



Early Years Foundation Stage Policy

Policy Tracker			
Date	Reviewed By:	Role	Approved by the Curriculum and Standards committee
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1. Aims

This policy aims to ensure:

- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- That children access a broad and balanced curriculum that provides a secure foundation through planning for the learning and development of each child
- 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) that applies from **September 2025**.

3. Introduction

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.' (*Statutory framework for the Early Years Foundation Stage*)

At **name of school**, we believe that the foundation years are fundamental in ensuring later success; they provide the building blocks to children's education and as such, we are passionate about getting this right. Irrespective of their starting point, we know that by providing children with a high level of care and support, they can reach key milestones. It is well documented, that children develop the quickest in their first few years of life, which makes the role of an Early Years Foundation Stage (EYFS) practitioner crucial in helping children reach their full potential. This policy sets out the expectations for the EYFS at **name** Primary school, underpinning it all will be the four key principles as set out in the EYFS framework: -

- 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.
- The importance of **learning and development**. Children develop and learn at different rates.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. It also reflects the recent findings DfE 'Giving every child the best start in life' published July 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 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

Delete if not appropriate

At name of Nursery, it is essential that our very youngest children are provided with a strong foundation in their prime areas of development, so naturally these are a high priority in our Time for Two's and nursery provision. We also recognise that language is central to all development, hence this is at the forefront of all our provision across the EYFS. We develop children's communication and language through our progressive core songs, rhymes and poems; and intentionally planned core texts. We have staff who are trained in Early Language programmes right across our EYFS, as a result we are able to identify any children who are finding it difficult to access the curriculum, and then use intervention programmes as appropriate.

Our EYFS pedagogy and curriculum is a mix of different approaches which encompass the children's interests, our long-term overview, and our progression models. Our long-term overview provides key themes and texts which will help develop, consolidate and deepen the children's knowledge and understanding of different topics and skills across the areas of learning.

Just as the role of the EYFS practitioner is pivotal in young children's development, so too is the role of an enabling environment. Children across our EYFS will have access to a well-resourced, stimulating indoor and outdoor environment, which is organised to support the well-planned curriculum, allow maximum independence but also to foster the characteristics of effective teaching and learning (playing and exploring; active learning, creative thinking and thinking critically).

5. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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. We

know that young children's learning is often at its peak when it is led by their own interests, and therefore on a short-term basis, we factor this into the planning.

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, staff reflect on the different ways that children learn and include these in their practice.

Staff plan rich, first-hand meaningful learning opportunities to build on children's cultural capital, see EY Handbook for further information.

6. Teaching

'Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide, and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.' Ofsted, July 2022

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Sometimes it is appropriate to show or tell children what to do through explicit teaching. Explicit teaching is an approach to teaching where the practitioner introduces information or skills through direct instruction, followed up by opportunities to practise new learning through play.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our Time for Two's and Nursery provision offers children an extended amount of uninterrupted, child-initiated play, in which practitioners can provide an enabling environment and join in sensitively with the play when appropriate. As children enter the summer term in nursery, there is an increased amount of group work to prepare them for the move to reception.

As children grow older, there are still opportunities for child-initiated play, but there is also increased time spent participating in structured group work. This is always in a developmentally appropriate way and helps support the children in reaching their full potential by the end of the Reception year and prepare them for the more formal learning as they move onto the National Curriculum in Year 1.

7. Assessment

We recognise that the most powerful form of assessment in the EYFS, is the practitioner's knowledge of the child. With this in mind, we believe in providing extended periods of time where staff can interact with the children in a purposeful way. The assessment systems in place are to

mark significant moments in a child's development and should not involve unnecessary evidence. These significant moments are documented on Tapestry – an online learning journey.

At **name of school**, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers, for example by using Tapestry.

Development Matters (September 2023) which is used throughout our EYFS, helps to inform practitioners of the typical development of a child at different ages and stages of development, and whilst staff use this as a reference guide, it is by no means used as a checklist for the children. Through using this guidance, staff can quickly identify any children who are at risk of falling behind and take immediate, remedial action to support.

Adapt/delete this section so that it is relevant to your setting,

On entry to every year within the EYFS, the staff will undertake a baseline assessment. This is generated using a variety of different sources, including observations of the child, professional judgement, and reference to Development Matters. This baseline is then used to help shape the provision on offer for that child.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

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

If a child has achieved the expected level in all the prime areas along with Literacy and Mathematics, then they will have achieved a **Good Level of Development (GLD)**. This provides a good indication of their readiness to move into Year 1.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other Trust schools, to ensure consistent and accurate assessment judgements. EYFS profile data is submitted to the local authority and results are shared with parents and/or carers for their child.

8. Working in partnership with parents/carers

Adapt this section so that it is relevant to your setting, or add further details of how your school works with parents, e.g. parents' evening and reporting arrangements.

Please note, it is a requirement for each child to be assigned a key person.

Parents/Carers are a child's first educators and developing a strong partnership with them in the Early Years, ensures children get the most from their education. We put lots of measures in place to quickly establish a relationship with our parents/carers (see section 11-Transition). We operate an 'open door' policy in which parents/carers can always speak to a member of staff at the end of every session/day. Alternatively contact with staff can be made via telephoning the school and making an appointment.

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. In reception the child's key person will be their class teacher.

Our home/school link is also fostered through our use of online learning journeys (Tapestry). Parents/carers are actively encouraged to share achievements from home which can then be discussed in school.

Parent/carer workshops feature heavily throughout our EYFS provision. These workshops range in topics from early reading and phonics to mathematics and handwriting. Over the year there are some set workshops which are covered, but we keep our approach flexible to ensure we can incorporate new workshops which may be topical to a particular cohort of children.

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. This information is shared during twice yearly parent/carer evenings, when parents and/or carers meet with their child's class teacher and via a Summer term report.

9. Structure and organisation of the EYFS

In this section outline the structure of your EYFS setting, e.g. which years are covered, how many hours are available in the nursery and details of charging, if applicable. Examples for Lapal and Priory below

Reception

Our school admission number for reception is , we have no of qualified teachers who lead this group. The Local Authority co-ordinates all admissions into Reception, following our admissions policy. During the summer term, prior to starting school, children who will be joining the school in September will be invited into school for taster sessions as part of a transition programme. During the summer term, children in reception will take part in a transition programme to support their move into Year 1 (see section 11 - Transitions).

Start and finish times

Reception:	8:50am-3:15pm
Reception lunchtime:	11:45am until 12:45pm

Time for Two's

Time for Two's is part of a government scheme offered to all families. At school, we have a 24 place provision- 12 morning places/12 afternoon places and we offer 15 hours per child. There is one member of staff for every 4 children. 30hrs ?

Time for Two's morning session: 8:30am-11:30am

Time for Two's afternoon session: 12:30pm-3:30pm

30hours?

Nursery

We have a no place nursery-65 morning places/65 afternoon places and we offer 15/30 hours per child. There is one member of staff for every 13 children and a member of staff who holds Qualified Teacher status.

Nursery morning session: 8:30am-11:30am

Nursery afternoon session: 12:30pm-3:30pm

30hours?

Snack arrangements

Children in the EYFS are provided with a carton of milk and a piece of fresh fruit funded by a government initiative. There is always fresh water available for the children. If parents/carers would prefer, they can provide their child with a piece of fruit and a bottle of water from home. In line with the school's healthy eating policy, this must only be plain water, although Reception children are permitted to bring squash for their drink at lunchtime. Any staff who are involved with the handling and preparation of food, hold a relevant food hygiene qualification. Children have opportunity to access their snack in a café type system / as a shared snack time. If café - The fruit, milk and water are prepared and then children freely access this during child-initiated time. This promotes independence and develops the children's social skills. If shared snack time - all the children sit down together to eat their snack. This is facilitated by the practitioners, who will also be teaching key skills such as opening cartons and using good manners.

'Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions' (EYFS Statutory Framework 2025)

To ensure children's safety during mealtimes and snack times, there is always a member of staff present who holds a full paediatric first aid certificate. Before a child joins the setting, information is gathered about any special dietary needs, preferences, food allergies, intolerances, and health requirements. This information is kept up to date and shared with all staff involved in the preparation and handling of food. At each mealtime, staff are clear on who is responsible for ensuring that the food provided meets each child's individual dietary needs. Ongoing communication with parents, carers, and where appropriate, health professionals is essential for developing and maintaining allergy action plans. All staff are aware of the symptoms and treatment of allergies and anaphylaxis, understanding the difference between allergies and intolerances, and are alert to the possibility that children may develop allergies at any time.

'Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious. To understand how to meet this requirement, providers must have regard to the 'Early Years Foundation Stage nutrition guidance'. Fresh drinking water must always be available and accessible to children' (EYFS Statutory Framework September 2025).

10. Admissions procedure

Reception admissions at **name** are in line with our Admissions Policy which can be found on our school website. Parents/carers have the right to request deferred entry for their child into Reception. In this case, they have the right to retain a place offered and request that their child be admitted to the reception class during the academic year or the term in which the child reaches compulsory school age. Parents/carers can also request that their child takes up the place part-time until their child reaches compulsory school age. If a parent is considering this option, then we would advise that they speak to the Headteacher to discuss this further.

Please amend/delete for your setting

Time for Two's admissions- Children are offered a place by the Time for Two's lead on receipt of written confirmation of eligibility subject to an available place. Children will then undertake a graduated start to develop their confidence.

Nursery admissions- Parent/carers requesting a nursery place are required to complete the appropriate paperwork which is available from the school office. Parents/carers can state their preference in terms of the days/times of a place, but the fulfilment of this cannot be guaranteed. Children will undertake a graduated start.

We support parents/carers in the application process for Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF), which is a government scheme that enables the school to claim additional funding for children who meet the set criteria. Parents/carers are provided with this paperwork as part of the induction process.

Currently, **Reception age children** up to the end of KS1 are entitled to a free school meal under the government initiative. However, there is additional funding for children who meet the set criteria, this provides additional enrichment and learning opportunities for pupils. Similarly, parents/carers are provided with this paperwork as part of the induction process and staff support parents/carers with this process.

11. Transition

At **name**, we have an extensive, carefully planned, transition programme in place to support all children in the EYFS. However, we recognise every child as being a unique child and we will always tailor our approach to meet the needs of individual children. Throughout each stage of the transition process, staff will meet to discuss the incoming cohort, their achievements and starting points. Aside from this, our other arrangements are outlined below: -

Amend for your setting

Time for Two's and nursery- A home visit is organised to see the child in the setting where they are most comfortable. Key information is shared with the parents/carers about the setting and it

provides them with the opportunity to ask questions. This is then followed by a short introductory visit, usually lasting an hour. The purpose of this visit is for the child to familiarise themselves with the environment and their key (person). The parent/carer has the option to stay with their child for the full hour or leave earlier if their child has settled well. Following this visit, the time would gradually increase according to the individual child's needs, until they are attending for the full session.

Reception- A home visit is organised to see the child in the setting where they are most comfortable. There is also an induction presentation with the EYFS lead and Headteacher who shares key information about the school with the new parents/carers. The children who move from our nursery up to reception, have regular visits to their new classroom during the summer term. If a child comes from an outside setting (i.e. private nursery or childminder), then the reception teachers visit them in their current setting. Not only does this enable the teacher to start to build a relationship with the child, but they can also complete a handover of information with the child's current key person. Alongside this, a set of visits are planned to allow the child to familiarise themselves with their new classroom, both with their parents and/or carers and independently. In September, children attend a couple of part-time sessions before beginning full-time.

Reception to Year 1- Reception staff meet with the Year 1 staff to discuss children's outcomes in the Early Learning Goals, which provides them with an indication of each child's stage of development and learning needs and helps them plan the Year 1 curriculum to meet these needs. During the summer term, reception children will meet their new teacher and spend some time in their new classrooms. Staff also use the children's learning journeys as a vehicle to discuss their achievements in reception and build a relationship with them.

12. Safeguarding and welfare procedures

Our EYFS safeguarding procedures are in line with school's Child Protection and Safeguarding Policy. In addition to this, staff within the EYFS have termly supervision meetings with the EYFS phase leader. This provides staff with an opportunity to discuss any issues, identify solutions to address issues that arise and receive coaching to improve their personal effectiveness. In addition, staff are given the opportunity to talk about their personal career interests which are then matched to training opportunities.

All children within the EYFS are assigned a key person and parents/carers are notified of this as part of the induction process. Their role is to build a strong relationship with the child and ensure the child's individual needs are being met. This key worker person will also develop a strong relationship with the child's parents/carers.

Due to the nature of the curriculum in Early Years, risk assessments are an integral part of the everyday practice. Whilst a yearly risk assessment is completed for the large outdoor equipment and any electrical equipment, daily risk assessments also take place. The intention of these is to identify any immediate risks both indoors and outdoors which could cause harm to the children and take appropriate action to minimise or eliminate these risks. If a significant risk is found, staff inform the phase leader and site manager.

All staff who bring a personal mobile phone into school are expected to keep these within a locked cupboard within the classroom, and in line with the school's online safety policy, only use these in designated areas within school and only in the absence of pupils e.g. – the school staff room or a

school office. Mobile phones are prohibited from use in the classroom. Personal mobile phones are prohibited in being connected to the school's wifi unless explicit permission has been granted from the school's EHT/HT.

All staff who choose to wear a smart watch are expected to use this in line with the school's online safety policy, only use these in designated areas within school and only in the absence of pupils. Smart watches are prohibited from use in the classroom (e.g. you cannot answer a call on your smart watch or text message, the same as you would not be able to if you were using a mobile phone).

All staff who use a school mobile device, including using it to take images, must ensure they use this in line with the school's online safety policy.

It is an expectation that all staff caring for children within our EYFS are able to fulfil their job role. If any staff are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Any staff who need medication on the school site, must keep this securely stored in a locked cupboard.

We promote good oral health, as well as good health in general, in the early years by **insert your approach here, for example by talking to children about:**

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

We are committed to safeguarding the dignity, rights, and wellbeing of all children during intimate care routines. Intimate care may include support with toileting, changing nappies or clothes, and personal hygiene. We provide positive, consistent support for children who are toilet training, working closely with parents and carers to ensure continuity between home and setting. These routines are carried out in a respectful, sensitive, and age-appropriate manner that promotes each child's independence wherever possible. All staff involved in intimate care are fully trained in safeguarding, hygiene procedures, and the setting's intimate care policy. Parents are informed and involved in the development of any individual care plans where additional needs are identified. Staff follow clear protocols to ensure consistency, maintain privacy, and uphold professional boundaries at all times. All intimate care interactions are recorded, and any concerns are reported in line with safeguarding procedures. Our approach ensures that children feel safe, secure, and respected during all aspects of their personal care.

All staff have a duty to report any concerns about poor practice, misconduct, or safeguarding issues. Our whistleblowing procedures ensure that concerns can be raised confidentially and will be taken seriously, in line with statutory guidance and the school's Safeguarding Policy.

13. ATTENDANCE

Every child deserves to access high-quality early education, with regular attendance in early years settings being a vital first step in their journey to thrive. Attendance is about more than simply being physically present; it is about ensuring children feel safe, welcomed, and able to fully engage in their learning. At Hales Valley Trust, our ambition is for every child, regardless of background, disadvantage, or additional need, to have the very best start in life. We recognise that barriers such as poverty, SEND, poor health, or family circumstances can prevent consistent attendance and engagement in early education. To address this, we work in partnership with other providers, families, and external agencies to identify children at risk of low attendance or delayed access at the earliest opportunity, using information from health visitor checks and nursery registers. Personalised attendance and access plans are co-produced with families to overcome barriers such as transport, flexible sessions, or language support, with targeted use of Early Years Pupil Premium (EYPP) funding

to provide additional transition visits, outreach programmes, and practical resources. We embed inclusive practices across all settings, making reasonable adjustments for SEND children and creating sensory-friendly environments that enable all children to participate fully. Attendance patterns are regularly monitored and reviewed, with clear systems in place to trigger early intervention and wraparound support. Through a Trust-wide Attendance Policy, high-quality CPD, and strong collaboration with health and social professionals, we strengthen early identification and intervention pathways. Our success will be measured through improved attendance rates, reduced persistent absence among disadvantaged and SEND children, positive parental feedback, and a reduction in delayed starts, ensuring every child begins their school journey ready to thrive.

14. EARLY YEARS PUPIL PREMIUM

We are relentless in our commitment to equity, ensuring that all children, particularly those who are disadvantaged or have SEND, receive the right support at the right time to thrive in their early learning and achieve their full potential. In line with national data and DfE guidance (*Getting the Best Start in Life, 2024*), we recognise the need for timely, targeted intervention to close persistent gaps in attainment. We maximise the impact of Early Years Pupil Premium (EYPP) by identifying eligible children from entry and investing in evidence-based interventions, early language programmes, and social-emotional development. EYPP is also used to fund workforce training, specialist resources, and family engagement initiatives such as home learning workshops and nutrition sessions. Progress is monitored closely through APDR cycles and pupil progress meetings, with parents actively involved in co-produced support plans. We ensure that children eligible for EYPP not only access early education but actively participate, make accelerated progress, and are fully supported through strong family-professional partnerships.

15. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We recognise and value the cultural and linguistic diversity of our children and are committed to supporting those for whom English is an additional language. For children whose home language is not English, we take reasonable steps to create opportunities for them to use and develop their home language within play and learning contexts, while also encouraging continued development at home. This supports children's overall communication and language development and promotes a strong sense of identity and belonging. We ensure that all children have sufficient opportunities to learn and make progress in English so they are ready to access the full curriculum at Key Stage 1. When assessing communication, language, and literacy, we focus on each child's proficiency in English, while also consulting with parents and carers to understand their skills in their home language. If a child has a limited grasp of English, we explore their home language development to determine whether there are any underlying concerns about language delay. This approach ensures our assessments are fair, accurate, and responsive to each child's individual context.

16. SEND

In the EYFS, we are committed to creating calm, inclusive, communication-rich, and emotionally safe environments where every child is seen, heard, and enabled to participate fully, whatever their needs or abilities. Our settings actively foster curiosity, creativity, and exploration through high-quality, play-based, and evidence-informed approaches. Participation is understood not just as attendance, but as a deep sense of belonging and meaningful engagement in joyful learning experiences. In line with the Department for Education's guidance (*Getting the Best Start in Life, 2024*), we prioritise purposeful experiences that nurture curiosity, resilience, and independence—especially for disadvantaged and SEND children. We also recognise the importance and impact of early

intervention, which is why our Early Years practitioners are expected to flag any concerns as soon as they arise. We have a designated SENDCo, who is fully involved in this process and parents/carers are kept informed at every stage. For children aged 0–5 years, support can be accessed through the Integrated Early Years Service (IEYS) following parental consent and completion of a referral form. The IEYS also provides funding to help settings support children with additional needs, available through the Early Years Inclusion Fund (EYIF). Applications for this funding are completed collaboratively by early years practitioners, the school SENCO, the IEYS team, parents, and any other professionals involved in the child's care. We utilise EYPP funding to enhance inclusion through enrichment opportunities such as trips, sensory resources, dual-language books, and access to specialist staff. We ensure that our staff are trained in a range of intervention programmes, including but not exclusive to, Wellcomm, and Get Moving. Each intervention programme has a set criteria for screening and the intervention is completed based on these results. Staff receive targeted CPD on inclusive practices, scaffolding, and adaptive teaching, with a strong emphasis on building secure key person relationships. Children's voices are central to curriculum planning through consultation, observation, and child-led learning. We actively monitor participation to ensure equity of access and reduce barriers for children with emerging needs. Our approach is supported by a Trust-wide Inclusion & Participation Framework, annual showcases of best practice, and peer reviews focused on engagement quality. We evaluate the impact of our strategies through participation data, parental feedback, and evidence-based tools such as the Leuven Scales and EEF frameworks.

For more information on SEND, refer to SEND Policy.

17. WORKING TOGETHER

We believe that children thrive when families, staff, and professionals work together as one team around the child. Strong relationships and timely communication are central to understanding and meeting each child's needs holistically. Families are valued as active partners, not bystanders, we co-produce solutions, share decisions, and collaborate to provide consistent wraparound support. Our approach aligns with the DfE's guidance to strengthen partnerships between families, schools, and local services, ensuring children receive the right help at the right time. We use EYPP funding to support parent engagement through initiatives such as workshops, home learning resources, and parenting programmes. Individualised support plans are co-produced with families, and open-door policies, translated materials, and accessible communication channels ensure inclusive and ongoing dialogue. Staff are trained to lead sensitive conversations and engage families with empathy and respect. We monitor and evaluate the impact of family engagement through parent surveys, participation data, and safeguarding outcomes, ensuring that support is timely, effective, and inclusive.

18. WORKFORCE DEVELOPMENT

We are committed to developing staff at every level through personalised professional development plans, coaching and mentoring, and access to high-quality training programmes. This includes engaging with national initiatives such as online child development training, EYFS Professional Development programme, specialist courses for Reception teachers, and the NPQ in Early Years Leadership. We work in partnership with universities and national training providers to build clear progression pathways, while also securing external funding to expand access to CPD. By investing in our people, we raise the quality of provision, improve outcomes for children, particularly those with SEND or who are disadvantaged and secure long-term excellence in early years leadership.

19.CONFIDENTIALITY

We are committed to maintaining the highest standards of confidentiality to protect the privacy and dignity of children and their families. All personal information and records relating to children, families, and staff are handled with strict confidentiality and stored securely in accordance with data protection laws. Information is only shared on a need-to-know basis, with the consent of parents or carers, or when there is a safeguarding concern that requires disclosure to appropriate agencies. Staff receive training on confidentiality protocols to ensure they understand their responsibilities in safeguarding sensitive information. This commitment helps build trust with families and supports a safe, respectful learning environment for all children.

20.Monitoring arrangements

This policy is agreed and reviewed by the boards Curriculum and Standards committee