



SOUTHWICK PRIMARY SCHOOL
EYFS Policy

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SOUTHWICK PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy & Operational Framework

1. Introduction & Core Principles

“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 age 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 children need to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) covers the development of children from age three to the end of their Reception Year at Southwick Primary School. The overarching aim of the EYFS is 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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Southwick Primary School, well-being is at the heart of all teaching and learning. Our school ethos places the highest importance on recognising the development of the whole child, and our strong pastoral care underpins this belief, supporting our children to flourish. We follow the Statutory Framework of the EYFS and its four guiding principles that shape practice within our setting:

- **A Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships.
- **Enabling Environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Learning and Development:** Children develop and learn in different ways and at different rates.

We recognise that every child is an individual, competent learner. Children’s attitudes and dispositions to learning are influenced by their school and home environments, and we build strong collaborative links with families. During their time in our school, children are introduced to good learning habits including being observant, investigative, curious, determined, imaginative, adventurous, co-operative, and using reasoning while embracing a growth mindset.

Unit Operations: Southwick Primary School Early Years operates as a unified setting across Nursery and Reception, reducing transitional stress, fostering emotional security through familiar adults and routines, and allowing children to learn at their own developmental pace alongside peers.

2. Aims, Values, and Curriculum Rationale

- **Environment & Inclusion:** Provide a safe, happy, stimulating, and fully inclusive learning environment that promotes confidence, independence, and positive self-image.
- **Curriculum & Values:** Deliver a well-balanced curriculum promoting British values; democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs; alongside an appreciation of diversity, British history, and cultural heritage.
- **Addressing Barriers to Learning:** Curriculum design directly responds to cohort analysis addressing low starting points, communication and language difficulties, physical development gaps, early writing challenges, and limited real world experiences to raise Good Level of Development (GLD) outcomes.
- **Strategic Curriculum Responses:**
 - **Communication and Language:** Prioritises a language rich environment, enquiry-based learning, adult modelled ambitious vocabulary, SHREK approach and targeted interventions like Talk Boost.
 - **Physical Development:** Embeds daily movement sessions (including Dough Disco, squiggle programmes, and Danny Go) alongside extensive outdoor time and core stability adaptations to build gross and fine motor skills.
 - **Early Writing:** Integrates Little Wandle Letters and Sounds Revised with drawing club sessions, meaningful writing contexts, and independent continuous provision.
 - **Widening Experiences:** Embeds practical life skills, role play, trips, and themed activities to connect classroom learning to the wider world.

3. Teaching and Learning

- **Areas of Learning:** The curriculum comprises three Prime Areas (Personal, Social and Emotional Development; Communication and Language; Physical Development) and four Specific Areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design).
- **Characteristics of Effective Learning:** Encompasses playing and exploring, active learning, and creating and thinking critically.
- **Balance & Routine:** Combines child-initiated, adult-initiated, and adult-led activities supported by continuous indoor and outdoor provision, and targeted challenge structures.
- **Learning Habits & Mindset:** Children are introduced to positive learning habits, encouraging them to be observant, investigative, curious, determined, imaginative, adventurous, co-operative, and to embrace a growth mindset.

4. Safeguarding, Health, and Welfare Policies

Overarching Safeguarding & Compliance: While Southwick Primary School adheres to overarching whole-school statutory policies for Safeguarding, Child Protection, Safer Recruitment, and Whistleblowing, the Early Years unit enforces strict operational practices tailored to EYFS welfare requirements. This includes

the mandatory requirement that every volunteer must undergo enhanced DBS/CRB check and appropriate vetting before commencing any activity within the setting.

Safer Eating & Mealtime Supervision Policy

- **Purpose:** To ensure child safety during meal and snack times and eliminate choking risks in accordance with statutory EYFS requirements.
- **Paediatric First Aid (PFA):** At least one staff member holding a valid PFA certificate must be physically present in the room/area whenever children are eating snacks or lunches.
- **Active Supervision Standards:** Staff must sit directly facing eating children to maintain uninterrupted visual contact, recognizing that choking is usually silent. Staff must not perform administrative tasks, tidy up, or leave the area while food is consumed.
- **Food Preparation & Risk Management:** Foods such as grapes, cherry tomatoes, and sausages must be cut lengthways. Individual dietary, allergy, and medical records must be displayed in prep areas and checked before serving.

Digital Media & Screen Use Policy

- **Purpose:** To ensure screen time and digital technology strictly support physical, linguistic, and cognitive development.
- **Educational Rationale:** All screen-based technology must have a clear learning objective (e.g., phonics, interactive storytelling). Passive screen viewing is prohibited.
- **Exposure Limits:** Screen activity must remain brief and balanced with hands-on play. Individual or small-group tablet sessions must not exceed 10–15 minutes per session.
- **Supervision & Safety:** Staff must actively monitor all digital equipment use on school-filtered networks, checking children's posture and engagement.

Intimate Hygiene, Toileting & Privacy Policy

- **Purpose:** To provide dignified intimate care while maintaining transparent safeguarding oversight.
- **Balancing Privacy and Oversight:** Toileting and changing facilities must not create unmonitored blind spots. Doors must remain unlatched, with open door or partition arrangements allowing line of sight or auditory awareness from main rooms.
- **Staffing Safeguards:** Care is provided exclusively by DBS checked staff who inform a colleague beforehand, ensuring another staff member is in direct visual or auditory proximity.
- **Record Keeping:** All intimate care interventions must be recorded in the setting's Intimate Care Log and communicated to parents/carers daily.

Safer Sleep & Rest Policy

- **Purpose:** To establish safe sleep and rest routines for Nursery and Reception children.

- **Environment & Positioning:** Children are placed to sleep on their backs with feet near the foot of the mat/cot. Bedding must be lightweight and secure. Sleep equipment is checked for wear and sanitized daily.
- **Active Monitoring:** Staff maintain direct visual supervision. Physical checks confirming clear airways, safe posture, and normal breathing must be conducted and logged on the Sleep Monitoring Sheet at maximum 10-minute intervals.
- **Room Environment:** Rest areas must be well-ventilated, kept at a comfortable ambient temperature (16°C – 20°C), and positioned within continuous sight or sound of working staff.

Medical Management, Accidents & Missing Child Protocols

- **Administering Medicines:** Prescription and non-prescription medicines are administered strictly in accordance with school medical protocols, requiring completed and signed parental consent forms and detailed tracking logs.
- **Accidents and First Aid:** All injuries are treated by certified PFA staff, recorded immediately in the setting's accident log, and communicated directly to parents/carers on the day of the incident, with external reporting (RIDDOR/Ofsted) managed as required.
- **Missing or Uncollected Child Procedures:** Rigorous daily registration, secure boundary monitoring, and site protocols ensure immediate deployment of missing child emergency actions. Uncollected child procedures guarantee that children remain supervised by familiar staff until safely handed over or transitioned to emergency contacts.

5. Inclusion, Equal Opportunities, and Additional Needs

- **SEND & Support:** Staff closely observe educational, physical, social, and emotional development, collaborating with parents and the Special Needs Lead (SENCo) when intervention is required.
- **Equal Access:** Operates a strict equal opportunities policy ensuring all children have equal access to the curriculum, resources, and environment regardless of gender, race, religion, or ability.
- **Alternative Provision (The HUB):** To ensure that individual developmental, sensory, and learning needs are comprehensively met, certain EYFS children access targeted alternative provision within the HUB, providing tailored support alongside their mainstream curriculum engagement.

6. Assessment, Recording, and Reporting

- **Tracking Progress:** Staff measure progress against the Birth to 5 Matters document and Early Learning Goals using the Early Years Trust Tracker, Tapestry, and individual reading files.
- **Communication:** Regular communication channels include induction meetings, half-termly newsletters, daily discussions, and learning journeys on Tapestry.

7. Behaviour Management

- **Positive Guidance:** Adults support younger children by clearly explaining boundaries and helping them put mistakes right, ensuring distressed children are comforted appropriately and never left feeling isolated. Where children require additional emotional support to process strong feelings, staff utilise the nurturing room as a calm, safe, and supportive space for emotional regulation, reflection, and guided co-regulation.

8. Comprehensive Transition Framework

At Southwick Primary School, we recognise that seamless, highly supportive transitions are critical for emotional security, long-term well-being, and academic readiness. We maintain a robust, multi-layered transition framework designed to eliminate anxiety for both children and families across all key developmental stages.

- **Entry from New Beginnings (Private Nursery):** For children transitioning into our setting from our partner, New Beginnings, prior learning profiles, developmental trackers, and transition handover meetings are established well in advance. Familiar key workers engage in joint sessions and visits, ensuring complete continuity of care, educational consistency, and emotional security from day one.
- **Gradual Entry Model into Nursery and Reception:** To prevent overwhelming them, children experience a carefully structured, gradual entry into school life. Initial orientation involves shared play sessions accompanied by parents and carers within the setting. As confidence builds, children take part in numerous independent visits on their own initially for short blocks and progressively extending up to half-day and full-day sessions, allowing them to bond with staff, master new daily routines, and explore the indoor and outdoor environments securely.
- **Nursery to Reception Internal Transition:** Because our Early Years operates as a unified unit, children moving from Nursery into Reception experience minimal disruption. Familiar adults, consistent classroom expectations, and shared continuous provision spaces ensure a natural, relaxed progression where children already feel a deep sense of belonging.
- **Reception to Year 1 Transition:** Preparation for Key Stage 1 begins early in the summer term. Reception children participate in frequent familiarisation visits to Year 1 classrooms, engage in Storytimes and joint activities with Key Stage 1 staff, and gradually experience a more structured daily rhythm that mirrors primary school routines. Comprehensive moderation data, Tapestry profiles, and teacher handover meetings ensure every child's individual learning journey is flawlessly continued into Year 1.