EYFS Policy

Statement of Policy Intent

The Early Years Foundation Stage (EYFS) provision at LCS operates in line with whole school policies and with regard to the ***Statutory Framework for the Early Years Foundation Stage*** (effective 1 September 2026), safeguarding and welfare requirements. The school currently has an exemption from the learning and development requirements of the ***Statutory Framework***. However, we do closely follow the learning and development requirements whilst retaining independence to move from these when we feel appropriate. This document details the aspects of provision and policy that are specific to the Early Years setting.

We believe that every child is unique, constantly learning and can become appropriately independent through positive relationships. We aim to provide an enabling environment that has quality and consistency so that every child makes good progress and no child gets left behind. It is an environment in which children can learn and develop, in which every child is included and supported and in which their experiences respond to their individual needs and in which we work in partnership with parents and carers.

This policy should be read in conjunction with the EYFS information guide for parents.

The Setting

The Early Years setting at London Christian School has an Early Reception (ER) class for children aged 3 to 4 years and a Reception (R) class for children aged 4 to 5 years. Currently, there is only entry available in September for each of these year groups.

Staff

A class teacher and a Teaching Assistant each staffs ER and R. Wherever possible, duties are staffed within this Early Years team.

Mr David Massiah, the Head teacher has overall responsibility for the Early Years. The Head teacher meets regularly with the Early Years staff. The 'key person' for each pupil is the classroom teacher, who is responsible for ensuring that every child's learning and care are tailored to meet their individual needs and to support parents and carers in guiding a child's development at home.

A list of those staff trained in **Paediatric First Aid** is on display in the medical room.

Areas of learning and development (educational programmes)

The Early Years (Early Reception and Reception) educational programme is planned with reference to the ***Statutory Framework for the Early Years Foundation Stage*** and the ***Development Matters in the Early Years Foundation Stage*** guidance material that supports practitioners in implementing the requirements of the EYFS.

Prime areas of learning and development are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas of learning and development are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Running through all of these areas are the EYFS characteristics of learning; playing and exploring, active learning, creating and thinking critically.

We plan a challenging and enjoyable experience in all areas of learning. The youngest children will focus on the three prime areas on entering Early Reception, as they are the basis for successful learning in the other four specific areas. Each area of learning and development is implemented through a mix of teacher led, adult focussed, child initiated and adult facilitated as well as independent learning through play. As a child gets older and as their development allows, it is expected that the balance will shift towards more formal learning. The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals set out in the ***Statutory Framework for the Early Years Foundation Stage.***

Assessment and reporting arrangements

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities to support and extend their learning. It enables us to understand each child's level of achievement, interests and learning style. We then can shape each child's learning experiences and plan their next steps.

A baseline assessment will be done when the child starts in the school and is settled. Teachers assess the children's learning and progress throughout the school days and weeks using a variety of methods, including assessment software specifically designed for the Early Years. Adults also record quickly noticed observations and longer, detailed written observations on each child. All assessment informs our planning and supports progress.

Our reporting arrangements are explained in the EYFS information guide for parents.

Safeguarding

The school's ***Safeguarding Policies, including (but not limited to the Safeguarding Policy, the Staff Recruitment Policy and the Allergen and Anaphylaxis Policy)*** apply to the Early Years setting, Katie Vivyan (Designated Safeguarding Lead) is the member of staff with lead responsibility for safeguarding in the Early Years Setting.

In addition to the requirements outlined in the Safeguarding Policies, the following points apply specifically to the EYFS setting in the School.

Staff/Child ratios

The staff ratios follow the guidance in the EYFS Statutory Framework.

First Aid supervision

A registered Paediatric First Aider is usually within sight and hearing of the children in Early Reception or Reception. There is at all times a registered Paediatric First Aider on site and available

if required. Such a staff member will accompany all EYFS outings. A registered paediatric first aider must be present in the room with children during eating times.

Transition for EYFS pupils into school

- Initial information given to teachers in the 'Hello' form will be used to ensure initiatives are put in place for individual pupils who may need further help in settling in e.g. likes or dislikes, medical requirements or EAL needs.
- The child's new teacher will read through previous reports or profiles.
- Parents and children are invited to a New Pupil Morning, in the June before they are due to start, to get to know their child's teachers as well as to get to know the school's routine and are given information about the Early Reception/Reception for parents to:
  - Meet other parents (and share contact details)
  - Meet current parents who will be a source of good advice, particularly on 'starting school'
  - Meet a representative from our uniform supplier and see the actual size of uniforms
  - Buy second hand uniform items
- Our aim for children on this day is
  - To meet their classroom teacher
  - To meet the teaching assistant associated with their class
  - To meet their peers
  - To become familiar with their classroom surrounding
  - To have fun, and become increasingly excited about the upcoming year!

Once term starts

- There is a "Hello" meeting with each parent early in the Autumn term which is an opportunity for each parent to tell the teacher about their child
- Half days are offered and strongly recommended for the first few days of term.
- The child may bring something from home (e.g. a special toy) to make transition easier.
- Time is given for naps should they be required, especially in the first few weeks

At the start of each half term an overview of the Topic and learning is sent out to parents. The class teacher writes a weekly newsletter; this explains what the main thrust of the learning will be for that week. This often offers ways that learning could be supported or applied at home.

There is a Phonics Workshop/Video for parents in the first term to inform how we teach phonics in school so that they can fully support their child at home.

SEND (Special Educational Needs and Disability) in the Early Years

When an Early Years teacher has concerns about a child's progress or when a child has significantly greater difficulty in learning than the majority of children the same age, she/he will provide a programme of extra support. This will be implemented through small focus groups and, in some cases, one to one interventions. We will discuss this with the child's parents and agree how to support the child.

The triggers for intervention through Early Years Action will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress, even when areas of concern are targeted
- continues to work at levels significantly below their peers
- has persistent emotional, or behavioural difficulties which do not respond to usual behaviour

management techniques

Early Identification is paramount and staff consider the level and progress of each pupil at the end of each term.

Lateness or failure to collect children

If parents anticipate that they will be late to collect their child (more than 15 minutes after school dismissal or any time after the stated end time of a club), they must telephone the school and give an estimated time of arrival. In a case where a pupil is not picked up by a parent or arranged carer, the following action will be taken:

- The school office will ring parents to find out their whereabouts and likely time of arrival.
- Pupils who are not picked up from the After School Activity Club within 15 minutes of their scheduled pick-up time will be transferred into the Every Day Club which will be charged for.
- Where parents cannot be contacted, the school will contact the pupil's emergency contact. In the case where parents cannot be contacted, and according to the discretion of the Head Teacher, social services will be called. If social services are not contactable, the police will be called.

Health and Medicines

Please see the ***First Aid Policy*** which is available on the school website or from the school office. The procedure for responding to children who are ill or infectious is contained in the First Aid policy and will be discussed with parents before the child's first day.

Missing children

Please see ***Safety in the School and Transfer of Duty of Care*** in the Safeguarding Policy. This is available on the school website or from the school office.

EYFS Complaints Procedure

We have a Complaints Policy and keep written records of any complaints and their outcome. We are aware that as a provider we must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having made the complaint.

Details of how to contact Ofsted or ISI are below.
Ofsted Complaints procedure - Ofsted - GOV.UK
ISI 020 7600 0100 or you can write to the ISI Regional Office: Independent Schools Inspectorate, Ground Floor, CAP House, 9-12, Long Lane, London EC1A 9HA

Emergency Contact Number

In an emergency please contact the school office on 020 3130 6430.

Policy approved by Early Years Governor and Head Teacher: September 2026
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