



# Ormiston Kensington Queensmill Academy

## EYFS Policy

Policy updated: July 2025

The next policy review: July 2026

## 1. Aims

This policy outlines how our setting meets the requirements of the Early Years Foundation Stage (EYFS) statutory framework, effective from 1 September 2025. It applies to all staff working with children from birth to five years old.

This policy aims to ensure:

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

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#) 2025.

This document also complies with our funding agreement and articles of association.

## 2. Safeguarding and Welfare

We are committed to safeguarding and promoting the welfare of all children in our care. Our approach is underpinned by the statutory requirements of the Early Years Foundation Stage (EYFS) framework 2025 and Keeping Children Safe in Education (KCSIE) 2025.

### 2.1 Designated Safeguarding Lead (DSL)

We have appointed a designated safeguarding lead (DSL) who takes lead responsibility for safeguarding children in our setting. Our DSL is Anita Bancerz, Head of School.

Our DSL provides ongoing support, advice and guidance to all practitioners and attends training consistent with the criteria set out in annex C of the EYFS framework. All practitioners receive safeguarding training in line with the criteria for effective training, and this training is renewed at least every two years.

The DSL's responsibilities include:

- Coordinating safeguarding action within the setting
- Liaising with local authority children's social care and other agencies
- Providing support and guidance to staff on safeguarding matters
- Maintaining accurate and secure records of safeguarding concerns
- Ensuring information sharing with relevant agencies and other settings

### 2.2 Safer Recruitment

We obtain references before employing any new members of staff, and our safeguarding policy includes detailed information on our safer recruitment procedures.

All staff recruitment follows safer recruitment procedures, which include:

- Obtaining at least two references before appointment, with one being from the candidate's current or most recent employer
- Enhanced DBS checks with barred list information for all staff in regulated activity
- Verification of identity, qualifications and right to work in the UK
- A face-to-face interview exploring the candidate's suitability to work with children
- Prohibition from teaching checks (where applicable)
- Childcare disqualification checks for relevant roles
- Section 128 checks for management positions (where applicable)

At least one member of every recruitment panel has completed safer recruitment training, which is refreshed every two to three years.

### **2.3 Safeguarding Training**

All practitioners are trained in line with the criteria for effective training set out in annex C of the EYFS framework and are supported and confident in applying safeguarding policies and procedures. Our safeguarding policy includes details of how safeguarding training is delivered and how practitioners are supported to put this into practice.

Training is renewed at least every two years, and the DSL attends training consistent with the criteria set out in annex C of the framework.

### **2.4 Attendance and Absence Monitoring**

We follow up on child absences promptly. If a child is absent for a prolonged time or without notice from parents/carers, we make attempts to contact the child's parents/carers and emergency contacts.

We have an attendance policy which we share with parents/carers. It includes expectations for reporting child absences and the actions we will take if a child is absent without notification or for a prolonged period.

Our procedures include:

- Expecting parents/carers to notify us by 10am on the first day of absence
- Contacting parents/carers on the first day if we haven't heard from them
- Contacting emergency contacts if we cannot reach parents/carers
- Recording all absences and the reasons provided
- Monitoring patterns of absence and following up concerns with parents/carers
- Liaising with our DSL where absences raise safeguarding concerns
- Working with external agencies where appropriate, including children's social care

### **2.5 Emergency Contacts**

We hold more than two emergency contact numbers for each child, where possible. We request at least two emergency contacts during the admission process and regularly remind parents/carers to keep this information up to date.

Emergency contact information includes:

- Full names and relationship to the child
- Contact telephone numbers (mobile and landline where available)

- Home and work addresses
- Information about who has parental responsibility and who is authorised to collect the child

## 2.6 Paediatric First Aid (PFA)

We have at least one person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. PFA certificates are renewed every three years as required.

During mealtimes, there is always a member of staff present with a valid PFA certificate, from a course consistent with the criteria set out in annex A of the EYFS framework.

## 2.7 Safer Eating and Nutrition

We have regard for the Early Years Foundation Stage nutrition guidance when providing meals and snacks to children.

Our safer eating procedures include:

**Before admission:** Before admitting a child into the setting, we obtain information on special dietary needs, preferences, allergies and intolerances, and health special requirements via the Welcome pack. This information is shared with all staff involved in food preparation and handling.

**At every snack/mealtime:** We ensure clarity on who is responsible for checking that the food provided meets every child's requirements. Children are seated safely, in a designated eating space where possible.

**Ongoing consultation:** We regularly consult with parents/carers to:

- Create allergy action plans for managing known allergies/intolerances with health professionals, keep this information up to date and share it with all staff
- Discuss the child's progress with their eating

**Food preparation:** We prepare food in a way that:

- Prevents choking – in the event of a choking incident, we record details and make parents/carers aware
- Meets each child's individual developmental needs

We promote good oral health and general health in the early years through topic-based learning and target setting.

## 2.8 Toileting and Personal Care

During nappy changes and toileting, we balance children's privacy with safeguarding and support needs.

Our approach to personal care includes:

- Nappy changing and toileting routines carried out with sensitivity and respect for children's dignity
- Maintaining appropriate supervision to ensure children's safety
- Following intimate care plans for individual children where needed
- Ensuring staff are trained in appropriate personal care procedures
- Recording any concerns about a child's presentation or behaviour during personal care

- Working closely with parents/carers about toileting and personal care routines and providing support and advice to parents where needed

Each class works with the Therapy Team who supports in this area.

## **2.9 Whistleblowing**

We have established clear whistleblowing procedures for all staff to raise safeguarding concerns. These procedures outline when and how to report concerns, and the process that will be followed afterwards.

All staff are aware of the whistleblowing procedures, feel able to raise concerns and trust that concerns will be taken seriously by the senior leadership team.

Staff can raise concerns:

- Directly with the headteacher or DSL
- With the chair of governors if the concern involves the headteacher
- With external bodies including the NSPCC whistleblowing helpline (0800 028 0285) or the local authority designated officer (LADO)

We are committed to creating a culture where staff feel confident to raise concerns about poor or unsafe practice, and where concerns are taken seriously and acted upon promptly.

## **2.10 Staff Behaviour and Code of Conduct**

All staff are expected to adhere to our staff code of conduct, which sets out:

- Professional boundaries with children and families
- Appropriate use of physical contact
- Expectations around social media and online conduct
- Procedures for reporting low-level concerns about staff behaviour
- The process for managing allegations against staff

Staff receive a copy of the staff code of conduct at induction and whenever it is updated.

## **2.11 Information Sharing and Record Keeping**

We maintain accurate, secure records of:

- All safeguarding and welfare concerns
- Actions taken in response to concerns
- Information shared with other agencies
- Attendance and absence patterns
- Accidents and incidents
- Administration of medication
- Dietary requirements and allergies

Information is shared appropriately with:

- Parents/carers (unless doing so would place a child at risk)
- Other settings the child attends
- Receiving schools when children transition
- Local authority children's social care and other agencies where necessary for safeguarding purposes

## **2.12 Mobile Phones and Cameras**

We have clear policies on the use of mobile phones and cameras in our setting to protect children. These include:

- Staff personal mobile phones kept in designated areas and not used in the presence of children
- Setting-owned devices used for photographs, in line with parental consent
- Visitors asked to keep mobile phones secure during their visit
- Clear procedures for reporting concerns about inappropriate use of technology

### 3. Learning and Development

We follow the EYFS areas of learning and development, providing a broad and balanced curriculum that supports children's progress through play, exploration, and structured activities.

### 4. Curriculum

Our early years setting follows an adapted curriculum as outlined in the latest version of the EYFS statutory framework.

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

The prime areas are:

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

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

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

A range of different strategies are used to teach children at Ormiston Kensington Queensmill Academy including TEACCH, Makaton and SCERTS and AAC for Communication. An emphasis is placed on communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors are also key as progress in these areas enable progress in others. All children in the EYFS have input from a speech and language therapist and occupational therapist.

### 5. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children focus on two key areas- social communication and emotional regulation. Development in these areas enables our children to make the most progress as they move through the school.

Staff also consider 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.

Staff in the EYFS team work collaboratively to produce schemes of work adapted from the EYFS national curriculum. These schemes of work are thematic and often centred around areas of interest for our children.

### 5.1 Teaching

All our teachers receive training in a range of autism specific teaching strategies and interventions. The school day is structured for children with the support of visual timetables and predictable, structured activities. This encourages children to feel more safe and secure and enables them to learn more effectively. Children's emotional and sensory needs are supported through regular access to our sensory suite, use of sensory circuits and through direct teaching on emotional regulation. Teachers and teaching assistants work in partnership with a range of professionals including a speech and language therapist and occupational therapist.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are encouraged, and supported, to engage in learning and activities that will support the development of key life skills including regular visits to the community.

## 6. Assessment

- A baseline assessment is taken against key skills at two weeks and then again at six weeks.
- A baseline review for parents and carers is held for each pupil after the first six weeks of the child attending our academy.
- Autism specific PLP (Personal Learning Plan) 'I can' statements targets are written for each child in their first term at trust and reviewed on an on-going cycle
- All EYFS children have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes are then written for each child and reviewed on an on-going cycle. Assessments are taken against these.
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Children are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.

- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.
- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.
- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.

## 7. Working with parents

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

Daily, home/school parent communication takes place via email, phone and a child's 'Home-School Book'. A teacher or teaching assistant will write in a child's home school book each day to inform parents of their child's mood, eating and activities during the day. Parents are encouraged to write in the book daily to inform the class team on anything happening at home that may impact on a child in school (for example, how they slept).

Parents and/or carers are kept up to date with their child's progress and development. Parents are also consulted, and sent, copies of their child's personal learning plan for each term- as well as a review of the previous term's targets. Parents and/or carers are invited to their child's Annual Review each year to discuss their progress in depth and set outcomes for the future.

## 8. Monitoring and Review

This policy is reviewed annually in response to changes in statutory guidance. Staff are trained in updates and expected to implement them consistently across the EYFS department.

## 9. Links to Other Policies

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

- Child protection and safeguarding policy
- Behaviour policy
- Code of conduct
- Attendance policy
- Online safety policy
- Intimate care policy
- Supporting children with medical needs policy
- Health and safety statement of intent