



Tulip Academy Spalding Early Years Foundation Stage Policy

1.1 Intent

Tulip Academy Spalding's Early Years Foundation Stage (EYFS) intent is to ensure that every child within the Early Years Foundation Stage (EYFS), including those with Special Educational Needs and Disabilities (SEND), receives an inclusive, high-quality education that meets their individual needs. We aim to provide a nurturing, accessible environment where all children can thrive, develop independence, and make progress from their unique starting points. Through early identification, targeted support, and collaboration with families and external professionals, we strive to remove barriers to learning and promote equality of opportunity. Our curriculum is adapted to be ambitious yet flexible, fostering communication, social interaction, and holistic development for every child.

It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in accordance with the Department for Education's Statutory EYFS Framework, which sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe.

We seek to provide:

- **quality and consistency**, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **partnership working** between practitioners and parents.
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

2.1 Implementation

In line with the updated EYFS statutory framework (2025), Tulip Academy Spalding strengthens safeguarding through robust safer recruitment, clear absence monitoring, and enhanced whistleblowing procedures.

Tulip Academy follows and applies new nutrition guidance, implements safer eating practices, and ensures paediatric first aid training for staff counted in ratios.

Our curriculum places greater emphasis on communication and language development, early identification and support for SEND, and digital updates to the Reception Baseline Assessment. These changes underpin our commitment to high standards and inclusive practice across the setting.



Implementation of the EYFS curriculum is grounded in the seven areas of learning and development, with three prime areas and four specific areas. Prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The prime areas are strengthened and applied within the four specific areas of learning and development. All areas of learning are important and interconnected and the expectations for cognitive development proceeds hand-in-hand with their social and personal development.

In line with the 2025 EYFS updates, our approach prioritises enhanced communication and language development, vocabulary enrichment, and inclusive strategies for SEND and EAL learners. This holistic implementation supports every child to thrive in a safe, stimulating, and inclusive environment.

Prime areas:

1. **Communication and Language**
 - Listening, attention, understanding, and speaking.
2. **Physical Development**
 - Gross and fine motor skills, health, and self-care.
3. **Personal, Social and Emotional Development (PSED)**
 - Building relationships, managing emotions, and developing self-confidence.

Specific Areas

These grow out of the prime areas and provide a broader curriculum:

4. **Literacy**
 - Reading and writing skills.
5. **Mathematics**
 - Number, shape, space, and measure.
6. **Understanding the World**
 - People, communities, technology, and the environment.
7. **Expressive Arts and Design**
 - Creativity through art, music, movement, and imaginative play.

All pupils in EYFS follow Tulip Academy Spalding's Early Years Foundation Stage Curriculum (EYFS) which has been devised to comprise of the seven areas of learning and development and the educational programmes set out by the DfE and is underpinned by the Early Learning Goals (ELG's). The school's EYFS curriculum details two 'approaches' (sensory and play based provision) to the delivery of the EYFS curriculum that lend themselves to a child's individual needs and abilities and how that child learns best. This allows for practitioners to personalise provision and plan in direct response to a pupil's individual needs and interests, taking into account their barriers and preferred means of learning. These are interlinked with the wider school curriculum to ensure a smooth transition between pathways of education.



The school's EYFS curriculum is devised and implemented in accordance with the Department for Education's statutory framework (2025) and underpinned by our core values. It ensures:

- breadth of learning and experience across the seven areas of development, with enhanced emphasis on communication and language as outlined in the updated guidance.
- consistent opportunities for children to develop communication skills using their preferred methods, including non-verbal approaches, in line with inclusivity requirements.
- remains relevant to each pupil's experience, aptitude, and interests, and is differentiated through varied teaching styles and contexts.
- progress and continuity are flexible rather than prescribed, building upon individual needs and interests, supported by responsive assessment practices.
- opportunities to foster spiritual, moral, social, and cultural development remain central, ensuring that every child thrives in a safe, inclusive, and stimulating environment.

Long term and medium-term planning set out a thematic approach to the delivery of the curriculum ensuring challenge as well as enjoyable experiences with consideration of children's interests, individual needs and barriers. All planning regards the three characteristics of effective teaching and learning in the EYFS: Playing and exploring, Active Learning and Creating and thinking critically.

We recognise that children may require different learning environments depending on their needs and therefore have two available provisions to best suit the primary needs of the pupils.

4 P's	Sensory class	Play based class
Pupil needs	Children in these classes are likely to have multi-sensory impairments and/or sensory needs such as a diagnosis of PICA, sensory aversions such as noise sensitivities as well as sensory needs such as the desire to climb, have tactile objects	Children in these classes are likely to be at the very early stages of requiring a play-based approach in line with a continuous provision model. It is likely these pupils have social communication difficulties.
Principles	The provision needs to be highly adapted so that children can safely navigate the space.	The provision needs to be rich and enticing so that children can develop explore and communicate.
Physical environment	• Low arousal environment • Adapted furniture • Sensory resources and furniture • Access to quiet spaces. • Resources carefully stored away out of view with rotation of resources to support high interest. • Facilitated access to outside spaces.	• Zones to promote play in line with the theme of learning. • Zones to promote independence • Zones to develop readiness for learning and love of reading. • Resources carefully stored away and visible for pupils to request. • Access to outside spaces as part of a continuous provision model



Practice	• Total communication approach • Priority vigilance on physical safety • Opportunities to develop pupils' awareness, engagement and attention. • Effective strategies to support children to coregulate.	• Total communication approach • Priority vigilance on emotional safety. • Opportunities to develop children's social communication skills. • Effective strategies to develop children's ability to self-regulation and develop emotional literacy.
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The role of the Key Person remains a statutory requirement under the Welfare Requirements of the EYFS (DfE 2025). Every child must be assigned a Key Person to ensure their care is tailored to meet individual needs, support emotional well-being, and help them become familiar with the setting. The Key Person builds strong, positive relationships with parents and carers, liaises with external professionals where necessary, and contributes to planning, observation, and assessment. In our school, this role is designated to the class teacher for each child, supported by an in-class system to maintain continuity during staff absence.

3.1 Impact

Tulip Academy Spalding's EYFS curriculum provides pupils with a secure foundation of skills, knowledge, and behaviours that prepare them for the next stage of education and life beyond school. In line with the 2025 EYFS guidance, our curriculum prioritises communication and language development, personal, social and emotional growth, and physical development as the prime areas, ensuring these underpin progress in all other areas of learning. A key aim is to establish consistent routines and boundaries within EYFS classes, enabling pupils to transition smoothly into wider school life and engage confidently in more formal learning opportunities appropriate to their individual curriculum pathway. Through inclusive practice, early identification of needs, and strong partnerships with families, pupils leave EYFS with a sense of belonging, security, and readiness for the next phase of education. They demonstrate improved independence, resilience, and confidence, supported by safeguarding, health, and welfare measures introduced in the updated EYFS framework.

3.2 Assessment

Assessment is integral to recognising children's progress and evaluating the impact of our curriculum on learning and development. Practitioners use ongoing observation and formative assessment to inform planning and ensure individual needs are met. In the final term of the year in which a child turns five, the **EYFS Profile** is completed for each child, providing a comprehensive overview of their knowledge, understanding, and abilities in relation to the **Early Learning Goals (ELGs)**. This profile is shared with parents, carers, and Year 1 teachers to support continuity of learning. In line with the 2025 updates, the Reception Baseline Assessment includes digital elements and remains statutory for all pupils. Additional assessment tools are used alongside the EYFS framework to track progress and attainment, ensuring early identification of and targeted support where needed. All assessments are



conducted in partnership with parents and, where appropriate, external professionals, maintaining a holistic approach to each child's development.

4.1 Safeguarding and Welfare Requirements

In accordance with the DfE (2025) changes, we integrate strengthened safeguarding measures—including safer recruitment, child absence monitoring, and whistleblowing procedures—alongside mandatory Paediatric First Aid training for staff counted in ratios. Updated nutrition guidance and safer eating practices are embedded to promote health and wellbeing.

The school fully complies with the statutory requirements set out in Section 3 of the Early Years Foundation Stage (DfE 2025): Safeguarding and Welfare Requirements. This includes, but is not limited to:

- Child Protection – robust safeguarding procedures and staff training.
- Suitable People – safer recruitment checks and ongoing suitability assessments.
- Staff Qualifications, Training, Support and Skills – ensuring all staff meet qualification standards and receive regular CPD.
- Key Person – every child is assigned a key person to provide tailored care, emotional security, and strong links with parents, with contingency plans in place for absence.
- Staff: Child Ratios – maintained in line with statutory requirements, including recognition of Experience-Based Route (EBR) practitioners.
- Health – adherence to updated nutrition guidance, allergy management, and mandatory Paediatric First Aid for staff counted in ratios. Tulip Academy will follow the government's updated nutrition guidance to promote healthy eating habits. Menus will be planned to meet children's dietary needs and reduce risks associated with allergies and choking. Staff will supervise all mealtimes and ensure safe eating practices are consistently applied. Any deviation from the guidance must be documented and justified.
- Managing Behaviour – positive strategies promoting emotional regulation and inclusion.
- Safety and Suitability of Premises, Environment and Equipment – regular risk assessments and compliance checks.
- Special Educational Needs – early identification, graduated approach, and inclusive provision.
- Information and Records – accurate, secure record-keeping and data protection compliance.
- Each child's record must include a minimum of two emergency contacts

5.1 Transition

Transition is carefully planned and personalised to ensure that every child's introduction to school is safe, positive, and successful. In line with the EYFS guidance, we prioritise the child's emotional security and well-being during this process. We offer home and setting visits prior to admission, enabling staff to meet the child and family in a familiar environment where the child feels confident. During the half-term before entry, we provide opportunities for families to visit the school and arrange a series of pre-start transition sessions tailored to individual needs. Transition planning considers the child's preferred communication methods, SEND requirements, and any additional support needed.



This approach ensures continuity of care, builds strong relationships between the child, family, and key person, and supports a smooth start to learning.

6.1 Monitoring and Review

This policy is reviewed annually by the Local School Board, Headteacher, and EYFS Lead, in line with the EYFS Statutory Framework (2025). Reviews ensure that all safeguarding, welfare, and curriculum requirements—including updated guidance on communication and language, nutrition, safer recruitment, and assessment—are fully embedded in practice. Any amendments to this policy will be communicated promptly to all relevant stakeholders, including staff, governors, and parents, to maintain transparency and compliance.

Approved by Governors:

Review Date: 12.11.2025