



Head of School: Mr P. Coiffait

School Policy

Early Years Foundation Stage (EYFS)

Co-ordinator: Janet Sarno

Governors adopted this policy on:

Signed by the chair:

To be reviewed on:



Early Years Foundation Stage Policy: Hawthorns Special School

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS)

What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage (EYFS) is a framework that sets the standards for the learning, development and care of children from birth to five years old. All schools and Ofsted-registered Early Years providers must follow the EYFS framework. The framework supports an integrated approach to early learning and is designed to be flexible so that staff can follow each child's unique interests and needs. It gives professionals a set of common principles and commitments to deliver quality early education and childcare.

At Hawthorns:

We recognise that every child is unique and our Early Years Practitioners work to develop enabling and responsive learning environments which suit the learning styles and interests of each individual child. At Hawthorns, there are a number of older children who require an Early Years curriculum in order to meet their needs. Early intervention and strong collaboration between other professionals, ensures that all pupils, regardless of their SEN, have the best start to school life.

Our Early Years Class aims to:

- Give each child a happy, positive and enjoyable start to school life;
- Build upon prior learning by working in partnership with parents, carers, previous settings and a wide range of professionals;
- Help each child to establish solid foundations for future learning and development, particularly with regards to functional communication, independence and self-care;
- Provide each child with a wide range of new and exciting experiences, and give them opportunities to consolidate existing skills and to learn new ones;
- Support each child to develop socially, physically, intellectually and emotionally through high expectations, praise and positivity;
- Celebrate each child's personal successes and achievements together with their families.

At Hawthorns teachers work closely with other professionals, such as speech and language therapists, occupational therapists and autism and behaviour specialists to ensure that individual pupil's PIP (Personal Intervention Plan) targets are fully integrated.

The Curriculum, Teaching and Learning:

The framework identifies seven areas of learning and development, all of which are important and interconnected. The 3 prime areas are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development

As children grow and develop, the Prime Areas enable them to develop skills in four Specific Areas.

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design

Staff working in our Early Years class support learning with these seven areas in mind and consider each child's unique needs, interests and stage of development when planning activities. Teaching and learning is delivered in a cross curricular way, i.e. planned activities often cover more than one area of learning. Because of the nature of our setting, a range of specialist pedagogy is used to support receptive understanding, expressive communication and attention. Approaches including the Elklan Approach, PECS, Makaton Signing, Intensive Interaction and the VBA approach are used in class and throughout the wider school. Visual and auditory cues are also used to aid smooth transitions between activities and to promote the understanding of routines.

Planning:

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. At Hawthorns, staff make on-going judgements about the balance between activities led by children, and activities led or guided by adults. Staff respond to each child's emerging needs and interests, and guide their development through positive interactions. Staff continually observe the children and record what they're doing, how they're learning most effectively and where to take their learning next. Staff in our Early Years class plan for each child's learning based on their interests and motivators and through on going assessments.

At Hawthorns, learning is linked where possible to a theme, which is changed on a half termly basis, reflects the interests of the children and is age appropriate.

The activities are planned with clear learning foci, which aim to develop and consolidate key skills. The acquisition of skills, demonstrate small skill progression and are taken from our EYFS progression of skills document.

Continuous Provision

- The Early Years area is set up to incorporate Continuous Provision. This is at an appropriate level of choice for our children.
- The areas available are-
sand, water, construction, small world, reading, painting, fine motor development/ writing, dressing up and role play (depending on the topic)

We also have access to the outdoor area which incorporates an Adventure playground, mud kitchen, sound wall, access to bikes and other equipment to promote gross motor development as well as other outdoor areas around the school.

Assessment

At Hawthorns ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

- Children are baselined and tracked throughout the year and termly to assess them alongside the Early Years Foundation Stage month bands. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development
 - Exceeding expected levels or,
 - Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

- Throughout the year photographs and observations are recorded showing any achievements. Parents can see these whenever they wish.
- Older children who still require an Early Years Curriculum will be assessed using the I can statements on Dashboard (see Assessment Policy for further details).

Attention Autism:

The Attention Autism programme is carried out by trained EYFS staff and targets the teaching of attention, communication and social interaction skills on a daily basis.

The programme promotes engagement and attention through creative and practical activities and strategies.

Identified pupils' progress is tracked through the four stages of the programme using bespoke skills development documentation.

The Role of Parents

- We believe that all parents are educators, and that all parents have a fundamental role to play in their child's education.

- There are several formal points of contact for the parents of Early Years children-
 - The post-admission review is person centred which will focus on the Aims of Provision according to the child's EHCPlan.
 - Staff will seek to share, acquire and utilise the knowledge which parents have built up about their child. Parent's observations about their child's use of language is one example of ways in which parents can contribute and, in so doing, begin to value their role within the educational process.
 - Personalised Intervention Plans which include IEP targets are shared at a termly meeting with parents.
 - An end of year Pupil Centred Review.

- We know that working with a child and his or her parents or carers, together, we can raise the level of parental expectations and thereby enhance the continuity of education, and the pattern of the pupil's behaviour and co-operation, both at home and in class.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

The Governors of Hawthorns Special School formally adopted this *EYFS* Policy on:

Date: _____

Chair of Governors: _____

Headteacher: _____

Date for Review: _____