



# HILLTOP

PRIMARY SCHOOL

## EYFS Policy

### Key Document Details:

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# Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



## Introduction

At Hilltop Primary School we believe that the Early Years are a crucial foundation for every child's learning and development. We are committed to creating an inclusive, nurturing, and curiosity-led environment where all children feel safe, valued, and inspired to explore. Our policy embraces the principles of the Statutory Framework for the Early Years Foundation Stage (2025).

## Aims

- To provide a secure, inclusive and stimulating environment where all children, including those with SEND, thrive and develop a love of learning.
- To promote a broad and balanced curriculum rooted in play, exploration, and curiosity, ensuring that children progress across all areas of learning and development.
- To support children's personal, social and emotional development, nurturing confidence, independence, and resilience.
- To ensure strong partnerships with parents/carers, valuing them as children's first educators.
- To prepare children for a smooth transition into Year 1 and beyond.

## Guiding Principles of the EYFS

Our provision is guided by the four overarching EYFS principles:

- Every child is a unique child – we value diversity and adapt provision to meet individual needs.
- Children learn to be strong and independent through positive relationships – we foster secure attachments and build trusted adult-child relationships.
- Children learn and develop well in enabling environments – our spaces are rich, stimulating, and designed to spark curiosity.
- Children develop and learn in different ways and at different rates – we personalise learning to ensure progress for every child, including those with SEND and EAL.

## Curriculum & Learning Approach

- Play-based and child-led – children's interests shape the direction of learning.
- Inclusive and ambitious – we set high expectations for all learners, ensuring equity of access.
- Curiosity-driven – environments are designed to provoke exploration, enquiry, and creativity.



- Balanced – we provide both adult-directed and child-initiated learning opportunities.
- Language-rich – we place strong emphasis on communication and language as foundations for all other learning.
- Literacy-focused – daily opportunities for mark-making, shared writing, phonics, and emergent writing are embedded.

## Areas of Learning

We deliver all seven areas of learning and development:

### Prime Areas:

- Communication and Language – encouraging talk, active listening, and a language-rich environment.
- Physical Development – promoting fine and gross motor skills, independence, and healthy lifestyles.
- Personal, Social and Emotional Development – fostering positive relationships, resilience, and self-regulation.

### Specific Areas:

- Literacy – developing early reading and writing through phonics, stories, and purposeful mark-making.
- Mathematics – supporting understanding of number, shape, space, and measures through play and real-life contexts.
- Understanding the World – exploring communities, cultures, natural environments, and technology.
- Expressive Arts and Design – enabling creativity, imagination, music, art, and role play.

### Assessment

- Ongoing formative assessment informs planning and next steps.
- Baseline assessment (Reception) carried out in line with statutory requirements.
- End of EYFS Profile – statutory assessment at the end of Reception. We share assessment outcomes regularly with parents and use them to adapt provision

## SEN in the Early Years

All Early year's providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also



requires practitioners to review children's progress and share a summary with parents. (DFE SEND Code of practice 2014 5.12)

## English as a Second Language

Children whose home language is not English we provide opportunities for them to develop and use their home language in play and learning which will support their language development at home. We ensure that children have sufficient opportunities to learn and use English and reach a good standard by the end of the EYFS to enable them to access the school curriculum in Year 1.

## Nutrition, Healthy Eating & Privacy

- Families are provided with guidance on healthy packed lunches if applicable.
- We have incorporated the DFE new guidelines with only allowing fruit or vegetables and plain water for snack time
- At least one staff member with a valid, full Pediatric First Aid certificate is present during snack and lunch time
- All dietary needs, allergies, and cultural preferences are respected and recorded.

## Partnership with Parents and Carers

- Parents and carers are valued as partners in their child's learning journey.
- We promote open communication through daily feedback, workshops, newsletters, online platforms (Tapestry), and parent consultations.
- Parents are invited to engage in shared learning experiences within the classroom.
- We encourage parental input into developing children's literacy and healthy lifestyle habits.

## Safeguarding and Welfare

- Safeguarding children is our highest priority. All staff follow the school's Safeguarding and Child Protection Policy.
- We comply with all statutory welfare requirements: staff-child ratios, pediatric first aid, health and safety
- Children's personal needs are met in a sensitive and hygienic way. This includes promoting good hygiene practices.
- When children are being changed, we support every child with respect and dignity.

## Nursery Provision

At Hilltop Primary our Nursery is an integral part of our EYFS provision. It is designed to reflect the same inclusive, nurturing, and curiosity-led ethos as Reception.

### Nursery Aims:

- To provide a stimulating environment that meets the needs of 3-4-year olds.
- To foster secure relationships with children and families at the earliest stage of their learning journey.

### Nursery Entitlements:

- Access to 15-hour Universal Entitlement (for 3- and 4-year-olds).
- Access to 30 hours' funded provision (if eligible).
- Additional sessions may be purchased, subject to availability.
- Application Process & Deadlines:
- Access to 15-hour Universal Entitlement (for 3- and 4-year-olds).
- Access to 30 hours' funded provision (if eligible).
- Additional sessions may be purchased, subject to availability.
- Consumables charge applies
- Opening Hours: 8.30am – 3.30pm, Monday to Friday, term time only (in accordance with Hilltop term dates)
- Session Times: 8.30-11.30am 12.30-3.30pm
- Lunch / Wraparound Care: 11.30-12.30pm
- Prices for Additional Hours: £5.44 per hour (correct as of October 2025)
- Eligibility & Funding Information:  
[https://www.medway.gov.uk/info/200170/children\\_and\\_families/323/choosing\\_childcare/3](https://www.medway.gov.uk/info/200170/children_and_families/323/choosing_childcare/3)
- Application Process & Deadlines: please apply via Miss Dyke in the school office and ask for an application form. This will place you on the waiting list for the term after your child turns 3, unless you specify otherwise. We will then contact you to offer you a space, if available, the term prior to them starting nursery. At this point, if you would like to accept the place and offer of hours we are able to accommodate, you will be required to complete the application forms in the application pack. If you decide to decline the offer due to the hours offered or your child not being ready, you may request to move them onto an alternative waiting list for the following term, if there is space.

## Monitoring and Review

This policy will be reviewed annually by the EYFS Lead, in consultation with staff, governors, and parents. It will be updated in line with statutory guidance and school development priorities, including changes in nutrition, privacy, and literacy expectations.

## Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>				
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

