

WESTHAVEN SCHOOL EYFS POLICY

All policies are developed to be compliant with and supportive of the ethos and values of Westhaven School

Introduction - Purpose and Audience

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

At Westhaven 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.

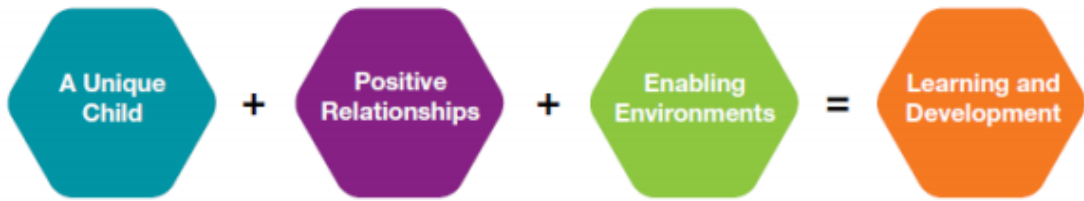
“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important 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)

Aims

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:



Role and Responsibilities

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.

Legislation

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

Structure of the EYFS

At Westhaven there are two mixed classes with Reception aged children in. These classes have a maximum of ten children and a minimum of one full-time class teacher and one full time support assistant. In addition, we employ extra adults to attend to the personal care and 1:1 needs of the children on roll. These numbers fluctuate depending on the need of the cohort.

Curriculum

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	Self Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention & Understanding
	Speaking
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past & Present
	People, Culture & Communities
	The Natural World

Expressive Arts and Design	Creating with Materials
	Being Imaginative & Expressive

Planning

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 when required to support pupils' development in emotional regulation and control.

Teaching and Learning

Development Matters (2020) states that, "*Children are powerful learners. Every child can make progress in their learning, with the right help.*"

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 their highest potential to be 'valued, inspired, prepared'. 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.

Assessment

Assessment for pupils in the Early Years:

- Baseline assessment using statutory guidance is completed within six weeks of entry into the school.
- SCERTS assessments may be conducted to further support social communication and emotional regulation.

- On-going assessments track learning and development of pupils using Tapestry across the seventeen aspects.
- 'Benchmark' reading and 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.
- 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 on Tapestry. Parents are also encouraged to contribute to recording significant events in their child's development.
- As the children move into Year 1, they can use the EYFS framework if this is the best fit or move on to being assessed against the P Scales / National Curriculum requirements.
- The EYFS follows the whole school Marking and Feedback Policy.

Positive Relationships - working with families

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

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

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, home visits, a personalised transition book and a phased introduction to school.
- Conducting parent/carers meetings.
- Communicating with parents informally and more formally through parent's

evenings, Annual Reviews and through the home school contact books.

- Providing training and support through the Parent and Family Support Workers on a range of themes across the year.
- Sharing their child's successes in end of term assemblies, through Tapestry Learning Journals and a variety of special events and celebrations throughout the school year.
- Sharing reports from external agencies such as speech and language therapy, and occupational therapy.
- End of year report.

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.

Safeguarding and Welfare Procedures

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.

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

Implementation of the EYFS at Westhaven

The EYFS Policy is implemented at Westhaven School through the EYFS Curriculum.

