The 3-18 Education Trust

Early Years Foundation Stage Statement

'Every individual is in a great school.'

Approved: Autumn Term 2025
Review: Autumn Term 2028

www.3-18education.co.uk

Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
Shrewsbury
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Statutory framework for the Early Years Foundation Stage (EYFS), 1st September 2025.
Date of Policy	Autumn Term 2025
Review Period	3 years
Date of Next Review	Autumn Term 2028

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1. Aims

1.1. This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

2.1. This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

3. EYFS In the 3-18 Education Trust

3.1. Each school within the 3-18 Education Trust (Trust) which has a primary phase has an EYFS setting and offers the following provision:

- Bowbrook Primary School – 3 years of age to Reception
- Coleham Primary School – Reception
- Hodnet Primary School – Reception
- John Wilkinson School – 2 years of age to Reception
- Much Wenlock Primary School - 2 years of age to Reception
- St Martins School - 3 years of age to Reception

4. Curriculum

4.1. The Trust's Early Years setting follows the curriculum as outlined in the latest EYFS statutory framework.

Learning and Development

4.2. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

4.3. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

4.4. The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

4.5. The Trust's staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

4.6. Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.7. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

4.8. Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

4.9. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

4.10. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

5.1. At The Trust, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

5.2. When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

5.3. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

5.4. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

5.5. The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

5.6. In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, staff will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

5.7. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. Staff submit EYFS profile data to the local authority on request.

6. Working with parents and carers

6.1. The Trust recognises that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

6.2. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

6.3. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

6.4. Staff ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staffing

Staff training

7.1. The Trust will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Details regarding how training is delivered can be found within the Trust Child Protection and Safeguarding Policy.

7.2. The Designated Safeguarding Lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer recruitment

7.3. When recruiting staff, staff will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:
- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references.

7.4. See safeguarding policy for details of safer recruitment procedures [Safer Recruitment Policy.docx)

Whistleblowing

7.5. The Trust make sure that all staff are aware of the whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

7.6. In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher at their school. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to Gary Turner, the Chair of Trustees.

7.7. See the whistleblowing policy for details of the safer recruitment procedures and more detail on our procedures for handling whistleblowing [Whistleblowing Policy.docx)

Malicious or vexatious allegations

7.8. If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

7.9. If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and Welfare Procedures

8.1. The Trust recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. Staff follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

8.2. All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

8.3. See the Child Protection and Safeguarding Policy [Child Protection and Safeguarding.docx] for more information.

Responding to allegations or concerns

8.4. If we have concerns about children's safety or welfare, staff will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, staff will also inform the police.

8.5. If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, Ofsted are informed within 14 days of the allegation being made. Staff will also inform them of any action have taken in response to the allegation(s).

Investigating the concern

8.6. When a concern is received the Headteacher or a senior member of staff will:

- Meet with the person raising the concern within a reasonable time in order to fact find. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person.
- Get as much detail as possible about the concern at this meeting, and record the information.
- Establish whether there is sufficient cause for concern to warrant full investigation. If there is, then:
- Arrange a full investigation into the matter, involving key trust representatives (e.g. CEO, Deputy CEO or Safeguarding Director if appropriate). In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police.
- Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps.

Outcome of the investigation

8.7. Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

8.8. The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

8.9. They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

8.10. Beyond the immediate actions, the Headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

8.11. While the Trust cannot always guarantee the outcome sought, the Trust will try to deal with concerns fairly and in an appropriate way.

Staffing ratios

8.12. The Trust make sure that the appropriate statutory staff: child ratios are maintained in settings to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
    - Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we

have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status.

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification.
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.
- For all other classes, we have at least 1 member of staff for every 13 children
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
    - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
    - At least half of all other staff hold an approved level 2 qualification

8.13. For reception classes:

- The Trust complies with infant class size legislation and have at least 1 teacher per 30 pupils

8.14. For mixed classes:

- The Trust determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

Paediatric first aid (PFA)

8.15. The School has at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The designated safeguarding lead (DSL)

8.16. The School also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Absence

8.17. Schools are required to promptly follow up on absences.

8.18. If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, the school will attempt to contact the parents/carers and alternative emergency contacts.

8.19. See attendance policy [Attendance Policy.docx] for more on this, including the expectations of parents/carers to report child absences.

Oral health and tooth brushing

8.20. Schools promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

8.21. The rest of the safeguarding and welfare procedures are outlined in the school's Child Protection and Safeguarding Policy, which can be found here [insert link to your own policy].

Safer eating

8.22. While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

8.23. Before a child joins the setting, the setting will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

8.24. The information is shared with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

8.25. The School will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

8.26. The school will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- Staff will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

8.27. Staff will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs

- Is in line with the DfE's Early Years Foundation Stage nutrition guidance
- In the event of a choking incident that requires intervention, staff will record details of the incident and make the child's parents/carers aware. Staff will periodically review the records to identify whether staff can change anything in their practice to make eating safer, and then take action as appropriate.

Accident or injury

8.28. Staff keep a first aid box (which contains appropriate items for children) always accessible.

8.29. Staff keep a written record of accident or injuries and any first aid treatment.

8.30. Staff will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

8.31. Staff will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in their care and inform them of the action taken, as soon as reasonably practicable.

Safety of premises

8.32. The school makes sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

8.33. The school complies with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and privacy

8.34. The setting makes sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities (where needed)
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults
- During nappy changes and toileting, staff will balance children's privacy with their safeguarding and support needs.