



ST. BART'S
MULTI-ACADEMY TRUST

**EARLY YEARS
FOUNDATION STAGE
(EYFS) POLICY**

January 2026

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St. Bart's Mission

Our mission is to **ADVANCE EDUCATION** and to provide the best curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 -

"I have come that they may have life, and have it to the full."

St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

Early Years Foundation Stage (EYFS) Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Children develop quickly in the early years and a child’s experiences between birth and the age of five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation that children need to make the most of their abilities and talents as they grow.”

(EYFS Framework - January 2024).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year (aged 5). The academy’s Early Years Foundation Stage accommodates children from the age of 3 to 5. At Belgrave we have a 60 place Nursery, which offers full-time provision. We have 2 reception classes with 30 children in each class. Parents are able to utilise the universal or extended hour’s entitlement in order to access the provision at our school.

To ensure best practice we have key workers in the Nursery class (one to every 13 children) and one teacher and one teaching assistant attached to each of the Reception classes. Their role is to help ensure that every child’s care is tailored to meet their individual needs and to help the children become familiar with the setting, offer a settled relationship for each child and to build a

relationship with parents.

Statement of Intent

At St. Bart’s Multi-Academy Trust, we are united in our belief that the Early Years Foundation Stage is a critical phase in every child’s educational journey. Our intent is to deliver exceptional early years provision that meets the strong standards set out in the 2025 Ofsted inspection framework, ensuring that every child thrives in a safe, inclusive, and enriching environment.

We aim to:

- **Secure strong foundations** in communication, language, literacy, and numeracy through a curriculum that is ambitious, coherent, and responsive to children’s needs.
- **Promote personal development** by nurturing resilience, independence, and emotional wellbeing in every child.
- **Champion equity and inclusion**, ensuring that all children – regardless of background, need, or starting point – make strong progress and feel a sense of belonging.
- **Embed safeguarding as a culture**, not a checklist, with all staff trained and confident in identifying and responding to concerns.
- **Use resources efficiently and effectively**, ensuring that staffing, environments, and planning are purposeful and impactful.

- **Empower families** as co-educators, building strong partnerships that support children's learning and development beyond the classroom.

Across our trust, we do not view EYFS as preparation for school – we see it as the foundation of a child's lifelong learning. Our provision is designed to meet the expected standards and exceed them wherever possible, with a clear focus on continuous improvement, reflective practice, and professional development.

At Belgrave, the EYFS sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

We adhere to the **Early years' foundation stage statutory framework** for group and school-based providers (effective: September 2025) and the four guiding principles that shape practice within Early Years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

We have designed a curriculum that is supported by the non-statutory guidance set out in **Birth to 5 (2021)** and **Development Matters (2023)**. These documents support us in our statutory responsibilities within the EYFS areas of learning and development and educational programmes. Our curriculum is coherently planned, progressive and sequenced. The design ensures all children (regardless of backgrounds, circumstances, or needs) learn and develop well over time.

The following seven key features of effective practice, as set out in Development Matters, support our curriculum:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.

- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.
- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.
- Deliver a broad and balanced education where learning is sequential so that the children learn and remember one thing before they move on to the next.

1. Key Areas of the EYFS Framework

1.1. Learning and Development Requirements

We plan and implement an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable children to achieve the early learning goals.

Our curriculum is based on the seven areas of learning:

- **Prime Areas:** Communication and Language, Physical Development, Personal, Social and Emotional Development.
- **Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

We use a play-based approach, guided by children's interests and developmental needs. All seven areas of learning and development are important and interconnected.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately.

1.2. Characteristics of Effective Learning

The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Learners demonstrate their admirable attitudes and positive behaviours through these key characteristics.

1.3. Playing and Exploring

Children will have purposeful and meaningful opportunities to investigate, experience and explore. Through engagement in play, children explore and enquire, developing learning experiences which help them to make sense of the world. They practise and build on ideas, think creatively alongside

other children as well as independently. They communicate, investigate and solve problems building relationships and collaborative skills.

1.4. Active Learning

Children will have time and space to persevere when encountering challenges. Children take pleasure in celebrating their own and others achievements and successes. Active learning occurs when children are motivated and interested. Children develop independence, control and ownership of their learning. As children develop their confidence, they learn to make decisions.

1.5. Creating and Thinking Critically

Children are actively encouraged and supported to develop their own ideas, make connections between their learning and develop independent strategies when completing challenges. Children are given the opportunity to be creative through all areas of learning. Adults support and extend children's thinking and help them to make connections through modelling, offering encouragement, clarifying ideas and asking open ended questions. Learners access resources and move independently around the learning environment; enabling them to extend their learning.

1.6. Observation, Assessment and Planning

At Belgrave St Bartholomew's Academy children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their

knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

1.7. Observations

The Early Years Foundation Stage practitioners use observations as the basis for planning and assessment where the primary focus is to understand each child in our setting.

Practitioners are skilled at observing children to identify their achievements, interests, what we want them to learn and their next steps for learning but we also trust that they 'know' our children because of the time they spend with them as well as their own expert professional judgement.

Both formal and informal observations of the children then lead the direction of the adult led and enhanced planning of the continuous provision in the learning environment. As a school we believe that if we are capturing the moment, we cannot be a part of the moment therefore, we only record relevant and significant observations that are then logged onto each child's online learning

journey through their individual portfolio on Class Dojo.

Home observations are also encouraged using ClassDojo as we believe that parents also have a pivotal role in enhancing and promoting the learning at home.

1.8. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the EYFS, key

group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

1.9. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for their next stage of education. Timetables are set for each year group and are adapted based on the needs of each cohort and the age of pupils within the setting.

1.10. Phonics and Reading

We believe that all our children can become fluent readers and writers. This is why we teach reading through the DFE validated Programme Essential Letters and Sounds (ELS) which is a systematic and synthetic phonics programme. We start teaching phonics in the Nursery following the ELS Phonics Nursery scheme alongside Letters and Sounds. In Reception, we follow the ELS progressive programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We believe that reading is at the heart of a rich early years' experience and vital to children's long-term learning and life chances. Our reading provision ensures every child develops a love of stories, strong language skills, and early decoding abilities, laying the foundations for fluent reading. We immerse children in spoken language and stories from the start. Through songs, rhymes, storytelling, and rich conversation, we develop vocabulary, comprehension, and a love of language. Children are taught to read using our systematic synthetic phonics programme, ELS, ensuring they gain the skills to decode words confidently and accurately. Teaching is consistent, cumulative, and regularly reviewed. We foster a genuine love of reading through high-quality picture books, diverse stories,



poetry, and non-fiction. Children have daily opportunities to listen to and engage with books read aloud by enthusiastic adults. Reading and books are integrated throughout all areas of provision. Children encounter texts in role-play, topic work, and through story-based learning. Teaching is responsive. We identify and support children who may need additional help with phonics, comprehension, or language development, ensuring no child is left behind. We encourage all children to see themselves as readers. Through praise, choice, and meaningful experiences, we build children's confidence, curiosity, and motivation to read. We actively involve parents and carers in supporting reading at home. We share books, strategies, and updates so that reading becomes a valued, shared experience beyond the setting.

1.11. Communication and Language

We recognise that strong communication and language skills are foundational to all areas of learning. Guided by recent research including *Best Start in Life 2024* and the Education Endowment Foundation—we commit to providing rich, responsive, and inclusive language learning environments.

Our curriculum clearly sets out what children should learn in vocabulary, listening, understanding, and speaking. We include both planned activities and everyday opportunities to support language throughout the day. Children learn in a **language-rich environment** filled with stories, rhymes, songs, poems, and non-fiction. New words are taught and used in different ways—through both play and adult-led sessions. We pay close attention to children who may need extra help—such as those with less language experience, those with SEND, or those learning English as an additional language. We regularly check children's progress and give support when needed.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. At Belgrave we feel that the number and quality of the conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and

echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction books, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through

conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

For children whose home language is not English, all staff take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. At Belgrave we also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1.

1.12. Play is at the heart of our approach.

Adults join children in play with clear learning goals, helping them practise language in fun, meaningful ways. Short adult-led sessions are used when needed—for example, to teach new words or sentence structures. We teach children to listen carefully, follow instructions, and understand spoken language through stories, games, and everyday routines. We also help children express themselves confidently, to share ideas, ask questions, and solve problems through talk. We welcome mistakes as part of learning. We work closely with parents and carers to support language at home. We celebrate and include children’s home languages and cultural backgrounds in our setting.

1.13. Mathematics

We recognise that early mathematics is a vital part of children's cognitive development and forms the foundation for lifelong numeracy and problem-solving skills. Our approach to mathematics in the Early Years is informed by the **EYFS framework** and guided by the **Ofsted Early Years Research Review**.

We prioritise developing a deep understanding of numbers to 10, supporting children's ability to subitise, count, compare, compose and decompose numbers. Children explore mathematical ideas through purposeful play, exploration, and everyday routines. Adults model mathematical language and thinking, encouraging talk and reasoning. We provide rich opportunities for exploring shape, space, measures, patterns, and visualisation—supporting broader mathematical thinking beyond number. Our maths provision is carefully sequenced and builds cumulatively, ensuring children revisit and deepen core concepts over time, preparing them for KS1. We ensure all children, including those with SEND or EAL, access high-quality maths learning. Teaching is responsive, building on children's interests, needs, and prior understanding. We nurture children's confidence, curiosity, and enjoyment of maths. Mistakes are valued as part of learning, and all children are encouraged to see themselves as capable mathematicians. Families are supported to understand and reinforce early maths at home through shared strategies, games, and everyday activities.

To support us with this we use NCTEM Mathematics Mastery in the Reception class alongside White Rose Education.

To support us with this we use Maths Champions in the Nursery class alongside White Rose Education.

1.14. Literacy (Writing)

We believe writing is a crucial skill that enables children to express themselves, build literacy, and communicate meaning. In line with the **2025 DfE Writing Framework** and EYFS guidance, our writing provision is based on the following principles:

Writing starts with strong foundations in talk, phonics, and early transcription skills. We support oral composition alongside early handwriting and spelling through modelling, dictation, and shared writing. We encourage writing through purposeful play, using a range of tools and materials indoors and outdoors. Children are supported to see mark-making as meaningful and enjoyable. We plan for progression in handwriting, spelling, and sentence work, preparing children for a smooth transition to Key Stage 1. Adults model writing, provide scaffolding, and use strategies such as



guided writing and dictation to support children in moving towards independent writing. Writing is embedded across all areas of learning. Children are given real reasons to write, connecting their writing to stories, play, and topics that matter to them. We use ongoing assessment to tailor support. Children receive timely help when needed, and we ensure all aspects of writing (transcription and composition) are developed. Every child is supported to become a confident writer. We celebrate diversity, respect different starting points, and build writing experiences around children's identities and languages. We work with families to support writing at home and school. We value writing that happens beyond the setting and encourage home-school connections.

2. Assessment Requirements

Assessment in the EYFS is a continuous and integral process that underpins children's development. Skilled practitioners consistently notice, identify, and interpret how children engage in play and learning. These insights inform the planning of tailored learning experiences that reflect each child's individual needs and interests. The statutory assessment requirements include:

- **The Early Years Foundation Stage Profile (EYFSP):** This is the statutory assessment completed at the end of the Reception year, which summarizes a child's progress against the Early Learning Goals (ELGs) in all seven areas of learning.
- **Development Matters:** This non-statutory guidance document helps practitioners track children's progress and plan effectively. It outlines expectations for children's development and provides guidance on what children should be able to do at various stages.

At Belgrave St Bartholomew's Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. This is all completed on Class Dojo. All

practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with other local schools or schools within the St Bart's Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Continuous assessment is an essential part of monitoring children's progress and is used as an aid for future planning. Parents and children are involved in discussions about general progress. An end of year report stating children's attainment is given to all parents at the end of their first year in school.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or not yet reaching expected levels (emerging)

3. Safeguarding and Welfare Requirements

All reasonable measures are taken to ensure the safety of all children in the EYFS. 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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education 2025' statutory guidance and adhere to the Academy's Child Protection and Safeguarding Policy.

Our pupil's welfare is our paramount concern, and we will always act in the best interests of the child. We recognise the importance of providing a school environment where pupils feel safe and respected. We encourage pupils to talk openly and to feel confident that they will be listened to. We recognise that all adults within the school have a full and active part to play in protecting our pupils from harm and as such they will always exercise 'professional curiosity.'

We will work closely with parents and carers to ensure their understanding of the school's responsibilities to safeguarding and promote the welfare of their children, which may include the need to make referrals to other agencies in some situations. We liaise with other professionals to ensure our children have the best support in their learning and development.

To ensure we are fully compliant with statutory guidance we:

- **Follow clear policies on child protection, health and safety, and manage behaviour effectively.**

Ensure staff have appropriate qualifications and training, including paediatric first aid. At least 1 staff member with a current paediatric first aid (PFA) certificate is on the premises and available at all times children are present, and accompanies children on outings.

- **Adhere to ratios of staff to children according to age group:**
 - **1:13 for children aged 3+ with a qualified teacher.**
 - **1:8 for children aged 3+ without a teacher.**
 - **1:4 for children aged 2.**
 - **1:3 for children under 2.**

3.1. Safeguarding Training

All staff receive statutory Safeguarding L1 training every 3 years. All staff understand our safeguarding policy and procedures, can identify signs of possible abuse and neglect (and can respond in a timely/appropriate way), and have up-to-date knowledge of safeguarding issues delivered through school briefings and CPD.

Staff understand the school's whistleblowing procedure and know how to raise concerns about poor or unsafe practice.

3.2. Safer Recruitment

We ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so (including obtaining appropriate references and following safer recruitment procedures).

3.3. Child Absences

Absences are followed up in a timely manner. If a child is absent for a prolonged period of time attempts are made to contact the parent/carer as per our attendance policy and procedures. Any concerns are referred to children's services and our academy Education Welfare Officer (EWO).

3.4. Health

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

3.5. Online Safety

We also teach online safety across our EYFS in age-appropriate ways.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy

4. Snack/nutrition

During snack times, a paediatric first aid-trained staff member is present, and children are seated safely with minimal distractions to reduce choking risks. We gather and regularly update information on each child's dietary needs, allergies, and intolerances and ensure all staff are informed and vigilant. Allergy care plans are developed in consultation with parents and healthcare professionals, and food preparation follows strict hygiene and safety protocols. These measures ensure snack time supports children's health, development, and well-being in a secure and inclusive environment. Children are closely supervised during mealtimes to ensure their safety, with a paediatric first aid-trained staff member present always to respond promptly to any incidents such as choking or allergic reactions.

Staff are aware of the symptoms and treatments for allergies and anaphylaxis and receive annual training.

While eating our EYFS children will be:

- Within sight and hearing of a staff member

- In the same room as a staff member with a valid PFA certificate
- Seated, in appropriately low seating
- In an area of minimal distractions, where possible
- Facing staff, so staff can prevent choking, food sharing and be aware of accidental allergic reactions

Incidents of choking are recorded and reviewed (to identify trends and patterns), and parents/carers are made aware.

Children with PICA have an appropriate risk assessment in place.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly. At our setting, we are committed to promoting healthy eating habits from an early age. We kindly ask parents and carers to provide children with balanced and nutritious lunchboxes that support their physical and cognitive development. To ensure the safety and wellbeing of all children, especially those with severe allergies, our setting operates a strict *no nuts* policy. This includes avoiding products such as Nutella and similar chocolate or hazelnut spreads, which often contain or may be contaminated with nuts. We appreciate your cooperation in helping us maintain a healthy and safe environment for all children.

5. Behaviour

We aim to create a positive, respectful, and inclusive environment where children feel safe, valued, and supported. It recognises that behaviour is developmental and best guided through nurturing relationships and meeting children's emotional and social needs. Staff model respectful behaviour and set clear expectations for kindness, cooperation, and engagement in routines. Positive reinforcement, such as praise and restorative approaches, are used to encourage appropriate behaviour, while punitive measures are avoided. When challenges arise, staff use age-appropriate guidance and work closely with parents to support consistent responses. Bullying or harm is taken seriously and is addressed in line with safeguarding procedures. All staff share responsibility for promoting positive behaviour.

At Belgrave St. Bartholomew's Academy positive behaviour is expected and encouraged. All staff in the EYFS promote our school vision 'Loving each other as we love ourselves' and our school CCR values (Courage, Compassion and Respect). We operate a reward system and praise good behaviour and attitudes. Age-appropriate strategies are used to develop a safe and secure environment for learning. (EYFS follows the Academy's Relationship, Communication and Behaviour Policy).

Please also refer to the school's Safeguarding, SEND and Health and Safety policies for further information.

6. Intimate Care

Intimate care within the EYFS setting is carried out in accordance with the statutory framework and safeguarding guidance to ensure children's dignity, safety, and well-being. It includes tasks such as nappy changing, toileting assistance, and support with dressing or washing, and is always conducted respectfully and sensitively by trained staff. Procedures are designed to minimise risk and uphold the child's privacy, with parental consent obtained and individual care plans developed where necessary. Staff follow clear protocols to protect both themselves and the children, including recording care provided and reporting any concerns to the designated safeguarding lead. The policy ensures that intimate care is child-centred, inclusive, and aligned with the [Equality Act 2010](#) promoting a safe and nurturing environment for all children. (See Intimate Care Policy)

7. Sleep in the Early Years

Staff must ensure the safety of children when sleeping in setting as set out in

September 2025 - [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

September 2025 - [EYFS statutory framework for group and school based providers \(publishing.service.gov.uk\)](#)

Staff must ensure the safety of children when sleeping in setting as set out in the statutory EYFS Framework, 2025:

The EYFS Framework states:

Sleeping children must be frequently checked to ensure that they are safe.

Being safe includes ensuring that cots and bedding are in good condition and suited to the age of the child, and that babies are placed down to sleep safely in line with the latest government safety guidance: Sudden infant death syndrome (SIDS) - NHS (www.nhs.uk). Practitioners may also find it helpful to read NHS advice on safety of sleeping children: Reduce the risk of sudden infant death syndrome (SIDS) - NHS.

To ensure staff keep all children safe when sleeping in setting staff will:

- Complete 10-minute checks on children who are asleep in setting and have a written record of all checks ([Appendix 2](#))
- Ensure children are comfortable, safe and not using a bottle to reduce the risk of choking
- Ensure at all times the children's dignity, wellbeing and safety are promoted
- Staff will create a positive culture around sleeping and communication with parents regarding a child's sleep needs

- Signpost families to further information or services regarding sleep and bedtime routines when required

Parent responsibility includes:

- Sharing key sleep information with staff prior to entering the EYFS setting
- Sharing any updates on sleep patterns at home. For example, more sleeping during day-time hours or struggles with sleeping at home during the night
- Continual open and honest communication with key workers and EYFS Staff

Sleep Checks should include:

- Checking a child while sleeping should involve:
- Placing a hand on their chest to check they are breathing or putting the back of their hand near to the child's mouth to feel for breath
- Ensuring that each child is well
- Ensuring that each child is not too hot or too cold
- Ensuring that all sheets or blankets are not wrapped around the child.

8. Care Plans

Where a pupil has an identified need (E.g. wearing nappies or pull-ups regularly, or has continence difficulties which are more frequent than the odd 'accident', staff will work with parents/carers (and health visitors/school nurse/internal family support officer, if appropriate) to set out a care plan to ensure that the child can attend daily. The written care plan ([Appendix 1](#)) will include:

- Who will change the child on a day-to-day basis?
- Contact details for the person coming in to change the child (if appropriate)
- Where changing will take place
- Clarification that the parent/carer is responsible for the provision of the resources and equipment.

See Intimate Care Policy.

9. Partnership with Parents

Partnerships with parents are a cornerstone of effective practice in the Early Years Foundation Stage (EYFS), as emphasised in the statutory framework. Building strong, respectful relationships with families supports children's learning, development, and wellbeing. Practitioners work collaboratively with parents, valuing their insights and contributions, and ensuring they are actively involved in their child's early education. Each year, every child is assigned a key person or a class teacher who helps to ensure that their learning and care is tailored to meet their individual needs. The key person supports parents and/or carers in guiding their child's development at home as we recognise that the home learning environment can have a significant impact on each child's learning.



Through this, we encourage all our parents to talk, play and read with their children regularly. Regular communication—through daily updates, meetings, and shared observations via Showbie/Dojo helps create a consistent approach between home and school. By fostering trust and openness, EYFS providers empower parents to engage meaningfully in their child’s journey, promoting positive outcomes and a shared sense of responsibility.

The Statutory EYFS profile at the end of Reception helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities when leaving the EYFS as well as their readiness for year one.

10. Inclusion and Equal Opportunities

We are committed to creating an environment where every child is valued, respected, and supported to reach their full potential. We believe that equality and inclusion are fundamental to providing high-quality early education.

We actively promote **inclusive practice** by recognising and celebrating the diverse backgrounds, abilities, cultures, and languages of all children and their families. Our curriculum and learning environment are designed to be accessible and responsive to individual needs, ensuring that no child is disadvantaged or excluded.

Practitioners are trained to identify and address barriers to learning, providing timely interventions and adaptations to support children with SEND, EAL, and other additional needs. We work closely with families, specialist agencies, and the wider community to foster a culture of respect, empathy, and belonging.

We are dedicated to promoting positive attitudes, challenging stereotypes, and encouraging children to appreciate diversity, ensuring that everyone feels safe, included, and valued.

11. Transition

Transition is a vital part of children’s early education journey. We aim to make transitions into our setting and onwards to school as smooth and positive as possible for children and their families.

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child’s needs and establish effective partnerships with those involved with the child and other settings.

At Belgrave St Bartholomew’s Academy we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children.

11.1. Transition into the setting

We support children starting with us by:

- Welcoming families with Stay and Play Sessions or tours of the School.

- Sharing information about children's needs and interests through home visits, parent meetings, local nursery visits, child minder visits and transition documents.
- Gradually introducing children to the environment via a phased entry approach.

11.2. Transition within the setting

To support transitions between rooms or key stages, we:

Facilitate visits and introductions to new key workers or classrooms through a week of transition in the Reception class. All children starting in our Nursery receive a photograph of their key person and have home visits prior to their child starting Nursery. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child.

In addition to this all the children have 'stay and play' sessions in the Nursery to meet the other staff and get familiar with their new surroundings. Previous local Private Day Nurseries are contacted about children who will be coming from their setting to Belgrave St Bartholomew's Academy to share information and to support a smooth transition between settings.

All children starting Reception have transition days with their new class teacher and teaching assistant, parents are invited to attend and are familiarised with the school and school day by the EYFS Manager. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Early Years Manager and their progress and development shared by their Nursery key worker. We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

All children starting in Nursery have a booklet to complete during the summer break to inform staff about children's interests.

In the summer term all of our Reception children visit their new Year 1 teachers for one week prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

In the final term the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals and the Characteristics of Effective Learning for each child in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

We share learning records and observations to maintain continuity in provision and encourage conversations with children about upcoming changes to prepare them emotionally.

11.3. Transition to Primary School

Preparing children for the move to school involves:

- Liaising closely with receiving schools via school visit arrangements, information sharing meetings, or transition reports.
- Supporting children to become familiar with their new school environment through [insert activities such as visits and social stories
- Engaging parents in transition by sharing information sessions and handover meetings with the new school

11.4. Supporting Families

We recognise that transition can be an anxious time for families and provide:

- Clear communication channels including newsletters, parent meetings, curriculum overviews, phone calls
- Opportunities for families to discuss concerns and ask questions at parents evenings

11.5. Working with parents and the Wider Context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning.

We have an open-door approach where all parents are encouraged to communicate with the staff if they have any concerns about their child and their development. We welcome and actively encourage parents to participate confidently in their child's education.

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to 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/Teacher who helps to ensure that their learning and care is tailored to meet their individual needs. The key person/Teacher 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.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

11.6. Home School Links

- Prior to seeking admission, parents are encouraged to visit the school and talk to the EYFS Manager, the Nursery Class Teacher or the Reception Class Teacher.

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- A School Prospectus is issued to all parents of children being admitted to school. This outlines the ethos and the curriculum of the early years classroom, as well as the practicalities e.g. school uniform.
 - In the Autumn Term parents are invited to a meeting with the Reception Class Teacher where general issues are discussed. We recognise that parents and carers are the children's first and most enduring educators. Parents are given information on how they can support their child's learning. The importance of staff and parents working together as a team is emphasised and it is made clear that, should parents have any particular concerns or worries, opportunities are always available to discuss matters.

Class Dojo is used to support communication with parents.

- A parents' evening is held termly for Nursery and Reception.
- Parents are most welcome to come and help with a variety of classroom activities.

Good relationships and communications between parents and school form a fundamental part of a child's early education. Parents have a wealth of knowledge about their child. So, as a child begins their time with us, the parent is our greatest source of information. They will help us to understand the child, and give continuity to their care and education.

Appendix 1 - Intimate Care Plan

ST. BART'S MULTI-ACADEMY TRUST

Intimate Care Plan



Academy:	
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PARENTS/CARERS

Name of child	
Type of intimate care needed	
How often care will be given	
What training staff will be given	
Where care will take place	
What resources and equipment will be used, and who will provide them	
How procedures will differ if taking place on a trip or outing	
Name of senior member of staff responsible for ensuring care is carried out according to the intimate care plan	
Name of parent or carer	
Relationship to child	
Signature of parent or carer	
Date	

CHILD

How many members of staff would you like to help?	
Do you mind having a chat when you are being changed or washed?	
Signature of child	
Date	



ST. BART'S

MULTI-ACADEMY TRUST

St. Bart's Multi-Academy Trust

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