LOCHINVER HOUSE

EYFS (Early Years Foundation Stage) Policy

This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, September 2026, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years, September 2026 states, "All Children deserve the care and support to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time of their lives, so their experiences have a major impact on future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Lochinver House School, children join us full time at the beginning of the School year in which they are five or children in Little Lochies join in the year they are four.

Whilst we are exempt from the Learning, Development and Assessment requirements of Statutory Framework for Early Years, September 2026, the following four guiding principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development.** Children develop and learn in at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at Lochinver House School we:

- Provide quality and consistency across both Little Lochies (Nursery) and Reception classes
- Have a key person approach which develops close relationships with individual children
- Provide a secure and safe learning environment, indoors and out
- Provide a balanced curriculum
- Plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment, and the child's interest
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- Work in partnership with parents and within the wider context
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

The Early Years Curriculum

Using the important and inter-connected Prime and Specific Areas of learning from the Statutory Framework for Early Years, September 2026 we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of units of learning from the International Early Years curriculum, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our short-term planning. We continually draw on our links with the community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the School.

The Prime Areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation Managing Self Building Relationships	Gross Motor Fine Motor	Listening, Attention and Understanding Speaking

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, the former increasing as the pupils move through their Reception year, thus preparing them for the more formal environment of Year 1.

We strive to ensure our seven adaptable Learning Powers (collaboration, curiosity, focus, initiative, originality, resilience, reflectiveness) are embedded in our daily practice as these provide strong values for our pupils which provide strong values for our pupils.

Inclusion

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of individuals requiring additional needs is crucial in enabling us to give the pupil the support that they need. We provide additional 1:1 support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced.

We use resources which reflect diversity and are free from discrimination and stereotyping, and our English as an Additional Language "EAL" pupils make and share personalised scrap books, celebrating their languages and culture.

The Learning Environment
The Little Lochies (Nursery) and Reception classrooms are organised to allow pupils to explore and learn independently and collaboratively, securely, and safely. The rooms are set up in learning spaces, supporting the Prime and Specific Areas.

Screen Use and Technology
The School recognises the importance of ensuring that children's use of technology is developmentally appropriate and supports learning and wellbeing. Any use of devices, screens or digital technology within the EYFS is carefully planned, age-appropriate and purposeful. Staff have regard to children's developmental needs and seek to promote active learning, communication, social interaction, physical development and creative experiences. Online safety is taught in an age-appropriate manner and technology is used to enhance rather than replace high-quality interactions between adults and children.

In accordance with safeguarding requirements, personal mobile phones must not be used in areas where EYFS children are present. Mobile phones must be stored securely and out of sight during working hours. Photographs and videos of children may only be taken using authorised School devices and stored on secure School systems. These requirements apply to staff, volunteers, students and visitors working within the EYFS.

Observation and Assessment
We recognise assessment plays an essential role in helping parents/carers and School staff to recognise pupils' progress, understand their needs, and to plan activities and offer appropriate, targeted support.

All pupils are assessed prior to entry into Little Lochies (Nursery) and Reception. These sessions are referred to as 'Getting to Know You' and aim to ensure that the School is one where the entrant will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

We ensure assessment opportunities do not entail prolonged breaks from interaction with pupils, nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Tapestry. All parents/carers have a login to Tapestry, thus having the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

Pupils are assessed (summative assessment) in October as a baseline and then at the end of each term in all 7 strands of learning. The progress of the pupils is continually monitored, with termly meetings scheduled to discuss judgements, set targets, and implement booster and support groups where appropriate.

In the Autumn term we administer on a one-to-one basis, the 'on entry' CEM BASE assessment (summative) for all Reception pupils, giving standardised baseline data in literacy and mathematics. In May the Reception pupils complete the CEM 'on exit' BASE assessment, again giving standardised data and allowing for an analysis of progress across the year to be made. Similarly, in Little Lochies (Nursery) we administer on a one-to-one basis, the 'on entry' and 'on exit' CEM Aspects Assessments, each October and May respectively.

Formal reports for all pupils Little Lochies and Reception pupils are provided twice over the course of the year. In Reception the Autumn term report comments on the three Prime Areas of Learning, Literacy, and a general summary of the 3 other Specific Areas, as well as a social commentary, incorporating the Characteristics of Effective Learning. In the Summer term report, comments cover all Prime and Specific Areas, including strengths and next steps and additionally give a social summary. An overview which indicates attainment against each of the 17 Early Learning Goals, and a summary on their Characteristics of Effective Learning, is also be published to parents. Parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

In Little Lochies the Autumn report focuses on the three Prime Areas of Learning and also includes a social commentary, incorporating the Characteristics of Effective Learning. In the Summer term the report comments on the three Prime Areas of Learning, Literacy, and a general summary of the 3 other Specific Areas, as well as a social commentary, incorporating the Characteristics of Effective Learning.

Parent evenings are held in both the Autumn and Spring terms, and give the opportunity to discuss a child's social, emotional, and academic gains and areas for ongoing target.

We complete the EYFS profile for all eligible children and submit the data to the Local Authority.

Transitions

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved; with the pupil and other settings, including nurseries and carers. Pupils entering both Little Lochies and Reception attend both an activity morning, a Teddy Bears' Picnic and classroom inductions, developing familiarity with the setting and staff.

In the final term of Reception, the Year 1 teacher will meet with the Reception staff and discuss each pupil's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

Partnership

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Working with other services and organisations is integral to our practice, in order to meet the needs of our pupils. At times we may need to share information with other professionals, providing the best support possible.

Safeguarding and Welfare

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies, procedures, and documents in place. We teach pupils how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage (September 2026) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children
- The Designated Safeguarding Lead (DSL) retains overall responsibility for safeguarding. The Head of EYFS acts as Deputy Designated Safeguarding Lead (DDSL) for EYFS provision
- All staff undertake annual refresher training to maintain safeguarding skills.
- The School ensures that safeguarding training reflects current statutory guidance and includes areas such as child protection, online safety, staff conduct, whistleblowing, attendance, low-level concerns, and other emerging safeguarding risks. Staff are supported in applying safeguarding training effectively in their daily work with children.
- We ensure that parents provide two additional emergency contacts, who are authorised to collect their child in the event of an emergency
- Prevent the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified
- Ensure that the premises, furniture and equipment is safe and suitable for purpose

- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children
- Protect the physical and psychological wellbeing of all children. See Lochinver House School's Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct).
- Whistleblowing procedures are in place and known by all staff

Attendance
We monitor attendance closely for all children, including those who are below statutory school age. Unexplained, prolonged or unusual absences are followed up promptly in accordance with safeguarding procedures. Attendance patterns are monitored and, where concerns arise, these are considered in line with the School's safeguarding responsibilities to help ensure the safety and wellbeing of every child.

Safe and Healthy Eating

- Promote healthy eating and follow the May 2025 EYFS food and nutritional guidance to support children's health and wellbeing
- Promote good oral health, which is supported by a yearly visit from a local dental practitioner and through PSED lessons.
- When EYFS children are eating, there is always a member of staff in the room who holds a full PFA qualification.
- Before a child joins the School, information is provided on:
    - Special dietary requirements
    - Food allergies
    - Intolerances
    - Preferences
    - Religious or cultural dietary restrictions

A member of staff holding a full Paediatric First Aid qualification is always present while EYFS pupils are eating. A designated member of staff ensures that meals and snacks meet the specific dietary needs of each child.

Wherever possible, Early Years staff sit facing the children during mealtimes to monitor safe eating, minimise the risk of choking or food sharing, and remain alert to any potential allergic reactions.

Food is prepared safely in line with recognised early-years choking-prevention guidance, including cutting small round foods such as grapes lengthways and into quarters, and appropriately preparing firm fruits and vegetables to reduce choking risk. Staff remain vigilant to reduce the risk of choking and follow appropriate guidance, supervision ratios and positioning guidance during all meals and snack times, including during wraparound care. In accordance with regulatory expectations, any choking incident is recorded, reviewed, and referenced at Health and Safety meetings to support ongoing risk assessment.

All children are seated at age-appropriate tables and chairs, including supportive chairs with backs for non-statutory school-age children, to promote safe and appropriate eating.

Toileting and Intimate Care
Children's privacy, dignity and individual needs are respected during toileting and personal care routines. Staff balance children's privacy with safeguarding considerations and provide support appropriate to the child's age, stage of development and individual circumstances. Procedures are carried out in accordance with the School's Intimate Care Policy.

Behaviour
The Head of EYFS is the named person responsible for behaviour management issues regarding Early Years (Little Lochies (Nursery) Reception) pupils. The School has a Behaviour Policy, an Anti-Bullying Strategy and a Use of Reasonable Force Policy. All of which pertain to the Early Years Foundation Stage.

Ratios

We ensure that pupils are adequately supervised and that children are always within sight and hearing of staff. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage (November 2026) with the following adult to child ratios:

	Reception	Little Lochies (Nursery)
Level 6	1:30	1:13
Instructor	1:30	1:13
Level 3-5	1:13	1:8
Level 2	1:8, in the presence of a Level 3 or above	1:8, in the presence of a Level 3 or above

Full Paediatric First Aid
All EYFS staff hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (September 2026). The School therefore meets the regulation that new staff qualifying post 30 June 2016 and working with EYFS children are trained in Paediatric First Aid.

The School ensures at least one person with the aforementioned certificate is on the premises and is available at all times. Paediatric First Aid training is renewed every three years. Lists of staff holding a valid Full Paediatric First Aid certificate are displayed in the Pre Prep foyer and the Reception and Little Lochies (Nursery) cloakrooms.

Safer Recruitment
The School follows safer recruitment procedures in accordance with statutory guidance and the School's Recruitment Policy. Appropriate checks are carried out before any adult begins work with children and include, where applicable, verification of identity, qualifications, employment history, references, enhanced DBS checks, prohibition checks, right to work checks and suitability declarations.

All staff working with children aged 8 and under in out of School care, and all those working with pupils in the EYFS, complete the declaration relating to disqualification from childcare. Recruitment records, qualifications and references are maintained in accordance with statutory requirements.

Premises
Indoor space requirement meets the Statutory Framework for the Early Years Foundation Stage (September 2026) requirements, of 2.3 m2 for pupils aged 3-5 years.

Risk Assessments
We ensure that all reasonable steps are taken to ensure staff and pupils are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place for classrooms and all outdoor play areas. A battery of written risk assessments, informing staff practice and management of risk are available on request.

Staff supervision
EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or well-being.

Monitoring and Review

- Priorities relating to the EYFS are identified in the School development plan.
- Relevant staff training and development needs are outlined in the development plan.
- The Head of EYFS carries out monitoring of the EYFS as part of the whole School monitoring.
- The Head of EYFS reports to the Deputy Head Academic on the Senior Leadership Team.
- Whole School policies equally apply to the EYFS, as they incorporate the mandatory requirements.

Reviewed By	Head of Early Years
Approval Body/ Committee	Education
Last Review	Autumn 2026
Next Review	Autumn 2027
Policy Linked To	Accessibility Policy, Admissions and Attendance Policy, Anti-Bullying Strategy, Assessment and Recording Policy, Behaviour Policy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Curriculum Policy, Data Protection Policy, Educational Visits Policy, English as an Additional Language (EAL) Policy, Equal Opportunities Policy, EYFS Risk Assessments, EYFS Supervision, Fire Risk (Prevention) Policy, First Aid Policy, Health and Safety Policy, Intimate Care Policy, Marking and Feedback Policy, More Able Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, Relationship and Sex Education (RSE) Policy, SEND Policy, Spiritual, Moral, Social and Culture (SMSC) Policy, Supervision Collection and Missing Child Policy, Visitor and Visiting Speaker Policy and Procedure, Whistleblowing Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.