



Beachborough School

Early Years Policy

This document is reviewed annually by the Early Years Leader and the Head of Boardman or as events or legislation change requires. The next scheduled date for review is September 2027.

This policy will be reviewed annually or in response to changes in legislation		
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Early Years Foundation Stage (EYFS) Policy

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1. Policy Statement

At Beachborough School, we believe in the unique potential of every child. We are committed to providing an environment where all children are encouraged to explore, grow, and discover their capabilities—often surprising themselves and those around them. Through a culture of challenge and support, we nurture confidence, resilience, and a lifelong love of learning.

We recognise that early childhood is not merely preparation for the next stage of education—it is a vital and formative period in its own right. Our approach respects and celebrates the physical, intellectual, emotional, social, and cultural dimensions of each child's development.

We ensure that children learn and develop well, are kept healthy and safe, and are equipped with a broad and balanced foundation of knowledge and skills. This foundation supports their future progress through school and life, empowering them to become independent, curious, and capable learners.

This policy applies to all members of our EYFS setting and the whole school community, and is written in line with the most up to date Early Years Foundation Stage Framework. Beachborough is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Beachborough seeks to implement this policy through adherence to the procedures set out in the rest of this document.

2. Overarching Principles of the EYFS

EYFS practice at Beachborough is underpinned by the four statutory principles:

- 2.1 The Unique Child** – At Beachborough we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.
- 2.2 Positive Relationships** – At Beachborough we recognise that children learn to be strong and independent from secure, positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- 2.3 Enabling Environments** – At Beachborough, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We foster and value a strong relationship between ourselves, parents and carers.
- 2.4 Learning and Development** – At Beachborough we recognise that children learn and develop in different ways and at different rates including children with special educational needs and children with disabilities (SEND). We value all areas of learning and development equally and understand that they are interconnected. Our activities reflect the different abilities, interests and backgrounds of our children.

These principles inform all teaching, care and assessment in the EYFS.

3. Characteristics of Effective Learning

At Beachborough, we recognise that how children learn is as important as what they learn. The Early Years curriculum and daily practice are carefully planned to ensure consistent coverage of the **three Characteristics of Effective Learning**: *Playing and Exploring*, *Active Learning*, and *Creating and Thinking Critically*.

Practitioners provide rich, varied opportunities that encourage children to investigate, experiment and make choices through play, both indoors and outdoors. Children are supported to develop motivation, concentration and perseverance by engaging in activities that interest and challenge them, with adults offering encouragement, feedback and sensitive guidance. Through skilful interaction, questioning and modelling, staff support children to think creatively, solve problems, make connections and reflect on their learning.

The Characteristics of Effective Learning are observed, discussed and considered as part of ongoing assessment and planning, ensuring that each child is supported to become a confident, curious and independent learner as they progress through the Early Years.

4. Teaching and Learning Styles

We recognise that a variety of teaching styles and methods defines the features of effective teaching and learning in our school.

Features that are relevant to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the staff's knowledge of pedagogy underpins the teaching and learning delivered within the EYFS;
- the range of active, creative and exploratory approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the expected level of development throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence, self-regulation and executive function;
- the provision of good examples of language, listening and responding, to support children's language and mathematical thinking;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- all EYFS staff are expected to be aware of and follow the school's policies to ensure continuity of care for the children;
- information about children is shared between staff via staff meetings;

- the good relationships between our school and the settings that our children experience prior to joining our school;
- time is allocated during the week for staff to form strong, close relationships with the children and thereby enable accurate monitoring of progress.
- any use of digital technology within the EYFS is purposeful, developmentally appropriate and carefully supervised. The school has regard to children's screen use and prioritises active learning, play, communication, physical development and social interaction.

5. Inclusion

At Beachborough, we value and celebrate the diversity of all children and families and are committed to providing an inclusive environment where every child is treated fairly and with respect, regardless of background, culture, ability or identified special educational needs or disabilities. We believe that every child matters and aim to give all children the opportunity to achieve their best by building on their individual experiences and meeting their varying needs.

In the EYFS, high yet realistic expectations are set through careful planning, inclusive practice and a range of teaching approaches that support confidence, motivation and independent learning. A safe, supportive environment is created in which contributions are valued, diversity is reflected positively and children are encouraged to develop resilience, a growth mindset and an early understanding of values, boundaries and risk. Safeguarding children's physical and emotional wellbeing underpins all aspects of EYFS provision.

6. Learning and Development Requirements

6.1 Areas of Learning and Development

The EYFS curriculum covers the seven areas of learning:

Prime Areas

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

Specific Areas

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

Provision is broad, balanced and responsive to children's interests and developmental needs.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define what children are expected to have attained by the end of the EYFS. Subject specialist teachers take children from the EYFS for PE, Music and French. A teaching assistant or class teacher may accompany the subject specialist teacher for the purposes of assessment and observation, behaviour management and pupil: teacher ratios. EYFS classes enjoy their own Early Years assembly and collaborative singing session each week.

6.2 Educational Programme – Our Curriculum

The Early Years curriculum at Beachborough is bespoke, aspirational and carefully designed around our **‘Beachborough Three’**, which articulate the key **skills, knowledge and values** we aim for every child to experience and develop by the end of their Early Years journey. Our curriculum is intentionally structured to nurture confident, curious and capable learners. In **Reception**, each half term is built around a high-quality, carefully chosen text that is designed to stretch and challenge children’s thinking while being engaging, inspiring and exciting. In **Nursery and Kindergarten**, each term’s curriculum is built around a traditional tale, story or rhyme, providing a strong foundation for language development and oracy, whilst offering rich opportunities for exploration, curiosity, investigation and imaginative play.

Outdoor Learning and Forest School at Beachborough School

Nursery, Kindergarten and Reception children take part in Forest School activities each week. Outdoor learning in the Early Years is led through a thoughtfully designed curriculum, fostering curiosity, independence, and holistic development. Forest School opportunities connect children with the natural world while building essential skills for life and learning. All activities are risk assessed. The Nursery & Kindergarten teacher is Forest School trained.

SMSC

In the EYFS we actively promote the fundamental British Values of democracy, the rule of law, diversity and inclusion, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Early Years teachers work closely with the Head of Boardman and wider school community to support in this area.

7. Assessment

7.1 Ongoing Assessment

Assessment within the EYFS is about noticing what children can do and what they know. This allows practitioners to understand individual children’s needs in terms of their development and progress. Accurate assessment highlights individual children’s development and therefore allows staff to extend learning and plan next steps.

We place great importance on parents feeling informed, supported and closely involved in their child’s learning journey. Practitioners share feedback in a thoughtful and timely way and warmly encourage parents to speak with staff whenever they have questions, wish to share information, or need reassurance.

Formal feedback is provided to parents through parents evening three times a year, the week before the October, February and May half term holidays. In addition to this a detailed report is written for each child at the end of the Summer Term. In Reception, a Reception Profile is also provided.

7.2 Progress Check at Age Two

When children join Nursery or Kindergarten, parents are invited to share their child’s existing two-year progress check, where available, to support continuity of learning and early understanding of individual development. In addition, the EYFS team aims to complete its own progress check within the child’s first six weeks, as part of the school’s process of getting to know each child and ensuring appropriate support is in place.

7.3 Reception Baseline Assessment (RBA)

In accordance with statutory requirements, all children in Reception complete a baseline assessment within the first six weeks of joining Reception. The assessment is carried out by trained staff and

provides a starting point for measuring pupil progress throughout primary education. The assessment is not used to label, track or compare individual children and results are not shared as attainment outcomes.

7.4 Assessment at the End of the EYFS – (Early Learning Goals and EYFS Profile)

The Early Learning Goals describe the skills, knowledge and understanding children usually developed by the end of Reception and help teachers support each child's readiness for Pre Prep 1. The EYFS Profile is completed at the end of Reception to give parents and teachers a clear picture of each child's learning and development, and it helps ensure a smooth and well-informed transition into the next stage of school. This is shared alongside a child's end of year Summer Report and any concerns will have been discussed with parents in advance.

8. Safeguarding and Welfare Requirements

8.1 Safeguarding Arrangements

Safeguarding and promoting the welfare of children is everyone's responsibility. EYFS provision operates wholly within the framework of the **Beachborough School Safeguarding and Child Protection Policy (September 2025)**, which applies to all pupils, including those in the Early Years.

A child-centred approach is adopted at all times, ensuring decisions are taken in the best interests of the child. Staff maintain an attitude that "it could happen here" and act promptly when concerns arise.

8.2 Designated Safeguarding Leads

The school has a **Designated Safeguarding Lead (DSL)** and **Deputy DSLs**, including designated oversight for EYFS. A DSL or Deputy DSL is available during school hours, with clear escalation arrangements in place.

8.3 Reporting Concerns

Any person working in EYFS may raise a safeguarding concern. Concerns are recorded promptly and securely and passed without delay to the DSL in accordance with school procedures. Staff understand that confidentiality must never prevent action to safeguard a child.

8.4 Early Help

Early help is considered an important means of supporting children and families. EYFS staff work with the DSL and parents to access support where concerns do not meet statutory thresholds.

8.5 Prevent Duty

In line with the **Prevent Policy**, the EYFS promotes British values in age-appropriate ways, supporting children's confidence, respect for others and sense of belonging. Staff receive appropriate training and follow safeguarding procedures where concerns arise.

8.6 Whistleblowing

The school's **Whistleblowing Policy** enables staff to raise concerns about unsafe practice, safeguarding failures or misconduct by adults without fear of detriment. EYFS staff are expected to follow whistleblowing procedures where concerns relate to colleagues, leadership or safeguarding practice.

8.7 Child Absences and Uncollected Children

Beachborough School places a high value on good attendance from the earliest years, recognising its importance for children's learning, wellbeing and safeguarding. The EYFS operates in line with the **Beachborough Attendance Policy**, which applies to the whole school, including Nursery, Kindergarten and Reception.

Attendance is **not compulsory** for Nursery and Kindergarten children; however, it is expected that children attend on their **specified days and sessions** to ensure continuity of learning and routine. Parents are asked to inform the school as soon as possible on the first day of any absence and to provide the reason for absence.

All absences are monitored carefully. Unexplained absences and prolonged periods of absence will be followed up promptly with parents. Where concerns arise regarding a child's welfare, the school will take appropriate safeguarding action, which may include consultation with the Designated Safeguarding Lead, children's social care or other relevant agencies.

Should a child within the EYFS not be collected at the end of the school day we maintain duty of care and would contact parents. If we were not able to contact parents, we would contact the emergency numbers provided by parents. We would continue to look after the child and keep them safe until they are collected. We would contact the Local Authority if a child was not collected and we had not been able to contact parents, carers or emergency contacts.

8.8 Staff Training and Awareness

All EYFS staff receive safeguarding and child protection training at induction and regular updates thereafter. Training includes Prevent awareness, online safety and staff conduct expectations in line with the **Staff Code of Conduct**. The school maintains a structured programme of safeguarding training and updates. Staff are supported to apply learning in practice through induction, supervision, professional discussions, safeguarding updates and whole-school training.

8.9 Suitable People and Safer Recruitment

The school follows robust **Safer Recruitment** procedures supported by the Single Central Register. Recruitment processes include the obtaining and verification of references, identity checks, qualification checks, enhanced DBS checks and consideration of suitability to work with children in accordance with Keeping Children Safe in Education and the EYFS framework.

8.10 Supervisions

All EYFS staff participate in a formal supervisory process at least once each term, providing structured opportunities to reflect on practice, discuss children's wellbeing and learning, and identify any support or training needs. Supervision supports staff development, promotes high standards of care and teaching, and ensures that safeguarding and welfare responsibilities are understood and effectively managed.

8.11 Staffing, Qualifications and Ratios

Beachborough School meets all EYFS statutory requirements relating to staffing qualifications and ratios. At least one person who holds a current full Paediatric First Aid certificate is present and available at all times when children are on site and accompanies children on outings. The school ensures that staff are appropriately trained and qualified in accordance with EYFS requirements.

8.12 Key Person Approach

Each child is allocated a Key Person who supports emotional wellbeing, builds secure relationships and works in partnership with parents. These are assigned as per below:

Nursery – Senior Nursery Assistant

Kindergarten – Nursery and Kindergarten Class Teacher

Reception - Reception Class Teacher

8.13 Health and Safety

The EYFS operates in accordance with the **Health and Safety, Behaviour, and First Aid and Supporting Pupils with Medical Conditions** policies. Risk assessments are undertaken regularly, and accidents or incidents are recorded and shared appropriately.

All Early Years classrooms undertake daily risk assessments to ensure our learning spaces are safe and appropriate for purpose. In addition to this the Early Years operates under a specific risk assessment covering both indoor and outdoor learning environments, ensuring the highest levels of safety and protection for our youngest learners.

The EYFS operates a strict no mobile phone policy, which extends to any device or technology capable of taking photographs, and the school site is a smoke-free and vape-free environment at all times.

8.14 Safe Sleep Practices

Beachborough School is committed to providing safe, nurturing sleep arrangements in line with children's developmental and individual needs. Staff receive appropriate training and guidance regarding safer sleep practices and arrangements are reviewed in line with current national guidance. Where daytime sleep is required, procedures are followed in accordance with the **Beachborough Sleep (Naps) Policy**, including the use of individual sleep equipment, agreed settling routines and regular visual checks by a designated adult. Sleep arrangements are agreed in partnership with parents and are monitored and reviewed as part of the school's safeguarding and welfare responsibilities.

8.15 Safe Eating Practices

At Beachborough School, mealtimes in the Early Years Foundation Stage are viewed as an integral part of children's care, wellbeing and learning. Safe eating practices are implemented in accordance with the **EYFS Mealtime Supervision Policy** and are rooted in the school's core values of care, safeguarding and inclusion. Children are **supervised at all times** when eating snacks, lunch or tea, with staff positioned to ensure they remain within sight and hearing, maintaining a calm, secure and supportive environment.

All EYFS staff are **paediatric first aid trained** and are confident in recognising and responding to choking incidents, allergic reactions or emotional distress related to eating. Staff are fully aware of each child's dietary needs, allergies and medical requirements.

8.16 Intimate Care Practices

Intimate care in the Early Years Foundation Stage is carried out with dignity, sensitivity and respect, in accordance with the **Beachborough Intimate Care and Toileting Policy**. Support with toileting and personal care is provided calmly and discreetly, with staff working in close partnership with parents and encouraging children's independence wherever possible.

All procedures follow clear safeguarding and hygiene protocols, ensuring children's welfare and privacy at all times and protecting both children and staff.

8.17 Supporting and Understanding Children's Behaviour

Our goal in the Early Years is to offer a learning experience that is nurturing, inclusive and carefully designed to ensure all children feel safe, supported and able to thrive. We recognise that children develop at different rates and bring a range of needs and experiences, and we guide them to understand right choices and their impact on themselves and others. Positive behaviour is promoted through praise, role modelling and whole-class reward systems that celebrate effort, participation and shared achievement. Practitioners use calm, supportive strategies such as redirection, reflection and time to regulate emotions, always reinforcing learning through discussion and repair. Strong partnerships with parents underpin this approach, with open communication ensuring consistency, shared values and genuine involvement in each child's learning journey.

8.18 Information Sharing and Record Keeping

Safeguarding and welfare records are maintained securely and shared on a need-to-know basis, in line with data protection legislation and school policy.

9. Special Educational Needs, Disabilities and Inclusion (EYFS)

EYFS provision operates within the latest **Beachborough SEND and Inclusion Policy**. The school is committed to inclusion for all and recognises that all teachers are teachers of children with SEND.

9.1 SEND Leadership and Roles

SEND is overseen by the **Head of Learning Success (SENDCo)**, supported by a Deputy SENDCo. Within the EYFS, an **EY SENDCo** coordinates provision while maintaining a teaching role.

9.2 Identification and Early Assessment

A graduated **Assess–Plan–Do–Review** approach is adopted. EYFS staff identify needs early through observation and assessment and work closely with parents and specialists.

9.3 SEND Provision in the EYFS

SEND support is provided through the school's **Waves of Provision**:

- Wave 1: High-quality inclusive teaching
- Wave 2: Targeted short-term intervention
- Wave 3: Targeted SEND support

Children receiving targeted SEND support in EYFS have a **Play Plan**, reviewed regularly in partnership with parents.

Parents are involved at every stage and would be informed as soon as a teacher identifies a concern or need for greater support. External professionals are engaged where appropriate, with transparency regarding support and reasonable adjustments.

9.4 Safeguarding and SEND

EYFS staff recognise that children with SEND may face additional safeguarding risks and work closely with the DSL to ensure appropriate support and vigilance.

9.5 Equality, Accessibility and Reasonable Adjustments

The school meets its duties under the Equality Act 2010 and plans proactively to remove barriers to participation, informed by the Accessibility Plan.

9.6 Transition

Transition arrangements for children with SEND are carefully planned, with information shared appropriately to ensure continuity of care and learning.

10. Admissions, Fees and Transition

Admissions to the Early Years Foundation Stage are managed in accordance with **Beachborough School's Admissions Policy and published Admissions Process**, which reflect the school's inclusive ethos and commitment to ensuring that children admitted are likely to benefit from, and thrive within, the provision offered. [[foundation...ars.org.uk](https://www.beachborough-ars.org.uk/foundation...ars.org.uk)]

The admissions process is designed to be supportive, transparent and child-centred. It typically includes:

- an initial enquiry, providing key child and family information to confirm year group placement and availability
- a visit to the school, allowing families to understand the EYFS environment and ethos
- submission of a registration form and registration fee
- a **taster session**, during which children join their peer group, meet staff and experience daily routines, enabling staff to assess whether the school can meet the child's learning, pastoral and welfare needs
- a formal offer of a place following a successful taster experience

The taster experience is an important part of the admissions process for EYFS pupils. It supports children in becoming familiar with staff and surroundings, while allowing the school to ensure that appropriate support, resources and staffing can be put in place where required.

Admissions decisions are made on the basis of suitability and availability, and the school does not discriminate on the grounds of disability, provided that a child's needs can be met through reasonable adjustments and the school's existing provision, in line with the Equality Act 2010 and the school's SEND and Inclusion Policy.

10.1 Fees, Funded Entitlement and Pre-Start Arrangements

Parents are provided with clear and comprehensive information regarding **school fees**, what is included within them, and any additional or optional charges, through the school's published fees information and Parent Contract. Fees are structured to ensure transparency and value and may include elements such as educational provision and wrap-around care, with certain optional extras charged separately.

3 and 4 year old children will receive Funded entitlement at their qualifying date (max 15 hours per week). Aftercare for Nursery/Kindergarten incurs additional charges as is communicated clearly in advance.

Following acceptance of a place, the Registrar supports families with pre-start documentation and practical arrangements, ensuring that children are well prepared for entry into the EYFS.

11. Transition into the EYFS

Transition arrangements are planned carefully to support children's emotional wellbeing, security and continuity of care. These arrangements may include:

- phased or structured settling-in procedures
- opportunities for parents to share information about their child
- liaison with previous settings, where appropriate

Children with additional needs or vulnerabilities are supported through enhanced transition planning, in collaboration with parents, the EY Phase Leader, SENDCo and other relevant professionals.

12. Partnership with Parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts in our school.
- giving children the opportunity to spend time with their teacher before starting school during visit days/sessions, nursery visits and Move Up Day.
- inviting all parents to an Information Evening during the first week of the Autumn term. • Coffee & Connect events throughout the year.
- offering parents regular opportunities to talk about their child's progress in our Nursery, Kindergarten and Reception classes and allowing free access to the children's work.
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents during the autumn (2) and spring terms (1) at which the teacher and the parent discuss the child's progress confidentially. Parents receive a report on their child's attainment and progress at the end of the school year.
- encouraging parents to contribute to the pupil online learning profile (Tapestry).
- organising a range of activities throughout the year that encourage collaboration between child, school and parents: Christmas events, Parent Workshops, Show & Shares, Sports Day, Pre-Prep End of Year Celebration etc.
- sharing a weekly newsletter relevant to each Early Years classroom

13. Before and After School Care (EYFS)

Beachborough School provides before and after school care to support families and ensure continuity of care for children in the Early Years Foundation Stage. The EYFS school day normally runs from **8:45am to 3.30pm**, with **wrap-around care available from 8.00am to 6.00pm**.

Before-school care operates from **8.00am**, enabling children to arrive gradually and settle into the day in a calm, familiar environment. After-school care is available from **3.30pm to 6.00pm** and includes a warm meal, time for relaxation and supervised play, supporting children's wellbeing at the end of the school day.

All before and after school provision for EYFS pupils is delivered by trained staff and operates in line with EYFS statutory requirements, including safeguarding procedures, staffing ratios, health and safety expectations and age-appropriate practice. Children remain within safe and familiar environments, promoting security and consistency.

Arrangements for booking, attendance and any applicable charges for wrap-around care are communicated clearly to parents through the school's published information and admissions materials.

14. Monitoring and Review

This policy is reviewed annually, or more frequently in response to changes in statutory guidance or whole-school policy.

15. Related Beachborough Policies

- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Admissions Policy and Admissions Process
- Health and Safety Policy
- Behaviour Policy
- First Aid and Supporting Pupils with Medical Conditions Policy
- Prevent Policy
- Data Protection Policy / Privacy Notice
- Beachborough Sleep (Naps) Policy
- EYFS Mealtime Supervision Policy
- Beachborough Intimate Care and Toileting Policy

Policy Owner: EY Leader, Head of Boardman

Review Cycle: Annual