



### Early Years Foundation Stage Policy

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# Early Years Foundation Stage

## Introduction

“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.”

Statutory Framework for the Early Years Foundation Stage. DfE March 2021

At Stephen Hawking School, we believe that children’s initial experiences of school are the building blocks for a successful school career and work hard to ensure that every child receives the right support they need to settle in quickly and can access all that the school has to offer.

## Legal Requirements

To provide a curriculum which promotes the Statutory Framework for the Early Years Foundation Stage which dovetails with the National Curriculum and the Stephen Hawking School Curriculum for Key Stages 1 & 2.

## Aims & Objectives

- To provide quality learning experiences for all children.
- Learning will be through practical and play based activities. Activities will provide a range of those which are structured and unstructured. They will all be balanced, relevant to the child and related to the real world. Structured activities support children’s anticipatory skills and their ability to become active participants within sessions. Unstructured, “free-flow” activities enable opportunities for children to play and explore in their own unique way which in turn supports staff to get to know them.
- To provide a curriculum which takes account of, and responds to, the children’s developmental needs and allows them to make progress related to their own unique skills and abilities. Our starting point will always be taken from what the child can do and what s/he enjoys.
- To ensure children have positive experiences of success in ways that are meaningful to them which will instil a sense of confidence and motivation for future learning.
- To provide a curriculum which provides equal learning and development opportunities for all children through activities and resources that are motivating and fun for all.

- To create and develop a trusting partnership with parents and carers that supports and facilitates children's global development.

## Implementation

### Curriculum

#### Curriculum Progression Within the EYFS at Stephen Hawking School.

Our curriculum offer maximises use of both the inside and outside areas for all children.

<p><b>The Unique Child</b></p>	<p><b>Nursery 1 (2-3 year olds)</b> First experiences of school. First separation from parents. Establishing relationships with school.</p>	<p><b>Nursery 2 (3-4 year olds)</b> Becoming familiar and growing in confidence. Developing and extending relationships with school.</p>	<p><b>Reception (4-5 year olds)</b> Preparing to move on and acknowledging a greater experience of school.</p>
<ul style="list-style-type: none"> <li>All children are valued as individuals.</li> <li>Children's Individual Education Plans underpin all learning and are incorporated into daily routines and play based learning.</li> <li>Children's therapy plans and targets from other professionals are incorporated into children's daily routine and developed through play.</li> <li>Children learn at their own pace.</li> </ul>			
<p><b>Presentation, use and types of resources</b> <b>Enabling Environments</b></p>	<p>All resources are designed to be as familiar as possible to the child. They will be linked as far as possible to children's own life experiences.</p>	<p>A greater range of objects with an increase in different cultural references and an increase in the range of sensory experiences.</p>	<p>Increased range of objects/resources. May include some representational objects to facilitate role or pretend play, where this is appropriate.</p>
<p><b>Deployment of staff</b> <b>Positive relationships</b></p>	<p>Focused adult support to encourage relationships. Strategies to encourage this will include:</p> <ul style="list-style-type: none"> <li>Key worker system</li> <li>Intensive Interaction</li> <li>Close work with parents / families / carers before and during the child's settling in period</li> <li>Developing consistent routines, including mini-routines, around different activities and throughout the day</li> </ul>	<p>Children will have opportunities to work and play with a greater range of adults across the day. There will be an increased expectation regarding children's attendance and participation within group activities which will generate greater structure to the child's school day.</p> <p>Children will move on from the key worker system as is appropriate for individual children (those with MSI are likely to continue needing a key worker).</p> <p>Intensive Interaction begins to take place with an increased range of adults. Favoured games or types of interaction are</p>	<p>Increased opportunities to work and play with a greater range of adults and other children. E.g. joining together for PE or Music sessions.</p> <p>Increased expectation and opportunities for independence and participation within group sessions.</p> <p>Moving on with Intensive Interaction, for example enabling opportunities to initiate favourite games / interactions with a range of adults.</p>

		established and all class team members will be aware of these.	
<b>Use of the school environment</b> <b>Enabling Environments</b>	Focussed use of the environment. Initially this will be limited to the child's own classroom, outside area and the toilets in order that these spaces become familiar to the child as quickly as possible. Opportunities will increase according to children's unique strengths and needs and their rate of progress.	Further opportunities to use different places within school e.g. the hall, soft play room, other classrooms, outside area	Increased opportunities to use different places across the school for a variety of purposes e.g. other classrooms for focussed SLT work with or without a familiar adult, soft play room for focussed physiotherapy activities with or without a familiar adult.

NB: children may start school in any class, therefore there will need to be considerable flexible to ensure a child's first experiences of school are positive.

**Bibliography/further reading to support our curriculum:**

Routes for Learning; Appendix 8 The Development of Manual Behaviour, and Appendix 9, Stages of Expanding Space.

Development Matters, Non-Statutory Guidance for the Early Years Foundation Stage DfE July 2021

Admissions

See admissions policy.

See appendix for all admission proformas and protocol.

Assessment, recording and reporting in the EYFS:

During the initial 8 weeks of school, the "Getting To Know Me booklet" will be completed, contributions will be from all members from the child's class team, members of the MDT and parents/carers. The information gathered here will be used to inform the 8 week planning meeting, as per the SEND Code of Practice 2014. During this meeting, the child's initial annual targets will be co-produced with parents, teacher and members of the MDT most relevant to the child. The meeting will be chaired by a member of the Senior Management Team. For some children who attend our school on a Placement During Assessment, this meeting will form the Education Health and Care Plan request.

This method of multi-professional collaboration supports the child's access to relevant and meaningful learning opportunities through the right therapeutic or medical interventions and equipment.

All information relating to these meetings will be uploaded to the schools recording and reporting system, Earwig.

**In accordance with the SEND code of practice, EHCP reviews will be held bi-annually.**

Once annual targets have been agreed at the 8 week planning meeting stage, children's progress will be monitored by our Early Years Assessment Framework. This is

linked to the whole school assessment system (see assessment recording and reporting policy for more information). The Early Years assessment framework encompasses the Can Do statements from the Early Years Complex Needs Developmental Journal, written by the Council for Disabled children and promote progress towards the Early Learning Goals via the DfE document "Development Matters In The Early Years".

The EYFS assessment framework is available in the appendix to this policy.

### Transition to Key Stage 1 and to our Brunton Place Site.

Wherever possible, transition visits will take place for all children so that they may familiarise themselves with their new environment and to provide opportunity for other members of staff to begin forming relationships with the children.

Our school policy is to ensure that at least one member of staff who knows the group well, will move up with them.

All class teachers are expected to provide comprehensive handover notes which detail pertinent information to support a smooth transition as the children move on to the next year group or key stage.

All medical information is handed over to the Brunton Place nursing team. Therapy input is similarly handed over, although many of our therapists work across both sites.

### **Assessment**

The effectiveness of this policy will be under review, particularly while St Jude's Rd continues to grow in numbers and adjustments will be made accordingly.