



Richmond Hill School

Early Years Foundation Stage (EYFS) Policy

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Original Issue Date: October 2021

Reviewed: February 2026 (Updated for 2025 EYFS requirements)

Next Review: October 2027

Ratified: April 2026

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1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides the knowledge and skills needed for good progress through school and life.
 - Quality and consistency in teaching and learning so every child makes progress towards their individual EHCP targets.
 - A close partnership between staff and parents/carers to support children's learning and development.
 - Every child is included and supported through equality of opportunity and anti-discriminatory practice.
 - Practitioners are ambitious for all children, considering individual needs, interests, and development to plan challenging and enjoyable learning experiences.
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2. Legislation

This policy is based on the Statutory Framework for the Early Years Foundation Stage (EYFS), published July 2025 and effective from 4th September 2025. It sets the standards for learning, development and care of children from birth to 5 years old.

3. Structure of the EYFS

- The KS1 Phase at Richmond Hill School includes children in Reception, Year 1 & Year 2, attending full time unless alternative arrangements are made.
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4. Curriculum

Our KS1 Phase follows the KS1/Pre Formal curriculum as detailed in the most recent EYFS statutory framework.

- The EYFS framework encompasses seven interconnected areas of learning and development, all of equal importance. The three prime areas are:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- These prime areas are further enhanced and applied through four specific areas:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
 - This is all included in all curriculums throughout the school
- Our curriculum also promotes the development of the Characteristics of Effective Learning, including playing and exploring, active learning, and creating and thinking critically.
- We build upon children's prior learning, knowledge, skills, and understanding to ensure a seamless transition and progression in their learning journey.
- Recognising that many children arrive with communication delays, we adopt a total communication approach—incorporating signs, symbols, speech, and objects of reference—to immerse children in a rich and supportive communication environment.
- We prioritise foundational learning-to-learn skills such as listening, attention, play development, body awareness, and executive function to foster readiness for learning.
- Planning is personalised, integrating individual EHCP targets and involving referrals to relevant specialists (Speech and Language Therapy, Occupational Therapy, Educational Psychology) as needed.



- Teaching is delivered through a balanced blend of adult-led and child-initiated activities, utilising evidence-based strategies such as The Curiosity Programme, Attention Autism, TEACCH-style workstation tasks, Identiplay, intensive interaction and MacPac.
 - Sensory learning is actively supported through sensory stories, the light room, soft play, and tailored individual sensory support plans.
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5. Behaviour & Regulation

Our Positive Behaviour Policy is grounded in a deep understanding of the complex and diverse needs of our pupils, fostering their ability to self-regulate and engage constructively in their learning environment.

- We adopt a holistic, whole-child approach that carefully considers the unique needs of pupils with Severe Learning Difficulties, Moderate Learning Difficulties, Autism Spectrum Conditions, Sensory and Physical Needs, as well as Social, Emotional, and Mental Health challenges.
 - Behaviours that challenge are recognised as forms of communication. Our support framework prioritises positive behavioural strategies and, when necessary, employs restrictive interventions that are both legally compliant and ethically justified.
 - For comprehensive guidance and protocols, please refer to our Behaviour and Positive Handling Policies.
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6. Assessment

Ongoing assessment is a fundamental component of our approach to learning and development. Staff consistently observe pupils to identify their achievements, interests, and preferred learning styles, using this insight to inform and tailor future planning.

- Observations and insights from parents and carers are highly valued and actively integrated into our assessment process through the EFL Family App.
- The Reception Baseline Assessment (RBA) is conducted within the first six weeks of a Reception pupil starting to establish a start point for each pupil's learning journey.
- Pupils in Reception and Year 1 engage in a structured assessment process, which includes Personalised Learning Plan (PLP) targets derived from their EHCPs, all tracked systematically through our Evidence for Learning platform.
- Our Evidence for Learning platform incorporates evidence such as photographs and videos and undergoes internal moderation to ensure accuracy and consistency across assessments.
- At the conclusion of the EYFS, pupils are assessed against the 17 Early Learning Goals (ELGs), with outcomes indicating whether they are meeting expected standards or are still emerging.



- Assessment data is submitted to the local authority in accordance with statutory requirements, ensuring compliance and supporting wider educational oversight.
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7. Working with Parents

We recognise that children achieve their best outcomes when there is a strong and collaborative partnership between staff and parents/carers.

- Class teachers take the lead in planning and monitoring pupil progress, working closely alongside teaching assistants to ensure consistent support.
 - Teachers maintain regular communication with family workers and the SENCo to assist families in accessing specialist services and additional support when required.
 - Parents are kept well-informed through multiple channels, including the Evidence for Learning (EfL) Family App, class emails, parents' evenings, and family worker-led coffee mornings.
 - Parents play an active role in shaping EHCP targets and Personalised Learning Plans (PLPs). Through the Evidence for Learning (EfL) Family App, they can provide valuable evidence of progress both at home and within the wider community. This collaborative approach helps to build a comprehensive and holistic picture of their child's development and achievements.
 - Information sessions and school events are organised to empower parents with a clear understanding of the strategies used within school, including communication methods and sensory approaches.
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8. Safeguarding and Welfare Procedures

- We actively promote good oral and general health, including a supervised toothbrushing programme that adheres to statutory guidance.
- Our safeguarding procedures fully comply with the most recent statutory requirements and are comprehensively detailed in our safeguarding policy.
- The school has a Designated Safeguarding Lead (DSL) Jennifer Cottam, responsible for safeguarding oversight.
- Safer recruitment procedures are rigorously applied, including obtaining and verifying references prior to staff appointments.
- All records are maintained securely, ensuring strict confidentiality and adherence to data protection regulations.
- We facilitate a consistent, two-way flow of information between the setting, parents/carers, and relevant professionals to support each child's wellbeing and development.
- Records are thorough and include essential details such as full child information, parental responsibility, living arrangements, and multiple emergency contacts wherever possible.



- Clear written procedures are in place for managing complaints and concerns, with outcomes documented and communicated to relevant parties within 28 days.
 - Parents and carers are kept informed about inspection outcomes and provided with guidance on how to contact Ofsted or the CMA should any concerns arise.
 - The setting complies with the 2025 framework by promptly notifying Ofsted of any significant changes or reportable events.
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9. Staff Training and Professional Development

All staff engage in continuous professional development to uphold and enhance high standards of practice.

- Mandatory training encompasses safeguarding, behaviour support and interventions specific to SEND.
 - Staff have access to specialist training focused on communication strategies, sensory needs and therapeutic programmes tailored to meet the complex needs of our pupils.
 - Regular supervision and appraisal processes foster reflective practice and support ongoing professional growth.
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10. Monitoring Arrangements

- This policy is reviewed at least every two years by the Early Years Lead and shared with the governing board.
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Appendix 1: List of Statutory Policies and Procedures for EYFS

- EYFS Statutory Framework (2025)
 - Safeguarding and Child Protection Policy
 - Health and Safety Policy (including procedures for illness and emergency evacuation)
 - Administration of Medication Policy
 - Complaints Policy
 - Behaviour and Positive Handling Policies
 - Procedures for checking identity of visitors
 - Procedures for parent failing to collect a child or missing children
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Appendix 2: Whole School Curriculum

<https://www.richmondhillschool.co.uk/whole-school-curriculum-new>