

RLT EYFS Policy

Adopted: Spring Term 2026

Review period: Annually

Statutory: No

Required on website: No

Policy Document Version Control

Version 1

Responsibility for Policy:	Director of Primary
Policy approval/date:	Spring term 2026
Frequency of Review:	Annual
Next Review date:	Spring term 2027
Related Policies:	Safeguarding & Child Protection Policy Behaviour Policy Anti-Bullying Policy Health & Safety Policy First Aid Policy Supporting Pupils with Medical Conditions Policy Intimate Care Policy Managing Allegations Against Staff Policy Whistleblowing Policy SEND Policy Equality Statement Accessibility Plan Safer Recruitment Policy Online Safety / E-Safety Policy Data Protection / Privacy Policy
Minor Revisions:	
Major changes	
Full re-write	This policy is new. It is an overarching RLT policy that ensures that our schools are compliant with all relevant related policies and current legislation. All processes will sit at school level.

1. Purpose and scope

This policy sets the trust's minimum standard for EYFS learning, development, assessment, safeguarding and welfare. It applies to all trust schools with Nursery and/or Reception, and to any group based or school based early years provision operated by the trust (including wraparound care). It aligns to the current EYFS statutory framework for group and school based providers (effective 1 September 2025), including Section 1 (learning & development), Section 2 (assessment) and Section 3 (safeguarding & welfare), plus annexes on Paediatric First Aid (Annex A), RBA (Annex B) and safeguarding training (Annex C).

This policy ensures that all trust EYFS settings:

- provide high quality learning, development, assessment, safeguarding and welfare provision
- meet all statutory requirements under the Childcare Act 2006 and EYFS Sections 1–3
- deliver an equitable EYFS experience that is consistent, inclusive and evidence based across the trust
- enable leaders and staff to work confidently within a clear legal, pedagogical and safeguarding framework

This EYFS policy must be read alongside The Rowan Learning Trust Safeguarding & Child Protection Policy, which sets out the detailed procedures required under KCSIE (latest version). This EYFS policy outlines the standards and expectations that apply within early years provision.

2. Legal and statutory framework (authorising standards)

The trust is committed to meeting all duties in:

- Childcare Act 2006 — legal basis for learning, development and welfare requirements
- EYFS Statutory Framework (2025) — Section 1 (Learning & Development), Section 2 (Assessment), Section 3 (Safeguarding & Welfare), Annexes A–C
- KCSIE latest version — all relevant Parts and Annex C (DSL)
- Working Together to Safeguard Children 2023 — multi-agency safeguarding duties
- Education Act 2002 s175 — Board and governance safeguarding duties
- Independent School Standards (2014) — Parts 3, 4 and 8
- Prevent Duty (CTS Act 2015) — statutory expectations for early years
- Equality Act 2010 (PSED) and SEND Code of Practice (0–25)
- UK GDPR & Data Protection Act 2018 — including safeguarding information-sharing guidance

3. Trust principles for EYFS quality and equity

A Unique Child

- every child is recognised as a capable, resilient and rights-bearing learner with individual strengths, interests and potential
- practice is underpinned by evidence on child development and proactively reducing barriers arising from disadvantage, SEND or discrimination, ensuring equity of opportunity
- staff intentionally nurture children's wellbeing, self-regulation, confidence and sense of belonging through consistent, attuned and high-quality interactions

Positive Relationships

- adults develop warm, respectful and attuned relationships that enable children to feel secure, valued and understood
- parents and carers are authentic partners in learning; communication is purposeful, timely and builds shared understanding of each child's development
- practice promotes emotional security, trust and attachment-aware approaches, ensuring consistency, predictability and sensitivity to children's needs

Enabling Environments

- indoor and outdoor provision is language-rich, inclusive, safe and thoughtfully organised to maximise exploration, learning and independence
- resources, routines and environments support children's autonomy, oracy, sensory engagement and capacity for self-regulation
- curriculum, assessment and continuous provision are proportionate, purposeful and responsive to children's developmental needs, interests and emerging schemas

Learning & Development

- the curriculum is ambitious, coherently planned and covers all seven areas of learning, ensuring breadth, depth and progression
- practice balances high-quality child-initiated play with skilled, intentional adult-guided teaching that extends thinking and secures learning
- reception teaching prepares children effectively for Key Stage 1 while maintaining the integrity of EYFS pedagogy, avoiding curriculum narrowing and sustaining a play-based approach
- staff use evidence-informed strategies, high-quality interactions and ongoing assessment to ensure strong progress for every child, including those needing additional support

Inclusion & Equality

All EYFS provision is delivered in alignment with the Public Sector Equality Duty (Equality Act 2010, s.149) and the SEND Code of Practice. This includes:

- making reasonable adjustments to remove barriers to learning and participation
- ensuring early identification of emerging needs
- applying a clear, graduated approach to support, in partnership with families and external professionals

4. Curriculum, assessment and transition (standards led)

The trust's approach to assessment is formative first, proportionate, and aligned with EYFS Section 2, ensuring leaders meet all statutory duties.

Principles

- assessment focuses on what matters most for children's learning and development
- workload is purposeful and minimal burden, avoiding unnecessary evidence collection
- assessment supports inclusive practice, early identification of need, and high quality teaching

Statutory Assessments

- the trust ensures the completion and quality assurance of all mandatory EYFS assessments:

Progress Check at Age Two

- completed for all children between 24–36 months
- identifies strengths, emerging needs and informs early intervention

Reception Baseline Assessment (RBA)

- statutory on entry to Reception (EYFS Annex B)
- completed within the first six weeks of the school year

Early Years Foundation Stage Profile (EYFSP)

- completed at the end of Reception
- judgements made against all 17 Early Learning Goals
- submitted to the Local Authority as required

Ongoing Assessment & Pedagogical Practice

- practitioners use continuous formative assessment to understand each child's progress
- observations are brief, meaningful and used to shape the curriculum, not to generate excessive evidence

Assessment draws on:

- daily interactions
- professional knowledge

- children's talk, play and responses
- information from parents/carers
- partnership with external professionals (where appropriate)

Use of Assessment Information

Leaders use assessment insights to:

- plan next steps
- adapt provision
- identify additional needs early
- ensure every child is on track for a strong transition into Key Stage 1

Schools maintain clear lines of communication between EYFS, SEND, health and safeguarding teams to ensure children's needs are met.

Transition

- transition procedures are designed to ensure continuity of learning and wellbeing

Schools share information securely with:

- future teachers
- relevant professionals
- parents/carers

Information shared includes:

- statutory assessment outcomes
- significant learning information
- safeguarding-relevant details (in line with KCSIE & Working Together)
- SEND or support plans

Reception-to-Year 1 transition prioritises curriculum continuity, relationships and familiarity, not premature acceleration into KS1 content.

5. Safeguarding and welfare (non-negotiable)

The trust Board will ensure governance, culture, staffing and policy meet the duties in Education Act 2002 s175, KCSIE latest

version and Working Together 2023. The following are trust wide standards (local procedures sit beneath):

a) Governance, leadership and culture

- the trust Board and Local Governing Bodies fulfil their Education Act 2002 s175 duty to safeguard and promote children's welfare.
- schools maintain a strong safeguarding culture grounded in KCSIE Part 2, ensuring robust policies, training and oversight
- each school has a Designated Safeguarding Lead (DSL) with appropriate EYFS knowledge and responsibilities aligned with KCSIE Annex C

b) Policies and safer recruitment

All schools must implement trust policies compliant with KCSIE latest version Parts 2–5, including:

- Child Protection & Safeguarding
- Safer Recruitment
- Allegations and Low-Level Concerns
- Behaviour & Anti-Bullying
- Online Safety and Filtering & Monitoring. Online safety arrangements comply with the DfE Filtering and Monitoring Standards (2024). Schools ensure that filtering and monitoring systems protect children in EYFS environments and that their effectiveness is reviewed regularly through safeguarding governance
- Attendance and Children Missing Education

The trust ensures:

- all roles involving EYFS are risk assessed for regulated activity in line with the Safeguarding Vulnerable Groups Act 2006
- appropriate enhanced DBS and barred list checks are completed
- the trust fulfils its DBS duty to refer where criteria are met

c) Prevent, attendance and multi-agency working

- all provision meets the Prevent Duty (CTS Act 2015, s26) and integrates Prevent expectations into safeguarding and the curriculum.
- unexplained or persistent absence in EYFS is followed up in line with KCSIE and Working Together to Improve School Attendance (2024)
- schools share information with safeguarding partners (e.g., Early Help, Health Visitors) in line with Working Together 2023 and ICO guidance

d) Staff: Child Ratios, Qualifications & Suitability

- ratios and qualification levels always meet EYFS Section 3 requirements and DfE early years qualification standards
- suitability checks (including right to work, employment history, references, and DBS) meet KCSIE Part 3 expectations

- from September 2025, PFA and qualification expectations reflect strengthened EYFS updates
- all staff working in EYFS are subject to childcare disqualification requirements in line with the Childcare Act 2006 and current DfE disqualification guidance. The trust ensures appropriate checks are completed and any disqualification concerns are managed in accordance with statutory duties

e) Paediatric First Aid (PFA)

- at least one current full Paediatric First Aid qualified person is on site and present on all outings at all times
- all PFA training meets the criteria set out in EYFS Annex A.

f) Health, Safety & Premises

Schools must meet all duties under:

- Health and Safety at Work etc. Act 1974 (s2)
- Management of Health & Safety at Work Regulations 1999 (reg.3 – risk assessment)
- RIDDOR 2013, using HSE education guidance

This includes:

- regular, proportionate risk assessments
- safe premises, equipment and outdoor spaces
- procedures for recording and reporting accidents and incidents

g) Medicines, Health, Hygiene & Intimate Care

- arrangements comply with EYFS Section 3 (Health), including allergy management, safe eating practices and administration of medicines
- intimate care and toileting support prioritise privacy, dignity and safeguarding, following updated 2025 EYFS clarifications
- food safety, supervision during eating, and allergen management follow EYFS Section 3 requirements and trust Health & Safety expectations. Schools maintain safe eating practices, including robust allergen controls and adherence to statutory food hygiene standards

h) Behaviour & Relationships

- behaviour approaches reflect children's developmental stage and Section 3 expectations on self regulation

i) Inclusion, Equality & SEND

- all practice meets duties under the Equality Act 2010 (PSED) and the SEND Code of Practice (0–25)
 - schools ensure early identification of needs, reasonable adjustments and graduated support
 - decisions that affect children or families are equality assessed and proportionate
- j) Data Protection & Safeguarding Information
- the trust complies with UK GDPR and the Data Protection Act 2018
 - staff understand that information may be shared without consent where it is necessary to safeguard a child (ICO safeguarding guidance)
 - all safeguarding information is stored securely and transferred safely during transitions
- k) Inclusion, SEND and equality
- the trust meets the PSED (Equality Act 2010 s149) and publishes information/objectives as required; decisions are equality assessed and proportionate
 - the trust follows the SEND Code of Practice (0–25) across early identification, graduated response, and reasonable adjustments in EYFS, in partnership with parents and health
 - accessibility planning and antidiscrimination duties run through curriculum, admissions (with regard to the School Admissions Code 2021) and day-to-day practice
- l) Use of Mobile Phones, Cameras and Digital Imagery
- the trust ensures that the use of mobile phones, cameras and other digital devices in EYFS settings complies with EYFS Section 3 safeguarding requirements. Personal devices are prohibited from being used to capture images, and all imagery of children is managed in line with trust safeguarding, data protection and online safety policies
- m) Supervision of Sleeping Children
- the trust ensures that sleeping children are supervised in accordance with EYFS Section 3 expectations, including appropriate visual checks and safe sleep arrangements designed to protect children's welfare

6. Data protection and safeguarding information

The trust complies with UK GDPR & Data Protection Act 2018; however, data protection law permits sharing information to safeguard children where necessary and proportionate; staff follow ICO's 10step safeguarding data sharing guidance and DfE data protection in schools toolkit.

7. Roles and responsibilities (non-procedural)

- trust board: sets culture; ensures compliance with s175, KCSIE Part 2; approves and reviews this policy; assures capacity and oversight
- executive Leaders/Headteachers: ensure implementation, staffing, training and secure environments meeting EYFS Section 3 and HASWA/MHSWR duties
- designated Safeguarding Lead (DSL): fulfils KCSIE Annex C responsibilities (referrals, multi-agency working, record keeping, training & support)
- EYFS Leads & Staff: deliver curriculum and assessment in line with EYFS Sections 1–2, uphold welfare requirements (Section 3), and embed inclusive, anti-discriminatory practice (PSED; SEND Code)

8. Professional learning and safeguarding training

- all staff receive induction and ongoing safeguarding/online safety updates in line with KCSIE Part 1 and Annex C (DSL) and EYFS Annex C (safeguarding training criteria).
- first aid capacity and competence are maintained to EYFS Annex A standards.

9. Monitoring, assurance and review

The trust quality assures compliance through scheduled safeguarding/EYFS audits referencing this policy and the instruments above; RIDDOR, attendance and safeguarding data are considered in governance; the policy is reviewed on legislative change (e.g. EYFS or KCSIE updates).