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| **Full List of Changes/Amendments to the EYFSP Handbook 2025**  Updates in black Change of sequence in blue Additions in green Removals in red | |
| **Location** | **Detail** |
| Front Cover | * Published: 28 November 2024 |
| Contents Pages 2-4 | * Expiry section removed * **Overview of the Profile** is expanded * **Completing the Profile for children with SEND** is expanded * **Responsibilities** is expanded * **Data Collection and Submission** is expanded * **Types of school** is expanded * **Annex A: The early learning goals** is expanded |
| Page 5 | **Summary**   * Removed – ‘in the 2023/24 academic year No addition * Addition - clarified year as ‘**academic** year’ * Addition – early years practitioner **(including childminders)**   **Expiry - removed**  **Who is the publication for?** – no change  **Statutory requirements**   * Rewording – For the purpose of this document ‘school’ is inclusive of all providers who are required by the EYFS to complete the profile * Clarification - if the child attends more than one setting, the EYFS Profile must be completed by the provider where they spend the most time between 8am and 6pm * Addition – this will be a reception class in a school **or specialist provision** * Clarification – the handbook is statutory for LAs * Clarification – the handbook is non-statutory guidance for schools but instead explains the assessment arrangements for the EYFS Profile * Clarification – The document uses the word ‘must’ where the provision is a legal requirement * The word ‘should’ is used where regard must be had to the provision |
| Page 6 | **Important Dates**   * Removed – year ‘2024’ and not replaced * Addition – LAs to return **final approved** EYFS Profile data to DfE |
| Page 7 | **EYFS Profile: purposes and principles**  **What is the EYFS Profile?** – No change  **When should the EYFS Profile take place?**   * Date change: 30 June of that academic year |
| Page 8 | **Purposes and main uses of the Profile**   * Paragraphs 1 and 4 have been swapped so section is reordered but no additions or edits * The term ‘gender’ has been replaced with ‘sex’   **Principles of EYFS Profile assessments** – No change |
| Page 9 | **Summative** – No change  **Informed by a range of perspectives** – No change  **Inclusive** – No change  **Underpinned by a broad curriculum and effective pedagogy** – No change  **Building knowledge of the child**   * Word Addition - what each child knows, **understands** and can do. |
| Page 10 | **Building knowledge of the child (cont.)**   * Sources of written or photographic evidence are not needed, and teachers are not required to record evidence from paragraph 1 but remains in paragraph 4 |
| Page 11 | **Completing the EYFS Profile**  **Overview**   * Clarification that ‘Unless an exemption applies, the EYFS Profile must be completed for all children registered at the school, including children who have not spent a long time in the school for whatever reason and children with SEND’   **Exceptions and Exemptions**   * Addition – The code A (the assessment rating for a child who has an exemption) should **only** be used for children who have an individual exemption on grounds of religious or philosophical beliefs. **Schools who submit it for any other reason would not be meeting the statutory requirements of the EYFS** |

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| Page 12 and 13 | **Assessing children against the early learning goals**   * Removed – first part of paragraph 4 ‘All children (including those with SEND and or EAL) can use their established or preferred mode of communication for all the ELGs except ‘speaking’. Therefore, spoken words are only required for achieving the Speaking ELG * The rest of paragraph 4 has been reordered to paragraph 6 * Paragraph 5, now paragraph 4 * Addition – communication and language and Literacy must be assessed in relation to the child’s competency in English, or competency in British Sign Language (BSL). However, the remaining ELGs can be assessed in the context of any language. * Addition – In cases where a child is using BSL or another language, teachers will need to observe the child over time and seek input from the parents, and/or bilingual support assistants to be confident about what the child knows and understands. * Addition – New Paragraph: Paragraph 5 - For all ELGs, including speaking, a child’s established or preferred mode of communication can be used. This includes non-speaking communication, such as signing. Further clarification in this paragraph regarding assessing children in English and BSL is explained * Paragraph 6 – previous paragraph 4 regarding assessing children with SEND and the use of eye-pointing, symbols and signs. |
| Page 13 | **Completing the Profile for children with an outcome at the ‘emerging’ level –** no change  **Completing the Profile for children with SEND**   * **‘Children are not exempt from the Profile on the basis of SEND’** is now in bold. |
| Page 14 | **Completing the Profile for children with SEND** (continued)   * Addition – If, when using reasonable adjustments / adaptations, a child is still unable to meet the criteria of an ELG they should be judged as emerging and additional information should be provided to the year 1 teacher to support the child’s transition into year 1. |
| Page 15 | **Supporting children with SEND** (continued from page 14)   * Addition : Final paragraph expanded and a link to ‘the DfE Yearly Years SEND assessment guidance and resources’ is shared with ideas and support to help practitioners assess children’s needs giving practical advice on assessment, tools and downloadable resources to support children with SEND and support to share information with parents * Expanded – NASEN now written in full National Association for Special Educational Needs   **Moderation** – No change |

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| Page 16 and 17 | **Reporting the EYFS Profile assessment**  **Reporting to the year 1 teacher** – no change  **Reporting to parents and/or carers**   * Change to wording, ‘teachers must provide parents and/or carers with their child’s EYFS Profile results’ has replaced ‘a written report’ * Removed – ‘If parents and/or carers ask to see a copy of their child’s full Profile report, the school must make this available. |
| Page 18 | **EYFS Profile data collection and submission**  **Overview**   * Change of wording : Each child’s records are combined at local authority and national level to produce an **Accredited Official Statistics publication.**   **Responsibilities:**  **Headteacher responsibilities**   * Wording expanded and added to – ‘Registered providers, governing bodies and proprietors of schools exempt from the requirement to register as early years providers with Ofsted have a duty to implement the EYFS. In schools, this duty is often delegated to headteachers.’ * Change of wording – bullet 2 – ‘ensure that reasonable adjustments are made to the assessment process for children with SEND’ * Change of wording – bullet 7 – ‘ensure parents and/or carers are provided with the results and the opportunity to discuss the EYFS Profile’   **Local Authority responsibilities** – no change |
| Page 19 and 20 | **Data Collection and submission** – no change  **Data specification**   * Clarity of wording – ‘If an exemption is granted for an individual child, ‘A’ should be recorded for the ELGs the child is exempt from.’ * Change of wording – ‘Local authorities are required to return the requested EYFS Profile data to DfE by 31 July each year.’   **Table showing submission requirements**   * Addition – all ‘yes’ statements in the middle column now state ‘yes, where requested by the local authority’ * Addition – Information regarding children in alternative provision which states yes unless the child is also registered at another school and the other school is submitting the data * Addition – Child in a non-maintained special school ‘ yes, where requested by the local authority’ |
| Page 21 | **Children transferring schools**   * Change of wording – ‘The EYFS Profile **must** be completed for all eligible children registered at the school.’ * Addition – ‘the original school must send their assessment of the child’s development against the ELGs to the new school **within 15 days of receiving the request**, if the Profile has been completed.’ * Paragraph 3 – addition - **If a child moves schools during the summer term, the schools must agree which of them will complete the Profile. When deciding this, it is important to consider what would best benefit the child’s education and their transition into year 1. In general,** if a child starts at a new school on the first day of the second half of the summer term (or any time after that), then the previous school should submit the data. * Paragraph 4 – previously from Paragraph 3 |
| Page 22 and 23 | **Children who remain in EYFS provision beyond the age of 5**   * Removed -The original assessment should not be submitted so that the Profile is only submitted once for the child   **Children who are home-educated or missing education** – no change |
| Page 24 | **Types of school**  **Hospital schools**   * Addition: **‘Hospital schools may be required to complete the EYFS Profile depending on the type of school and whether it is required to comply with the EYFS.’**   **Independent schools and EYFS providers registered with Ofsted**   * Addition: **‘This includes specialist provision’** |
| Page 25 | **Providers with children not in receipt of government funding**   * Bullet point 5 – change of wording **‘the child’s sex’** |
| Pages 26-30 | **Annex A – ELGs –** no change |

The link to the full document is here: [Early years foundation stage profile handbook](https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf)