Document Title	**Early Years Foundation Stage (EYFS) Policy Statement (Horbury Primary Academy)**
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Policy Category (Please Indicate)	**1**	**Trust/Academies to use without amendment**
	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	June 26	SBR	New Policy

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1. INTRODUCTION AND TRUST VISION

At Place Partnership Trust, we believe that the Early Years are the foundation stones of a child's entire educational journey. Every Primary Academy within our Trust is committed to providing a safe, deeply nurturing, and stimulating environment where every child feels valued, safe, and excited to learn.

This policy translates statutory requirements into daily classroom excellence. It ensures a consistent, high-quality approach across all Trust academies while keeping our practice transparent and accessible for both education professionals and families.

2. CORE PILLARS OF OUR EARLY YEARS PRACTICE

Our provision is built upon the four foundational principles set out in the UK government's Statutory Framework for the Early Years Foundation Stage:

- **A Unique Child**: Every child is a competent learner who can be resilient, capable, confident, and self-assured. We observe and understand each child's development, interests, and needs to shape their learning path.
- **Positive Relationships**: Children learn to be strong and independent through loving and secure relationships with parents and a designated "Key Person" at school.
- **Enabling Environments**: Our indoor and outdoor environments respond to each child's individual needs. They offer rich learning experiences and a balance between child-led and adult-led activities.
- **Learning and Development**: We recognize that children develop and learn at different rates. We tailor our teaching to support all children, including those with Special Educational Needs and Disabilities (SEND).

3. OUR EARLY YEARS CURRICULUM

Our Academies offer a vibrant, play-based curriculum. Play is essential for children's development, building confidence as they learn to explore, relate to others, set goals, and solve problems.

THE SEVEN AREAS OF LEARNING

Our curriculum spans the seven areas of learning outlined in the statutory framework, divided into "Prime" and "Specific" areas.

Prime Areas (Crucial for ignition and foundation)

- **Communication and Language**: Giving children a rich language environment to develop confidence and skills in expressing themselves, speaking, and listening.
- **Physical Development**: Providing opportunities for young children to be active, improve their co-ordination, control, and movement, and understand the importance of physical activity and healthy eating.
- **Personal, Social, and Emotional Development (PSED)**: Helping children develop a positive sense of themselves and others, form good friendships, manage their feelings, and have confidence in their abilities.

Specific Areas (Through which prime areas are strengthened and applied)

- **Literacy**: Linking sounds and letters (phonics) and beginning to read and write.

- **Mathematics**: Developing skills in counting, understanding and using numbers, and describing shapes, spaces, and measures.
- **Understanding the World**: Guiding children to make sense of their physical surroundings and their community through observation, exploration, and learning about people, places, technology, and the environment.
- **Expressive Arts and Design**: Enabling children to explore and play with a wide range of media and materials, sharing their thoughts, ideas, and feelings through art, music, movement, dance, role-play, and design-technology.

FREE-FLOW LEARNING SPACES

Every Trust Academy operates a **free-flow system** between indoor and outdoor learning environments. The outdoor classroom is not a playground or a break-time space; it is a fully planned extension of the indoor classroom. This open access allows children to:

- Make independent choices about where to direct their learning.
- Engage with large-scale physical challenges that cannot be replicated indoors.
- Explore the natural world, develop risk-management skills, and build resilience.

4. PARTNERSHIP WITH PARENTS AND CARERS

We recognise that parents and carers are a child's first and most enduring educators. To build a strong bridge between home and school, all Place Partnership Trust academies commit to:

- **The Key Person Approach**: Assigning a specific staff member to your child to help them settle quickly and ensure their emotional needs are met.
- **Open Communication**: Offering regular drop-in sessions, parent workshops, and accessible digital learning journals so you can track and contribute to your child's daily successes.
- **Progress Tracking**: Sharing structured progress check-ins, including the statutory EYFS Profile at the end of the reception year.

5. SAFEGUARDING, WELFARE, AND INCLUSION

The health, safety, and well-being of your child are paramount. Every academy complies strictly with Section 3 of the Statutory Framework (Safeguarding and Welfare Requirements) alongside Keeping Children Safe in Education (KCSIE).

- **Safe Environments**: All spaces and equipment undergo rigorous daily safety checks.
- **Staff Ratios**: We maintain strict statutory staff-to-child ratios, ensuring all staff are highly qualified and vetted.
- **Inclusion and SEND**: We embrace a graduated approach to supporting children with additional needs, working closely with local authority specialists and parents to remove barriers to learning.

APPENDICES: STATUTORY AND NON-STATUTORY FRAMEWORK REFERENCE GUIDE

This policy statement has been structured in strict accordance with the following foundational UK education standards and guidance documents:

1. **Department for Education (DfE)**: Statutory Framework for the Early Years Foundation Stage (EYFS) for Group and School-Based Providers (Mandatory statutory standards setting care, safety, learning, and development benchmarks from birth to five years old).
2. **Department for Education (DfE)**: Keeping Children Safe in Education (KCSIE) (Statutory safeguarding guidance for schools and academies).
3. **Early Years Coalition**: *Birth to 5 Matters* (Non-statutory guidance used by practitioners to design effective, child-centred pedagogies and curriculum frameworks).
4. **Department for Education (DfE) / Department of Health (DoH)**: *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years* (Statutory guidance outlining expectations for supporting early years children with additional needs).