WARMLEY PARK SCHOOL AND COLLEGE



EARLY YEARS FOUNDATION STAGE POLICY

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Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that focuses on the development of the 3 prime areas of learning; equipping pupils with skills that will prepare them for future learning and give them the best possible start to their education.
- Quality and consistency in teaching and learning so that every child makes progress in areas which are deemed most important to them as individuals.
- Co-production with staff and parents and/or carers and the wider multi-disciplinary team.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

3. Structure of the Early Years at Warmley Park

At Warmley Park we welcome children aged 2 and above, who have an EHCP in place. Our Early Years department extends into Key Stage 1, where the Early Years approach continues to be the most effective way in which to further stretch and strengthen each child's development.

We are led by curiosity and connection, and take the time to get to know every child on an individual basis through in-depth observation and assessment. Staff work in co-production with parents, carers and professionals to identify the main areas of need and establish specific and specialist strategies in which to enable each child to thrive and learn key skills. Every child is given the opportunity to access our full Early Years curriculum, which is tailored around their individual learning styles and interests. The EHCP is a central document that underpins each child's learning experiences, and the class teacher will liaise with the Head of Inclusion and use the Annual Review process to ensure that the right provision is implemented.

4. The Early Years Curriculum

Warmley Park Early Years Curriculum is:

child-led, **engaging**, **playful**, **joyful** and quite often **messy**!

The main aims of our Warmley Park Early Years Curriculum are for each child to:

- Become a confident and curious learner
- Establish a main way in which to communicate their basic needs

- Form emotional connections, that help them to feel safe and secure
- Be courageous and carry out tasks independently
- Develop readiness for learning skills

Our Early Years curriculum is based on the EYFS statutory framework but has been adapted and broken down so that it is more accessible for our pupils. The curriculum concentrates on the development key skills within the 3 EYFS Prime Areas:

Communication and Language: we use a Total Communication approach to help children to develop early communication skills (including **listening, attention** and **receptive understanding**) with an overall aim to establish at least one form of **expression communication** e.g. Makaton, eye pointing, use of symbols. Staff model **core vocabulary** related to curricula activities and teach terminology relating to the underlying concepts of safety.

Physical Development: children are encouraged to become more aware of their own bodies and are given the opportunity to experience a range of **gross motor** movements through activities such as dance and sensory workouts. We aim for each pupil to become more confident in their physical ability and provide access to a range of specialist equipment, and work with physiotherapists to deliver individual physio programmes. We set up regular opportunities for children to develop and refine their **fine motor skill** through engaging in a range of fun, hands on play based activities.

Personal, Social and Emotional Development: children are encouraged to form **positive and secure relationships** and connections with staff and their peers, with a particular emphasis placed on **emotional wellbeing**. Children are taught about their emotions through play, songs and stories. **Behaviour for Learning** is embedded across the whole curriculum, with the overall aim for children to develop the skill required to access more formal learning higher up the school. Children are introduced to **self-help** tasks; working towards becoming less reliant on adult support. This includes teeth brushing, feeding and drinking skills.

In addition to this, children will also be given the chance to experience learning in the 4 Specific Areas of Leaning: (Literacy, Maths, Understanding the World and Expressive Art and Design) which starts at a sensory exploratory play level and progresses onto more structured activities and activities, as the child develops their readiness for learning skills.

4.1 Planning

When approaching planning, teachers consider the individual learning styles and developmental stages of each child and set individualised learning objectives that link to EHCP outcomes and curriculum centred objectives. Teachers will always aim to provide children with interesting and stimulating learning experiences that help to challenge and extend their thinking. When planning activities, staff apply their observations and assessments of the children to ensure that activities are pitched at the correct level. Through regular professional dialogues, staff can adapt their teaching practice and identify and implement specialist approaches. Therapists such as Occupational Therapists and Speech and Language Therapists may be involved in such discussions.

Teachers not only plan adult-led experiences for children but work with their team to carefully plan the environment. We agree with the Reggio Emilia view around the environment being 'the third adult' and use an adapted continuous provision approach to ensure that classroom and outdoor areas offer inviting and enriching experiences for our children.

4.2 Teaching

The curriculum is delivered through a range of child-initiated and adult-led activities. This includes exploratory and sensory play, imaginative play, water and sand play, music, movement, stories and ar. Every term, each Early Years class chooses a story and uses this as a focal point which helps to bring the curriculum to life in a way that is meaningful to the children.

As adults, we aim to be:

Empathetic, calm, patient and encouraging, and demonstrate **unconditional positive regard** at all times.

Throughout each day, each child will get the chance to work 1:1 with an adult, as well as in small and whole class groups. If a child doesn't feel ready to access learning, then we will bring the learning to them! As children grow older, and their readiness for learning skills develop, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning as they move higher up the school. Adult support will also fade out as the child becomes more independent.

When walking into an Early Years classroom, you will see:

Children	Adults	Environment
Engaged in play	Following pupil's interests	An exciting and motivating learning space
Leading their own learning	Joining in with play	Interesting resources that have been selected in response to individual needs
Exploring their surroundings	Interacting with children	Individual communication aids
Making choices	Modelling skills and core vocabulary	Displays sharing the children's engagement in learning
Interacting with others	Responding to children's emotional needs	Clearly labelled resources
Listened to by adults	Working 1:1 with children on focused activities	A freely accessible outdoors space
Comforted when upset	Encouraging children to engage in activities	Materials to facilitate a variety of play experiences
Carrying out tasks independently	Providing individual support when needed	A daily visual timetable
Having fun!	Instilling a 'can do' attitude	An accessible calm and quiet space

5. Assessment

We use a combination of formative and summative assessment methods to accurately monitor pupil progress and attainment. Individualised Education Plan (IEP) targets are set twice a year in co-production with parents, carers and any professional involved. These targets derive from EHCP Outcomes and are the focal part of assessment in Early Years. Staff will complete learning records which will be shared via our online assessment platform Earwig, which parents and carers are given access to. Staff also carry out assessments of the children using our own bespoke literacy and maths frameworks, which help us to track and monitor progress.

As part of the assessment cycle, staff use observation to identify interests, learning levels, and barriers to learning. These observations are used to shape future planning. Staff also consider information shared by parents and/or carers. Parents will get the chance to share their observations via our Earwig and at school events such as Stay and Play, IEP and Annual Review meetings.

Within the first 6 weeks that a child **starts reception**, the teacher and Head of Assessment will decide whether to administer the statutory Reception Baseline Assessment (RBA).

At the **end of the Reception**, staff complete the EYFS profile for each child, which is reported to the Local Authority. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (also referred to as 'emerging')

It is anticipated that most pupils at Warmley Park will remain at an 'emerging' level of development by the end of Reception.

6. Working with parents and carers

In line with the most recent PACEY guidance, we recognise that children learn and develop best when there's a strong partnership between staff and parents and carers. Parents and carers are kept up to date with their child's progress and development via online learning platform Earwig and at regular IEP and Annual Review meetings.

Each child in Early Years, is assigned a key person who oversees the child's IEP targets and ensures that the most appropriate and supportive resources and strategies are in place. Staff will work closely with other professionals e.g. physiotherapists to implement their specialist recommendations.

7. Safeguarding and welfare procedures

We refer to **Maslow's** '*Hierarchy of Needs'* and recognise that children learn best when their basic physical and emotional needs are met. We provide a welcoming, safe and stimulating environment where children can form trusting relationships with staff. Through getting to know and forming connections with the children, staff can quickly identify possible safeguarding concerns. Staff follow our whole school safeguarding procedures to ensure that all concerns are logged and shared with the Designated Safeguarding Leads (DSL's) so that the most appropriate course of action is taken.

We ensure that the appropriate statutory staff to child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We restrict the class sizes (no more than 8 children) and ensure that we have adequate staffing and supervision to support children. The number of adults supporting a class, is dependent on individual learning and health needs.

All staff working in the Nursery and Reception classes will have a paediatric first aid (PFA) certificate. These staff will be the ones to support with mealtimes too. PFA certificates are renewed every 3 years as required. Occasionally during periods of staff absence, staff from supply agencies may be used but will never be left alone with children, and will always work alongside Warmley Park Staff.

8. Oral hygiene and food

We promote an active and healthy lifestyle in Early Years by implementing a daily routine which includes regular opportunities for children to access the playground and equipment, engage in daily movement and dance songs, and weekly Forest School sessions. In line with the 'Eatwell Guide' children are encouraged to explore a range of textures and tastes, and access a balanced diet.

Tooth brushing is embedded within the daily routine and explored in more detail during activities across 1 term of the year as part of the curriculum. We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

8. Monitoring arrangements

This policy will be reviewed, updated and approved every year.

At every review, the policy will be shared with the governing board.

Appendix 1. 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 child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy

Statutory policy or procedure for the EYFS	Where can it be found?
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints/whistleblowing policy