Evelina Hospital School

Early Years Foundation Stage (EYFS) Policy

Approved by	Full Governing Body	**Date Approved:**	
Date of last review:	May 2026	**Dare of next review:**	May 2027
Review to be completed by the Headteacher, DSL, and EYFS Lead, and submitted to the governing committee for approval.			

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1.0 Aims

This policy aims to ensure that, while EYFS children are with us in the hospital:

- They access a broad and balanced curriculum that enables them to continue to develop a secure foundation for learning, development and good progress
- They receive quality and consistency in teaching and learning so that every child makes progress and no child gets left behind
- We develop close working partnership between staff, parents and/or carers and home schools
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2.0 Legislation

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

3.0 Structure of the EYFS

At Evelina Hospital School we start to teach EYFS children from the term after they are two. We offer EYFS teaching and learning by the bed side if this is most appropriate or in our EYFS classroom. For children who are able to access our classroom session we offer a morning session for two-year old's to nursery age and then a morning and afternoon session for reception children. Parents are very welcome to be part of our sessions especially as we get to know children. For children coming down to the classroom we ask parents of children under three years of age to stay in the classroom or nearby for the session and also if children are still in nappies.

4.0 Curriculum

Our Early Years setting follows the curriculum as outlined in the latest EYFS statutory framework.
The EYFS framework sets out seven areas of learning and development that we are required to deliver. All areas are important and interrelated; however, three areas, known as the prime areas, are particularly significant in building children's capacity to learn, form relationships, and thrive. These areas are prioritised in our provision.

The prime areas are:
• Communication and language
• Physical development
• Personal, social and emotional development

We also support children in four specific areas, which strengthen and build upon the prime areas while fostering curiosity and enthusiasm for learning:

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

4.1 Planning

Our staff are ambitious for all children and plan activities and experiences that support effective development and learning, with a strong emphasis on the three prime areas. We organise half-termly topics that align with the school's

overarching themes. Each topic begins with high-quality children's literature, with a focus on developing new vocabulary.

Teaching is delivered on a one-to-one basis at the bedside or in very small groups within the classroom, enabling staff to plan bespoke sessions tailored to each child's individual needs, interests, and stage of development. Careful consideration is given to whether additional support is required due to medical needs or any special educational needs or disabilities.

This information is used to design engaging and appropriately challenging experiences, making full use of the wide range of resources available.

4.2 Teaching

Staff ensure that children experience the three key characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.

We respond to each child's emerging needs and interests, supporting their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards a greater focus on teaching essential skills and knowledge across the specific areas of learning, helping to prepare them for Key Stage 1.

5.0 Assessment

At Evelina Hospital School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their developmental progress and interests and liaise with the child's home school within two weeks of their hospital admission.

We recognise that the children we teach have medical needs, which may affect how they engage in play and respond during teaching sessions. Ongoing observations inform future planning, and our unique position of teaching children on a one-to-one basis or in very small groups enables us to respond immediately to their changing needs.

Staff also take into account observations shared by parents and/or carers and keep them informed about their child's progress and development. For long-term patients, termly targets are set and reviewed. A discharge report is prepared and shared with parents and the home school, and end-of-term reports are provided for children who remain with us over an extended period.

6.0 Working with parents and carers

We recognise that children learn and develop most effectively when there is a strong partnership between staff and each child's parents and/or carers. We work closely with parents and carers to ensure that we provide the most appropriate provision for each child.

Each child who is a long-term patient is assigned a link teacher, who works closely with parents and carers and establishes contact with the child's home school.

7.0 Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe, and secure; when their individual needs are met; and when they experience positive relationships with the adults who care for them. We adhere to safeguarding and welfare requirements to provide a welcoming, safe, and stimulating environment in which children can enjoy learning and develop confidence.

All practitioners remain vigilant to any concerns that may arise in children's lives, whether at home or elsewhere. For further information, please refer to our safeguarding policy.

8.0 Monitoring arrangements

This policy will be reviewed and approved every two years by the full governing body, alongside the senior leadership team and the EYFS leader. At each review, the policy will be shared with the governing body.