processes. Staff observe learners to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Staff record observations of learner's progress and achievements and use Evidence for Learning to track progress and make observations.

Upon joining Heritage House School, staff assess learners within the 7 EYFS areas of learning and development within their initial 6 weeks.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) as appropriate to their ability or make a professional judgement as whether the learner can access the assessment.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Learners are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Daily communication, termly learning journals, annual review reports and EYFS profile helps provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and

welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

As a special school, our staffing ratios exceed that of the EYFS framework as noted below:

- For children aged 2, a minimum of 1 member of staff for every 5 children
- For children aged 3 and over, a minimum of 1 member of staff for every 13 children

Our staff ratios are determined by the needs of our learners.

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. Please also refer to our First Aid Policy.

We promote good oral health, as well as good health in general, in the early years by learning about:

- Making healthy food choices and trying new foods
- The effects of eating too many sweet things
- The importance of brushing your teeth- We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.
- The benefits of exercise to our physical health as well as to how we are feeling
- Understanding emotions through the Zones of Regulation Programme
- Understanding what is safe and what is dangerous
- The rest of our safeguarding and welfare procedures are outlined in our school's Child protection Policy.

### **Safer eating**

While children are eating, there will always be at least 1 member of staff in the school premises 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 each mealtime and snack time 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
- Discuss their child's progress with solid foods, with support from Dysphagia Speech and Language Therapist.
- Work with them to move on to the next stage at a pace that's right for their child

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](#) but also is sympathetic to the learners needs

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.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead annually.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
First Aid Policy	See First Aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Toileting and Intimate Care	See intimate care policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedures for safer recruitment of staff	See safer recruitment policy