



Beamont Primary Academy

Early Years Policy

Ratified: September 2025

Next Review Date: September 2026

Policy Responsibilities and Review

Policy type:	School policy
Guidance:	This policy complies with CWAC local authority guidance
Related policies:	This policy should be read in conjunction with attendance policy, Behaviour Policy, SEND policy and the EYFS statutory framework 2025
Review frequency:	Annual
Committee responsible:	LGC
Chair's signature:	<i>J. Bacon</i>
Changes in latest version:	Updated with new 2025 statutory requirements around attendance monitoring

Contents

1. INTRODUCTION	4
2. <i>AIMS</i>	4
3. ORGANISATION	4
NURSERY FUNDING 15 AND 30 HOURS ENTITLEMENT (INCLUDING SEPTEMBER 2025 CHANGES)	5
UNIVERSAL 15 HOURS (FOR 3 AND 4 YEAR OLDS)	5
EXTENDED ENTITLEMENT – 30 HOURS (FOR 3 & 4 YEAR OLDS)	5
4. CHILDCARE EXPANSION: SEPTEMBER 2025 ELIGIBILITY	5
5. PARTNERSHIP WITH PARENTS AND CARERS	6
6. SAFEGUARDING AND WELFARE	7
7. EYFS CURRICULUM	7
8. EFFECTIVE TEACHING AND LEARNING	8
9. OBSERVATION, ASSESSMENT AND PROGRESS	8
10. LEARNING AND DEVELOPMENT	9
11. EQUAL OPPORTUNITIES	9
12. INCLUSION AND SEND.....	9
13. ATTENDANCE	10
14. EARLY YEARS PUPIL PREMIUM	11
15. DISABILITY ACCESS FUND	11
16. MONITORING.....	12

1. Introduction

At Beamont Primary Academy, we believe every child deserves the best possible start in life. Our Early Years provision supports this by creating a warm, stimulating environment where children feel valued, safe, and inspired to learn. We aim to foster resilience, joy, empathy, and a lifelong love of learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Beamont Primary Academy, children may join our nursery class the term after their second or third birthday.

We are committed to meeting the requirements of the **2025 EYFS statutory framework**, which sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe.

2. Aims

In our Nursery and Reception settings, we aim to:

- Provide a secure, inclusive and nurturing environment that promotes emotional well-being and curiosity
- Inspire children through high-quality teaching, enabling them to become independent and confident learners
- Offer broad and balanced learning opportunities that reflect children's interests and developmental stages
- Ensure children are well-prepared for Year 1 and beyond
- Promote strong partnerships with parents and carers, recognising them as children's first educators
- Celebrate each child's unique strengths, needs, and cultural background
- Uphold the rights of the child as stated in the UNCRC, including Articles 28 (right to education) and 31 (right to play)

3. Organisation

We offer places for up to 60 children within our spacious indoors and outdoors provision within our EYFS unit (30 in Reception and up to 30 in Nursery). We are flexible in our approach and can offer a range of sessions to support full time or part time places. Our nursery children are taught by a team of qualified teachers and teaching assistants.

Nursery Funding 15 and 30 Hours Entitlement (Including September 2025 Changes)

Beamont Primary Academy offers government funded early education and childcare for eligible 3 & 4 year olds, in line with the national childcare entitlement and DFE's expanded funding offer from September 2025.

Universal 15 Hours (for 3 and 4 year olds)

All children are entitled to 15 hours per week of government funded nursery education from the term after their third birthday, September, January, April For 38 weeks per year (570 hours annually). This is known as the universal entitlement.

Hours – Monday – Friday 8:45 am – 11:45 am

Extended Entitlement – 30 Hours (for 3 & 4 year olds)

From the term after their third birthday, September, January, April children of working parents may be entitled to 30 hours of funded childcare (1140 hours per year). Parents must apply and be eligible via HMRC. Eligibility is based on income thresholds and working hours.

Hours – Monday – Friday 8:45 am – 2:45 pm

4. Childcare Expansion: September 2025 Eligibility

As part of the government's phased childcare expansion, from September 2025:

- **Working parents of children aged 9 months to school age will be entitled to 30 funded hours per week, subject to eligibility.
- This includes younger 2-year-olds who were previously ineligible.

The full entitlement now looks like this:	Entitlement (from September 2025)	Eligibility
Child's Age		
9 months – 23 months	Up to 30 hours per week	Working families only
2-year-olds	15 or 30 hours per week	All 2-year-olds of working parents are eligible for 30 hours; disadvantaged 2-year-olds remain eligible for 15 hours
3- and 4-year-olds	15 hours universal + 15 hours extended	15 hours for all; up to 30 hours for working families

Parents /Carers can choose to split funded hours between multiple Providers, though no more than 2 sites in one day and for no longer than 10 hours in any one day. Parents will share this information with each Provider they use via the Parental Declaration Form.

Funded entitlement hours cannot be compressed. This means that a parent cannot take more than 15 or 30 hours per week over fewer than 38 weeks of the year. However, a parent can choose a provider that is open for fewer than 38 weeks of the year and therefore receive 15 or 30 hours a week during fewer weeks.

How Beamont Primary Academy Delivers Funded Hours

We offer a flexible approach to delivery:

- Morning, or full-day sessions depending on availability
- Additional paid sessions for families requiring more than their entitlement

We will work with families to ensure the offer is accessible and to support smooth transition into our EYFS provision.

Parental Responsibilities

Parents accessing funded hours must:

- Apply via www.childcarechoices.gov.uk
- Provide a valid 30-hour code by the deadline each term
- Sign a parent declaration/contract at the beginning of the term
- Inform the school of any changes in eligibility or circumstances

5. Partnership with Parents and Carers

We believe strong home–school partnerships are vital. We engage parents/carers through:

- Open evenings and transition meetings
- Stay and play sessions
- Home learning workshops
- Parent feedback and voice
- Clear communication via Seesaw, newsletters, and daily contact

We support transitions into school and into Year 1 through a structured and responsive model, including visits, phased starts, and detailed handovers.

6. Safeguarding and Welfare

The safeguarding of all children is a core priority. We adhere to all statutory welfare requirements set out in the 2025 EYFS Framework, including:

- Suitability of adults working with children
- Promoting good health and well-being
- Managing behaviour with a clear, positive behaviour policy
- Risk assessments and robust safeguarding policies
- Designated Safeguarding Leads (DSL) in place and trained

The reception class children attend full time and start reception in the September following their 4th birthday. Our reception class offers places for up to 30 children and are taught by two full time teachers and two full time teaching assistants. The reception provision is split over two rooms where children have their direct teaching time in dedicated classrooms and then a large indoors and outdoors shared provision. Our reception children attended school at the following times 8.45-3.20 Monday-Friday.

7. EYFS Curriculum

Our Early Years curriculum follows the 2025 Statutory Framework for the EYFS. It is underpinned by the four overarching principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The curriculum is split into seven areas of learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use the Characteristics of Effective Teaching and Learning to support how children learn:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Our long-term planning is structured, progressive and sequenced to ensure each child builds a strong foundation for Key Stage 1

8. Effective Teaching and Learning

We believe high-quality interactions and responsive teaching are essential. Our pedagogy is shaped by:

- Balanced child-initiated and adult-guided learning
- Learning environments (indoors and outdoors) that promote exploration and independence
- Intentional teaching through play, meaningful dialogue, and modelling
- Assessment-informed planning that reflects children's interests and next steps

Our provision evolves to meet the needs of our cohorts. Continuous enhancements are made based on regular evaluation and research into effective early education.

9. Observation, Assessment and Progress

We follow the 2025 EYFS guidance by:

- Using ongoing observational assessment to understand each child's development
- Progress is tracked by making holistic, best judgements are not limited by the Early Learning Goals (ELG's) descriptors or age bands to track progress, as per the 2025 framework
- Identifying children at risk of falling behind and providing targeted support
- Completing the Reception Baseline Assessment (RBA) within the first 6 weeks of Reception
- Completing the EYFS Profile at the end of the Reception year, summarising each child's attainment against the 17 Early Learning Goals

Parents and carers are kept informed via:

- Tapestry observations
- Weekly newsletters
- Informal conversations
- Reports and parent meetings

10. Learning and Development

There are seven areas of learning and development all important and all inter-connected. These consist of three Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Developments

and four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The **Early Learning Goals** summarise the knowledge skills and understanding that the children should have gained in these areas by the end of the reception year. The progress of nursery children is tracked using Development Matters age bands.

11. Equal Opportunities

The well-being and progress of every child in our Foundation Stage class matters to us and as such all are treated fairly and with respect, as are their families. We are inclusive. We celebrate diversity and all the learning opportunities it brings.

12. Inclusion and SEND

We are committed to providing inclusive practice for all learners. Children with identified Special Educational Needs and Disabilities (SEND) are supported through:

- Early identification and intervention
- Adapted teaching and provision
- Collaboration with the school's SENDCo, parents/carers, and external agencies
- Individual plans tailored to meet personal developmental needs

Our setting complies with the SEND Code of Practice (2015) and the Equality Act (2010).

13. Attendance Monitoring

Consistent attendance is both a safeguarding matter and a prerequisite for learning. In accordance with paragraphs 3.11 – 3.12 of the 2025 EYFS Statutory Framework, Beamont Primary Academy will;

Requirement	How Beamont Primary Academy complies
Daily attendance register kept for every Nursery and Reception session.	Electronic AM/PM registers completed by staff and reviewed daily by the EYFS Lead.
Prompt follow-up of absences. Where a child is absent without prior notice, staff make first day contact with parents/carers and, if necessary, all emergency contacts.	First day calls placed by 9:30 am; action recorded on the MIS.
Consideration of absence patterns/trends and family context to judge whether an absence is "prolonged".	Half termly data trawls; weekly DSL/EYFS Lead check-ins for vulnerable pupils.
Escalation: if worries persist, refer to Children's Social Care and/or request a police welfare check.	DSL initiates referral within 24 hours of concern.
Written Attendance Policy shared with parents/carers, outlining: 1) how to report absences, 2) first day response, 3) escalation route, 4) links to CME and safeguarding procedures.	Policy issued on induction, on website, and reshared each September.
Attendance analysis and early help: termly reviews; families below 90 % attendance invited to an Early Help meeting.	EYFS Lead coordinates with Attendance Officer and SENDCo.
Local Authority reporting where a child's attendance triggers CME thresholds or after 10 consecutive sessions of unexplained absence.	CME referral completed by Attendance Officer within statutory timeframe.

These measures fulfil the duties that providers must:

- "follow up on absences in a timely manner,"
- "consider patterns and trends," and
- "have an attendance policy shared with parents/carers."

14. Early years pupil premium

Your child's early years education provider could get up to £570 per year to help with your child's education. This will be paid direct to your provider.

Who can apply

You can apply for early years pupil premium if your child is aged 9 months to 4 years old and you get any of the following:

- 30 hours of [Free Childcare for Working Parents](#)
- 15 hours of [free childcare for 2 year olds if you get extra support](#)
- 15 hours of [free childcare for all 3 and 4 year olds](#)

You must also get at least one of the following:

- [Income Support](#)
- income-based [Jobseeker's Allowance](#)
- income-related [Employment and Support Allowance](#)
- support under [part six of the Immigration and Asylum Act 1999](#)
- the guaranteed element of [State Pension Credit](#)
- Universal Credit - your household income must be less than £7,400 a year after tax, not including any benefits you get

You may also get early years pupil premium if your child is currently being looked after by a local authority in England or Wales or if your child has left care in England or Wales through:

- adoption
- special guardianship order
- a child arrangements order

How to apply

To apply for early years pupil premium, speak to your childcare provider or [local council](#).

If you get early years pupil premium, this will not affect any other benefits you may be entitled to.

15. Disability access fund

Your child's early years provider could get £938 a year to help with their education and support.

This will be paid direct to your early years provider.

Your early years provider can apply to get disability access funding if your child receives [Disability Living Allowance for children](#) and one of the following:

- 30 hours of [Free Childcare for Working Parents](#)
- 15 hours of [free childcare for 2 year olds if you get extra support](#)
- 15 hours of [free childcare for all 3 and 4 year olds](#)

You do not need to use all of your hours to be eligible for disability access funding.

How to apply

To get disability access funding, speak to your childcare provider or [local council](#).

16. Monitoring and Review

This policy is reviewed annually by the Local Governing Committee (LGC) and updated in line with national guidance.