

Staff responsible	Jennifer Jones (EYFS Leader)
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Review cycle	1 year
Next review	02/11/2019

1. Purpose and Audience

1.1 This policy is for staff, governors, parents and other professionals.

1.2 At Brent Knoll School we believe that the Early Years provision plays a vital role in supporting our pupils to reach their full potential. We aim to provide a setting that nurtures, supports and challenges our pupils as a young child's experiences has a significant impact on their future development.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up". (DfE 2017)

2. Aims

2.1 We aim to:

- Provide high quality teaching and learning, by practitioners who understand diversity of need, through a differentiated, relevant, engaging curriculum within a language rich environment.
- Develop and nurture positive relationships with parents, carers and other professionals so that children develop self-confidence, learn to be strong and independent and pupils learn to 'be the best that we can be'.
- Provide real-life opportunities for purposeful play and promote the Characteristics of Effective Learning.

The EYFS is based upon these four themes:



(Development Matters, 2012)

3. Roles and responsibilities

3.1 The EYFS Leader

- is responsible for the learning and development of children in the EYFS.
- ensures that the curriculum is engaging and implemented in the most effective way to ensure the highest quality learning and development for all children across all aspects of the curriculum.
- manages the deployment and organisation of staff in the EYFS to ensure consistently excellent learning and development opportunities for pupils.
- participates in continuing professional development (CPD), training and moderation events to keep up-to-date with the latest developments in the EYFS.

4. Legislation

4.1 This policy is based on the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS). Appendix 1 lists statutory policies and procedures available for the early years provision at Brent Knoll.

5. Structure of the EYFS

5.1 At Brent Knoll there is one Reception class of up to six children aged 4-5 years. There is one full-time class teacher who is the EYFS Leader. Additionally there is a PPA cover teacher and two Learning Support Assistants.

6. Curriculum

"Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities." (Development Matters, 2012).



Our early years setting follows the curriculum as outlined in the statutory framework for the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Based on the statutory framework of the EYFS and the characteristics of Effective Learning, a carefully structured curriculum has been developed to provide rich, varied and stimulating learning experiences. Planning in the EYFS reflects the seven areas of Learning and Development in Development Matters 2012.

Areas of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measures

Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

6.1 Planning

“Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.”
(Development Matters 2012)

A low arousal environment is provided including workstations and a quiet room to support engagement with learning. The environment is calm and secure and provides a range of structured one to one and small group activities and child-led activities (free play opportunities) that challenge and extend pupils' learning experiences. Planned activities are differentiated to consolidate and develop children's skills and support their needs. A high staff to pupil ratio ensures that staff have a good understanding of each pupil's emotional, cognitive, social, communication and physical needs. The EY practitioners have experience and knowledge of supporting pupils with a range of communication, language and learning difficulties. Staff use the Picture Exchange Communication System (PECS) and Makaton signing to support communication. The EY practitioners ensure that all pupils feel secure, included and valued.



Children are empowered to take risks through physical, object and pretend play. The outdoor environment supports physical risk taking. Play is integral in implementing the EYFS curriculum. Regular adult modelling, peer to peer support and planned sessions allow children to develop a greater understanding of the world around them and to begin to generalise these skills in different contexts.

The EYFS curriculum and environment is planned to make a positive contribution to pupils' Spiritual Moral Social and Cultural development. We recognise that pupils' personal development plays a significant part in their ability to learn and to achieve and we endeavour to support and nurture their development in this area.

We recognise that Communication and Language is vital and provide the foundations for pupils' development in social skills and emotional regulation. Makaton signing and symbols, PECS, choice boards, shared attention activities, are all used to support the development of communication skills. Positive Handling Plans and behaviour support plans using the SCERTS approach are written to support pupils' development in emotional regulation and control.

6.1 Teaching and Learning

Development Matters (2012) states that, *“the Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning”*.

Unique Child

Every child is provided with high quality teaching and learning, by practitioners who understand their diversity of need, through a differentiated and relevant curriculum. All pupils are treated equally regardless of abilities, race, gender, social or economic backgrounds and religion. Pupils and families are valued within the school. Pupils are supported and encouraged to achieve to their highest potential to 'be the best that we can be'. Within a special school setting this can vary greatly, successes are celebrated within class, with parents/carers and through assemblies.



Characteristics of Effective Learning

Playing and Exploring - Engagement

Through play children develop, extend and reinforce their learning experiences. Play and exploration is supported and nurtured by skilled staff and the provision reflects the pupils' needs. Access to learning

experiences and resources is carefully planned and monitored to extend and consolidate play and learning.

Active learning - Motivation

An environment that motivates and takes account of pupils' interests, encourages and challenges pupils in active learning is provided. Due to the individualised needs of the children, support is provided to stimulate children to develop these skills.

Creating and thinking critically - Thinking

To develop active learning, and creative and critical thinking a range of methods and resources are used. Staff support pupils in generalising their skills in play situations and making connections between different experiences and environments. Children engage in many different activities and begin to actively think about what they are doing. This helps them to develop an awareness of their own thinking and learning.

7. Assessment

"Ongoing formative assessment is at the heart of effective early years practice" (Development Matters 2012)

7.1 Assessment for Pupils in the Early Years:

- Baseline assessment using Early Excellence Baseline Assessment (EExBA) is completed with six weeks of entry into the school.
- Pupils are baselined using the School's Online Assessment Record (SOLAR) and is completed within six weeks of entry to school.
- SCERTS assessments may be conducted to further support social communication and emotional regulation.
- On-going assessments track learning and development of pupils using SOLAR across the seventeen aspects.
- 'Benchmark' reading and 'Sounds Write' phonic reading and spelling assessments are carried out for pupils who are able to access the tests. Where pupils are unable to access formal assessments reading evaluations are conducted.
- Personal Development Plans (PDP) are used to track pupils' personal and social development and identify three targets each term which are reviewed each term. These make direct links with annual review targets from pupils' Education Health Care Plans (EHCP).
- EHCP targets are reviewed annually at Annual Review meetings.
- The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Foundation Stage and provides information on each child's learning and development across the seventeen aspects of learning. This provides useful information for parents, the LA and the receiving teacher.
- On-going observations are recorded in children's Learning Journals.
- Wow cards are used to record key developments in a child's journey. Parents are also encouraged to contribute to recording significant events in their child's development.
- The EYFS follows the whole school [Recording and Feedback Policy](#).

8. Positive Relationships – Working with parents

"Children learn to be strong and independent through positive relationships" (Development Matters 2012).



8.1 The early years provision at Brent Knoll is an environment where pupils are respected and cared for and a professional supportive relationship is developed with pupils and their families.

8.2 Due to the complexity of needs of the pupils, communication between home and school is paramount and plays a vital role in sharing information. We value support from parents/carers and develop working partnerships by:

- Providing a comprehensive transition programme including; stay and play sessions, two home visits, a personalised transition book and a phased introduction to school.
- Conducting parent/carers meetings with the EY Leader.
- Communicating with parents informally and more formally through termly parent's evenings, Annual Reviews and through the home school contact books.
- Providing training and support through the Parent Forum on a range of themes across the year.
- Sharing their child's successes in end of term assemblies, through wow cards in Learning Journals and a variety of special events and celebrations throughout the school year including achievements assemblies.
- Offering support through the Home School Support Worker. One to one support can be made available.
- Sharing information through communication passports, behaviour support plans and feeding programmes where appropriate.
- Sharing reports from external agencies such as speech and language therapy, occupational therapy.
- EYFS Profile at the end of the EYFS.

8.3 Our EYFS provision works in partnership with the wider community, other professionals and external agencies. We work collaboratively with speech and language therapy, physiotherapy, occupational therapy and NHS health services. We integrate our pupils as fully as possible with our local community through local visits and trips in the community and through the Brent Knoll and Watergate Charitable Trust, linking with other settings to share good practice.

9. Safeguarding and welfare procedures

9.1 Our safeguarding and welfare procedures are outlined in our safeguarding policy. Staff working within the early years, adhere to both the school's safeguarding and intimate care policies. The EYFS Safeguarding and Welfare checklist ensures all safeguarding and welfare requirements are being met. A member of the EY staff holds a current paediatric first aid certificate. Other statutory safeguarding procedures and policies include:

- Procedure for responding to illness which are detailed in the Health and Safety Policy
- Administering medicines which are detailed in the Administration of Medicines Policy

10. Implementation of the EYFS at Brent Knoll School

10.1 The EYFS Policy is implemented at Brent Knoll School through the EYFS Curriculum ([See EYFS Curriculum document](#))

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy and Safeguarding & Welfare Checklist
Procedure for responding to illness	See health and safety policy and infection control guidance
Procedures for administering medicines	See administration of medicine policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy