



DRAFT - Early Years
Foundation Stage Policy

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Approved by:	Local Academy Council - TBC
Review Date:	TBC

General Introduction

Leycroft is an academy school and is part of the Forward Education Trust, alongside The Bridge School, Brays School, Hallmoor School, High Point and The Heights. Leycroft Academy meets the special education needs of pupils with Autism. All the pupils who attend Leycroft Academy have an Education and Health Care Plan and a present with Autistic Spectrum Condition (ASC). Some children have additional needs including visual impairment, hearing impairment and behavioral difficulties. The school is a primary school based on one site. There are approx. 170 pupils. The pupils are drawn from an extensive area of Birmingham. It is a multi-cultural school, and its pupils reflect the cultural diversity of the area, which it serves.

The Statutory Framework for the Early Years Foundation Stage

The policy is based on the requirements set out in The Statutory framework for the Early Years Foundation Stage which applies from September 2025. This sets the standards that all Early Years providers must meet, to ensure that children learn and develop well and receive the care they require, keeping them healthy and safe. It promotes teaching and learning, as well as assessment, 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. This policy is based on the requirements set and complies with our funding agreement and articles of association.

Leycroft Curriculum Statement

All pupils at Leycroft Academy follow the requirements specified in the Foundation Stage and as outlined in the latest version of the EYFS statutory framework that applies from September 2025 and the National Curriculum. Appropriate modification and differentiation is implemented in order to meet the special educational needs of individual pupils. A coordinated multi-sensory approach in all subject areas enables pupils with higher levels of difficulty to develop and consolidate skills through a breadth of appropriate focused experiences and activities.

Progress is continuously monitored and used to inform learning and all children receive a broad and balanced program of activities appropriate to their age, aptitude, ability, entitlement and special educational needs.

An emphasis is placed on learning activities which will establish the prerequisites of more formal education and lead on to the programs of study of the National Curriculum. In addition to this, the whole pattern of school life serves as a vehicle through which children learn to develop their communication, self-help and mobility skills to enable them to reach their full potential towards functional independence.

The EYFS Principles

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as 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 and social and emotional development. These areas are strengthened and applied through 4 specific areas which are Literacy, Mathematics, Understanding the world and Expressive Arts and Design.

This is delivered at Leycroft through a bespoke curriculum following a Seekers, Explorers and Connectors pathway which encompasses fully the EYFS framework via the Seekers (see Appendix 1 for overview of approach) and parts of the Explorers play-based pathway. For each stage of our curriculum there are three main assessment points throughout the academic year made via Evidence for Learning that each child is assessed and evidenced against termly. All Reception children are routinely baselined within 6 weeks of arrival in line with mandatory guidelines.

Aims

The aims of this policy are:

- To provide a safe, secure and welcoming environment in which learning can take place.
- To provide access to the tools of learning by developing children's abilities to: Look and attend, communicate, develop independence, to cope with change, to develop skills of self-regulation in order manage their own feelings and behaviours, to relate to others, to play, to co-ordinate the body.
- To cover the areas of learning as described in the 'Early Learning Goals' for children's learning prior to embarking on the National Curriculum.
- To introduce children to the early stages of the National Curriculum, where appropriate.

Monitoring

The EYFS leader will ensure that the aims of this policy are implemented throughout the EYFS.

This will be done through:

- Observations
- Work scrutiny/Learning Journey trawls
- Assessment scrutiny via Evidence for Learning
- Subject audit
- Action planning
- Reviewing and evaluating

Equal Opportunities

All areas of learning will be made equally accessible and meaningful to all pupils irrespective of gender, ability (including giftedness), ethnicity, social circumstance, disability and religion. Activities will be differentiated to ensure that they are accessible to all. At Leycroft Academy such considerations are injected into the very nature of the school's inclusive structure and the planning that we do.

Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our safeguarding policy, because safeguarding is everyone's responsibility, at all times, we will focus on: protecting children from maltreatment; preventing impairment of and positively promoting and enabling children's health and development by ensuring they have access to specialist equipment. We ensure that children grow up and are educated in circumstances consistent with the provision of safe and effective care by applying their skills and knowledge in real world scenarios. We take action to enable all children to have the best outcomes and encourage the children to believe in their own abilities and ensure they receive praise and encouragement to want to achieve. Using this positive approach, we take action to enable all children to reach their full potential. Our safeguarding and welfare procedures are outlined in our safeguarding policy. We also work along side the FET par-taking in the Inclusive Attendance programme and focus on all students attendance days. All attendance is followed up by our Safeguarding and Attendance lead and all staff take responsibility for any absence in class.

As those working in the early years sector will be aware of the Early Years Foundation Stage (EYFS) framework requires providers to take all necessary steps to keep children safe and well and providers must be confident that those responsible for preparing and handling food in their settling are competent to do so. This includes preparing food hygienically, providing meals that are healthy, balanced and nutritious as well as making sure that food is prepared appropriately for children of different ages e.g. mashed, pureed or cut to appropriately sized and shaped pieces where it could be a choke hazard. The EYFS learning and development requirements also state that children must be helped to make healthy choices in relation to food.

Learners have access to healthy snacks throughout the school day, learners also have access to water and visual aids are developed to support children to make requests for snacks and drinks. All mealtimes pupils are offered a balanced meal. We follow statutory guidelines for safety around supervised tooth brushing to promote good health, as well as good health in general.

Intimate Care and Toileting

We ensure that there are separate toilet facilities for children and adults. There are hygienic nappy-changing facilities which are cleaned throughout the day by employed cleaning staff.

Staff are fully aware they should balance children's privacy with safeguarding and support needs during nappy changes and toileting. We ensure that there are spare clothes and other necessary items are always available. Children's privacy is respected during toileting and nappy changing via areas being curtained off. We integrate safeguarding measures to prevent inappropriate behavior and protect children from harm during intimate care practices. We provide clear guidelines for staff on how to handle toileting and intimate care, promoting both privacy and safeguarding. We continually strengthen procedures for staff to report concerns, ensuring they feel confident raising issues/whistleblowing and that their concerns are taken seriously. We emphasise the importance of adequate staff training on safeguarding and intimate care practices, including the need for enhanced DBS checks and regular updates on child protection.

Use of mobile phones

Use of mobile phones, electronic devices with imaging and sharing capabilities is not permitted in the Early Years under any circumstances. Personal phones must be switched off and locked away at all times in all Early Years classrooms. Lockers or lockable cupboards are provided for staff. Phones may only be used in designated areas in the main school building. Complex care staff and visitors are allocated areas within the classroom to store personal belongings. The use of phones and other devices use is explained to visitors upon entering school and posters are displayed. Photographs and recordings must only be stored on school devices and only school equipment is used to photo, record or video children. Parental permission is obtained before children are photographed and/or recorded.

First Aid

Leycroft Academy have 1 pediatric first aider based in EYFS and 3 other paediatric first aider in main school. There is always one person who has a current paediatric First Aid (PFA) certificate based in EYFS and available at the times when the children are present and accompany on outings. A list of staff who have current PFA certificates are displayed around the school. There are provisions in place to ensure that if the pediatric first aider is unavailable to be in EYFS that day another trained pediatric first aider is present at all times. Adults supervise at all times when food is present and are in sight and hearing during this time.

Information around allergens is displayed in the classroom and a central record is held in the main office. All allergy plans are shared with staff and stored securely. All pediatric first aiders are trained in choking and are present when food is being eaten.

English as an Additional Language

For those pupils for whom English is a second language, we aim to encourage and value their home language. We will where possible offer opportunities for speaking and listening in their home language with bilingual staff and where appropriate bilingual Speech and Language Therapists. Bilingual staff and interpreters will assist in the assessment process where necessary. Alternative Augmentative Communication (AAC) eg objects/photos/symbols, is used as part of a total communication approach to maximise pupils' potential for understanding language and using expressive language.

Parental Involvement

We recognize that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents/carers are kept up to date with their child's progress and development via Home school diaries will be used to inform parents of children's successes on a regular basis and via our online platform Dojo.

Parents are given regular opportunities to take part in activities with their child in class with events and thematic workshops throughout the year and celebrations of the children work. Where appropriate library books/reading books will be sent home to encourage development of reading skills. Parents will be invited to attend their child's Education, Health and Care Plan review meeting once yearly and will have the opportunity to meet twice with the class teacher during the school year with class teachers to discuss children's progress and any concerns they have.

Ratios

Our EYFS provision works on high staffing ratios to ensure that their learning and care is tailored to meet their needs. The team supports parents/carers in guiding their child's development at home. They help families to engage with more specialist support, if appropriate via our pastoral team and Safeguard and Attendance officer.

Environment

The classroom and corridor environments (where applicable), including display boards will display pictures, appropriate words, symbols and signs to provide a stimulating environment to encourage discussion and motivate children to write, attempt to read and to sign. The displays show a range of the children's own work and encourage them to show pride in their work and reflects the current learning topics that are happening during the half term.

Class teachers will ensure that all children are taught in a safe and secure environment. Each day before the children arrive, class staff and/or the site manager will complete a dynamic risk assessment of all EYFS areas, including outside/inside areas, to ensure the ongoing safety of the children during the school day. The daily checks form is completed daily and all concerns are reported to the site manager.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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. Staff link with relevant services from other agencies e.g. physiotherapist, Speech and Language Therapist, School Nurses, VI/HI etc., where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Medium term planning is carried out by Team Leaders, half termly, and they work to produce plans that link directly to the Long Term plans for the Seekers, Explorers or Connectors pathway for that half term. Planning is differentiated for individual pupils or groups of pupils in a class group.

Short term planning is carried out by individual class teachers and is in part informed by medium term planning. Short term planning also includes adult led activities which will be planned every week to incorporate English and Maths to ensure best opportunities for children to develop basic skills. Short term planning is personalised to ensure that the individual needs of pupils are met and include all aspects of the seven areas of learning.

Assessment and Recording

At Leycroft 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.

Records of children's experiences and examples of learning is logged onto our Evidence for Learning portal and annotated on observation sheets linked to the Seekers and Explorers pathway and are kept securely online. Assessment is carried out 4 times yearly, once to baseline the children and then once every term.

At the end of the EYFS, staff complete the EYFS profile for each child. 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.

Whistleblowing

Staff are made aware of our policy around how to raise a staff concern and the procedures around this. They are shared around the school on notice boards and staffrooms. We have regular CPD around this and staff feel safe in reporting any concerns around poor or unsafe practice. Other agencies where they can report concerns are also advertised around school.

Monitoring Arrangements

The senior management team member responsible for EYFS has responsibility for monitoring of this policy. This policy is reviewed every two years. At the review the policy, the policy will be shared with the Local Academy Council.

Appendix

Links to the all of our other policies can be found on the below link:

[School Policies - Leycroft Academy](#)

Appendix 1

PWS Approach Summary

Introduction

The PWS (pedagogy in Seekers) approach is designed to support autistic learners by providing a child led and play based learning environment. This approach is implemented continuous provision with a different teacher focus each session on the timetable. The staff will follow a four part interaction with children at their CP Station. This includes an Engage, Model, Demonstrate, and Consolidate stage. Each stage is tailored to meet the unique needs of autistic learners, promoting engagement, comprehension, and retention.

There will be 4 led CP stations at all times within the classroom but these may look different depending on the focus either being at a table/ tuff tray or utilising an area of the room such as role play, calm or reading area.

My Communication

My Cognition

My world/My Creativity

Physical Development

There will be an adult then floating to facilitate SALT and PSED Targets

All seekers classes must have a reading area, a calm area, a role play area linked to topic.

Children may take several sessions to visit all stations.

In order for the children's learning to be meaningful and relevant to our children the team will utilise the everyday opportunities to develop the children's individual SALT, PSED and EHCP targets which can be found on their personalised provision plan (PPP). An example can be seen below.

4-Part Interaction Model

1. Engage

Engage the children using a highly motivating object or activity to excite the children and gain their attention. This stage helps students to hold their focus and engage with the adult interaction.

2. Model (Activate)

Introduce new learning using small steps and visuals. This stage provides clear and concise instructions, making it easier for students to understand and follow along.

3. Demonstrate

Observe students applying new knowledge with support. Teachers and TA's will use this time to make observations of progress. This stage allows teachers to assess understanding and provide immediate feedback, ensuring students are on the right track.

4. Consolidate

This stage is a chance to record any learning through observations and the consolidation tracking Sheet.

Implementation Guidance

At each station should the adults interaction with the children should reflect the 4-part interaction model . TAs play a key role in facilitating, observing, and consolidating learning. Flexibility of

groupings and content of stations is encouraged to make this work for each individual class —lessons may span multiple sessions/ days in order for all children to access each station.
 Assessment: TAs use a rating system (1, 2, 3) based on observed learning and records this to inform teacher planning.

Planning sheet

Date:

Child Name										
My Communication										
My Cognition										
My World / My Creativity										
Physical Development										
PSED Targets										
SALT Targets										

Key

- 1 - Fully achieved (Independent)
- 2 - Partially achieved (With some support)
- 3 - Not achieved (Unable to demonstrate)

Example stations for timetables sessions

Lesson:	English/ My Communication			
My Communication	My Cognition	Continuous Provision (SALT intervention/ PSED)	Physical Development	My world/ My creativity

Lesson:	Maths/ My Cognition			
My Communication	My Cognition (Teacher Focus)	Continuous Provision (SALT intervention/ PSED)	Physical Development	My world/ My creativity

Lesson:	Afternoon Lessons			
My Communication	My Cognition	Continuous Provision (SALT intervention/ PSED)	Physical Development	My world/ My creativity (Teacher Focus)

