

Bleasdale School

**Early Years
Foundation Stage
Policy**

Updated July 2017



**Bleasdale
School**

Learning Together / Achieving Together

Introduction

The overarching aim of the Early Years Policy at Bleasdale School is to promote the outcomes of Every Child Matters and the principles and commitments of the EYFS:

Every Child Matters

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Early Years Foundation Stage (EYFS)

The four guiding principles that shape practice in the early years setting:

- **A Unique Child** Every child is constantly learning and can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent from a base of loving & secure relationships with parents and / or key persons.
- **Enabling Environments** The environment plays a key role in supporting & extending children's development & learning.
- **Learning and Development** Children develop & learn in different ways & at different rates.

Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children (including visiting children) feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- The extent to which children behave in ways that are safe for themselves and others
- Children's understanding of dangers and how to stay safe
- The extent to which children show that they feel safe and are confident to confide in adults at the school
- The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- The necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- The maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs met
- The suitability and qualifications of the adults looking after children or having unsupervised access to them

- The effectiveness of risk assessments and actions taken to manage or eliminate risks.

Please refer to the following **whole school policies** regarding safeguarding:

- **Information and complaints**
School and medical consent forms are completed as the pupils start school. School consent forms are updated/re-signed annually. Parents are well informed regarding activities, daily routines, staffing levels, etc.
- **Premises and security**
Indoor and outdoor areas are secure with restricted access to staff. Visitors are escorted within school. Children are well supervised at all times. Children are released into the care of their parents or transport escorts.
- **Outings**
Risk Assessments are completed for all outings/educational visits. Please refer to school's policy for further detailed information.
- **Equality of opportunities**
- **Medicines**
Please refer to school's policy on medicines. All medicines are handed over to the nursing team on arrival at school. During educational visits/outings they are the responsibility of the Party Leader / responsible adult and are kept securely.
- **Illnesses and injuries**
A Paediatric First Aider is always on sight and accompanies children when off site. Nursing/Health Care support is available on site. Injuries are recorded appropriately.
- **Food and drink**
School offers healthy, balanced and nutritious meals. Healthy snacks and drinks are encouraged and provided.
- **Smoking**
The school has a non-smoking policy.
- **Behaviour management**
Children have Positive Handling Guidelines which are reviewed at 6-monthly or annual reviews of statement. These are discussed with parents and signed by them. Please refer to the school's policy of behaviour management.
- **Suitable people**
Safe recruitment
Please refer to the school's policy. All staff have CRB clearance.

Alcohol/other substances
Please refer to the school's policy.

Qualifications, training, skills and knowledge

All staff have qualifications in childcare/education appropriate to their job title (e.g. teaching qualification, NNEB, BTEC, NVQ) or are undergoing relevant training

All staff receive up-to-date training during inset days and courses.

Most staff have a certificate in paediatric first aid and this is renewed every three years. The staff who do not hold a certificate are awaiting training.

Staff are also trained in moving and handling and safeguarding.

Staffing arrangements

Bleasdale School is well staffed. This is often a 1:1 ratio for specific activities, e.g. swimming, movement, outings.

In reference to inclusive provision (e.g. playgroup)

Children aged 2 in any early years setting = 1 staff to 4 children. (1 staff to have level 3 qualification. At least half of all other staff must hold a level 2 qualification.)

Children aged 3 in any registered setting = 1 staff to 13 (Qualified teacher or level 6 qualification, 1 other staff to have level 3 qualification.)

- **Suitable premises, environment and equipment**

Risk Assessments are in place for indoor, outdoor spaces, furniture, equipment file and are updated annually. Whole school Risk Assessments also in place for use of trikes, hoists, etc. These are kept centrally. All class staff are responsible for daily checks of the indoor/outdoor area each day, ensuring areas are safe and fit for purpose, for example, visual inspection of outdoor areas to ensure there are no mouse droppings, broken glass etc.

Premises

Please refer to the school's policy. Fire doors are kept clear and checked regularly. Regular fire practices are carried out. Child locks on cupboards as required.

Space per child

Aged 2 = 2.5 square m per child.

3-5 years = 2.3square m per child.

- **Organisation**

The Class teacher is the over all Key Worker for children in EY.

All class staff act as Key Workers for the small group of children - ensuring that all staff get to know and build a relationship with each child. A named Key Worker within the team will help to support the child when he/she needs some extra support.

A balance of adult-led and child initiated activities is provided through indoor and outdoor play.

- **Documentation**

Data

Please refer to whole school policy regarding appropriate data held for children within the Early Years class.

Provider's records

Please refer to the whole school policy for the keeping of records. All staff adhere to the need for confidentiality. Personal records are kept in a secure cupboard when not in use.

EYFS Provision in this setting consists of:

The terms Early Years / Class 1 in this context refers to children aged 2-5 and also children in KS1 and KS2.

This policy reflects the main aims of the school which are:

- To recognise everyone as an individual and to respect and value every member of our school community.
- To acknowledge and value the role of parents/guardians/carers as educators and to work in partnership with them.
- To have high, realistic expectations of our pupils, allowing the maximum amount of progress possible.
- To ensure access for all our pupils to an extended, inclusive curriculum, including the National Curriculum, designed to meet individual pupil need.
- To celebrate achievement and success.
- To value the involvement of and contribution by the local and wider community.
- To prepare the pupils for transition throughout their school life and beyond.

Also, the school motto:

'Learning Together
Achieving Together'

EYFS Provision at Bleasdale School

Staff in the Early Years are:

Rebecca Parker	Class teacher	Paediatric First Aider
Cheryl Thomas	TA 3	Paediatric First Aider
Nicola Braithwaite	TA2	Paediatric First Aider
Holly Brierley	TA1	Paediatric First Aider

Organisation and management of provision:

Early Years provision at Bleasdale School is organised into a purpose built classroom with adjoining bathroom with access to a partly covered outdoor play area. The classroom has an overhead ceiling-mounted hoist system to enable children to use walking Liko slings, and assist with movement / positional activities. The classroom has a range of resources suitable for young children with profound and multiple learning difficulties. The outdoor area has mounted play resources and space for a range of sensory play activities. A shed is positioned to the side of the play area for storage of outdoor play resources.

The children also have access to a movement room, heated pool, multi-sensory room, a trampoline, an outdoor classroom and extensive gardens.

Daily Routines

Arrival

The children arrive at school for 9.00 am for morning sessions and full days and 1.00pm for afternoon sessions. Children and parents / transport staff are greeted and Home/School communication books are read. School Nurses / Residential Staff (if pupils are residents) will come into class at handover times at the beginning and end of sessions. Pupils take part in an interactive registration / greeting session before learning and play activities commence.

Therapy

Children access physiotherapy, speech and language therapy and swimming on a weekly basis. Pupils have one swimming session a week. As far as possible the physio and speech and language therapy is incorporated into play and learning activities and all staff work hard to ensure pupils receive a joined up, integrated service where all individual needs are fully met.

Assemblies and Worship

Children access a whole school weekly assembly and a daily act of worship at the end of each day.

Timetable

The timetable is balanced to ensure structure and continuous provision and parents are provided with a copy.

Key Person System

The class teacher is the Key Worker for children in her class and works closely with the child, parents, and other class staff. The class teacher sets up the initial meetings with the family, early years providers (e.g. Portage Service) and is the main communicator with the parents via the home/school book, telephone and meetings. The whole class team is encouraged to build relationships with

each child and their families, to ensure the smooth running of the class and to develop meaningful and close relationships with each child. Each child also has a named Key Worker within the class team to provide emotional support to the individual. This Key Worker is encouraged to have some contact with their child/children on a daily basis and to contribute to their well-being within the school setting.

Lunch time and play arrangements

Children are provided with healthy meals in the dining room and are assisted with their feeding and drinking skills. The Speech and Language Therapist will write and update guidelines regarding safe eating. Children are encouraged to eat as independently as possible. Further information regarding individuals can be found in their Care Plans. Children who are fed by gastrostomy join a lunch time club during this time.

Children have the opportunity to play in the outdoor or indoor area during the school day. Due consideration needs to be given regarding children who are not mobile in the outdoor area during spells of cold weather. A short burst of outdoor play focusing on movement is the best solution for some of these children during very cold spells.

Facilities and support for children with SEN, EAL

All children at Bleasdale School have special educational needs and the specialist facilities enable children to access all areas, these include wheelchair accessible swings and a roundabout, specialist trikes, etc.

Parental engagement

Parents are actively encouraged to contribute to care plans, positive handling plans and six monthly reviews of progress. IEP's are sent home at the beginning of each term and parents are encouraged to practice targets with their children in the home setting. Individual switching systems and trikes can go home for holiday homework.

Parents are welcome partners and a termly coffee morning or outing (e.g. to a local play area) allows parents the opportunities to work alongside staff, to build relationships with one another and to give/receive advice. Parents are invited to special events and assemblies, e.g. Harvest and Christmas concerts.

Links with other professionals, agencies and settings

Weekly inclusive sessions take place;

- R/Y1/Y2 at Silverdale Primary School have a weekly topic session at Bleasdale School
- 1 to 2 Bleasdale children access continuous provision at Silverdale School (led by Silverdale School)
- 1 or 2 Bleasdale children access AOK, stay and play for children with additional needs at Lune Park Children's Centre.

As stated before, we work closely with the physio, OT, SALT to ensure our children have an integrated service. Pupils with Hearing Impairments receive visits from the Hearing Impaired teacher from the LEIS service. We also have access to the Library service and Museums.

Organisation of daily phonics

Children have access to phonics during the week and this is delivered at an appropriate level for our children with PMLD.

Organisation of weekly RE

Children have access to weekly RE / Understanding the World - People & Communities.

2-4 year old children begin on a part-time basis; sessions may be half or full days depending on individual needs and circumstances and can build up gradually following discussions with parents and staff / the Headteacher. Reception children can be admitted as full time from September.

Organisation and management of the learning environment:

We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

Teaching and learning is organised inside and outside the classroom including areas of provision.

Class 1 has a termly plan for continuous play provision which covers the play areas for both the indoor and outdoor environment:-

Indoor

Water
Sand
Role Play
IT
Exploration
Malleable
Small World
Construction
Music
Mark Making
Quiet Area
Creative Workshop

Outdoor

Exploration & Investigation
Sand/Water
Imaginative Play
Physical Movement Play
Wildlife Exploration
Gardening Throughout The year
Small Apparatus Skills
Construction & Building
Music Exploration
Mark Making
Quiet Area
Creative

How on going access to areas of continuous provision indoors and outdoors is organised and managed

A limited number of areas are provided over a half term, so that pupils have time to explore and respond to them.

Children have daily access to continuous provision outdoors and indoors. As stated earlier, some children become very cold in the outdoor area as they are not mobile, so shorter sessions in the outdoor area are sometimes necessary.

The continuous play provision is planned in relation to the topic areas described. Play provision is fully incorporated onto the half-termly planning sheets so that pupils can develop appropriate skills relating to the themed activities. The planning for continuous play provision is discussed weekly.

The continuous play provision is planned over a three year rolling programme, so that pupils will access all areas during that period, at an appropriate multi-sensory level. The best possible use is made of the available space for our themed play provision.

Activities are organised to include a balance between adult directed and child initiated with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

Children take part in **Adult Focused Activities** with a specific focus and this is planned by an adult. These cover the 7 areas of learning:

Prime Areas:

Personal, Social & Emotional Development

Physical Development

Communication and Language

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design.

The **prime areas** begin to develop more quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The **specific areas** include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Staff are mindful of the characteristics of effective learning:

Playing and exploring - engagement. Children investigate and experience things, and 'have a go'.

Active learning - motivation. Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically - thinking. Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

A topic approach is used, e.g. Bears, Colour, the Seaside.

These are **objective led** - using the appropriate development matters sheets relating to the subjects and can also focus on IEP targets if appropriate.

The role of the adult working with children on adult directed activities

The adult should encourage the children to focus on and engage in the activity, to develop new skills, knowledge and understanding.

Children have access to continuous play activities and these can be indoors or outdoors. These should be **child initiated**. Children have the opportunity to make choices and use the resources provided. Adults can work on these interests, can provide further resources and engage in the activities with the children.

Child initiated learning - what does that mean for our children?

Children with PMLD cannot easily access the play activities that their more able peers enjoy. The following are examples which provide them with opportunities to do so:

- The BeActive box is a mini-classroom that can be placed over the child lying on the floor. It provides opportunities for children to look at, reach and touch/bat out at hanging objects and/or materials placed on its walls. Children can access all areas of the BeActive Box and control their play/learning environment.
- Play objects of reference are pictures and objects that relate to play activities. A child may be able to look at 1 of 2 presented pictures/objects to choose to play with e.g. an interactive car or a drum.
- Floor based activities - Some children can access a range of toys placed within reach on the floor, children can move to locate/play with them.
- Mobile children can move freely around the play areas.
- The interactive sensory room. Children can control the sensory room by pressing a switch/range of switches.

The role of the adult supporting children who are working on child initiated activities

Staff should allow the child to take the lead, give time & opportunity to respond to the play activities/environment. These are times when adults can observe / assess the children and practice IEP targets.

Staff are encouraged to engage with the children, observe and respond. For example if Child A likes to chase the ball around the floor, staff can respond by

introducing a different kind of ball / hide the ball under a blanket and try to find it, etc.

Staff are encouraged to use the IEP cards, and the play prompt sheets.

How provision is differentiated to meet the needs of individual children and How provision is organised to promote inclusion of children with SEN and EAL

Children with PMLD require positional changes throughout the day, for example, typically a child may spend time in a work chair, standing frame, lie prone over a wedge, access a walker, a trike and have free movement on the mats. Children can practice standing propped up against a surface, e.g. the water tray. Because of the amount of equipment used by the children at specific times of the day it is not possible to have a full range of continuous play provision set out at any one time. We have a flexible approach which ensures the children are as mobile and independent as possible, for example, a child may have to step in his pony walker to access the water tray (a favourite area) or may access floor play, encouraging rolling/moving towards sensory play activities. As stated earlier staff/helpers are encouraged to look at individual educational target sheets and play cards relating to the specific stages of development matters to ensure that play is differentiated appropriately.

How the learning environment is changed and developed throughout the year to ensure progression of learning and challenge for all the children

The learning environment changes each term in relation to specific topics. The IEP's and stages of development matters are central to all future planning to ensure the environments are suitably challenging and ensure progression.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is adapted to suit the needs of our children. It is based on the DCSF/QCA Early Years Foundation Stage, and is planned to lead smoothly into the adapted NC at KS1 in a way which is relevant and meaningful for our children. The Foundation Stage Curriculum stresses the importance of the child's personal, emotional and social development, emphasises that communication and language and physical development lay the foundation for the future learning of all children.

The EYFS framework is organised into prime and specific areas of learning and development and these are all interconnected:

Prime Areas:

1. Personal, Social & Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design.

Reception and Key Stage 1/2 children have access to RE and daily access to collective worship at the end of each day. The children also access a whole school assembly to celebrate their achievements.

At Bleasdale School we acknowledge that our children will not be able to achieve the early learning goals by the end of the reception year, but they can make excellent progress and this is shown using the Development Matters. The Development Matters help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

The statutory early learning goals establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning.

Please refer to the 2012 Early Learning Goals and the Development Matters sheets. Bleasdale school now makes use of a Development Matters Progression Document set up by special schools which breaks down the prime areas of development matters so that achievement for pupils with PMLD is evident.

The curriculum at Bleasdale School has been developed in line with the EYFS requirements for long, medium and short term planning.

The wider curriculum at Bleasdale consists of:

- Educational visits and visitors, for example trips to the local museum, church and visits from Balamory characters, family members and the local community.
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest schools activities.
- Links with local community organisations, e.g. Church groups, local line dancers.
- Links with the local play group and primary school.

EYFS Planning

At our school planning includes:

Long Term Planning: this informs and helps us focus on our medium term planning

- We ensure coverage of all areas of Learning and development in line with educational programmes of the EYFS Framework, National Curriculum and whole school initiatives, at an appropriate sensory level.
- We follow the requirements for the locally agreed syllabus for RE, at an appropriate sensory level
- We identify how we meet the requirements of the educational programmes in relation to the areas of Learning and Development, which includes ongoing monitoring and evaluation
- We evaluate our provision in relation to the principles, and commitments of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental engagement, procedures for observation and assessment, awareness of child development
- We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individuals and groups of children
- We review and plan for the balance between activities both adult directed and child initiated to meet the observed needs and interests of individuals and groups of children throughout the year

Medium Term Planning: this informs and helps us focus on short term planning

- We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes
- Our daily routines which include arrival, settling in and leaving routines, snack times, provision for outdoor and indoor activities, time for individual or small group interaction, whole class activities with staff
- Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified themes, e.g. Ourselves, Seasons, Change and Growth

Short Term Planning: this provides a weekly overview of teaching and learning activities covering the six areas of learning and development.

- Specific planning to meet the requirements of the seven areas of learning and development, adapted Literacy and Mathematics frameworks, phonics and the locally agreed RE syllabus, enhancements in areas of provision indoors and outdoors
- Staff deployment within the provision indoors and outdoors - identified on planning / through discussion
- Activities are differentiated to meet needs of children and this is identified on plans, IEP sheets and play prompt sheets. All children have IEP targets and these are practised during continuous provision and during some AFA (if appropriate)
- Specific whole class, small group and individual activities are identified on planning sheets.

- A daily overview of activities and events.

Our planning file includes:

- Short Term:
 - A daily overview of activities and events
 - Weekly play plans - indoors and outdoors and the enhancements in areas of provision
 - Adult Focused Activity plans, which may cover one session or a series of sessions. These cover the seven areas of learning, RE, Phonics
 - Evaluation sheets are placed behind the AFA plans to inform future planning. Observations regarding individual pupils will be recorded on the IEP recording sheets where appropriate or placed on a specific observation sheet.
- Medium Term:
 - Overview of objectives (taken from the EYFS Development Matters).
 - Medium Term plan - Learning Activities.
 - Enrichment activities - Indoor Continuous Play.
 - Enrichment activities - Outdoor Continuous Play.

Early Years / Class 1 caters for pupils within the Early Years Foundation Stage (EYFS) and Key Stage 1 and Key Stage 2. The three stages have separate curriculum areas, but these are linked so that, for example, Creative Development is timetabled at the same time as Art.

An overview of the FS curriculum and KS1 curriculum.

FS	KS1
Prime Area Personal, Social and Emotional Development <ul style="list-style-type: none"> • Making relationships • Self-confidence and self-Awareness • Managing feelings and behaviour 	PSHEE
Prime Area Physical Development <ul style="list-style-type: none"> • Moving and handling • Health and self care 	PE PSHEE Handwriting
Prime Area Communication and Language <ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 	English Speaking and listening
Specific Area Literacy <ul style="list-style-type: none"> • Reading • Writing 	English Reading and writing
Specific Area Mathematics <ul style="list-style-type: none"> • Numbers • Shape, space and measures 	Mathematics
Specific Area Understanding the World <ul style="list-style-type: none"> • People and communities • The world • Technology 	History Geography RE Science Computing
Specific Area Expressive Arts and Design <ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative 	Art DT Music Dance

The Lancashire Professional Development Team has put together 12 topics that cover the EYFS curriculum. Although they are intended for mainstream settings, they are well planned and can easily be adapted for pupils at Bleasdale School (BS).

BS has a creative approach to planning and uses a short topic approach. Careful planning ensures that pupils have access to a wide variety of appropriate topics, providing a broad and balanced sensory curriculum. The following are examples that may be used:

	Year 1	Year 2	Year 3
Term 1	Nursery Rhymes and traditional stories Celebrations	Myself, My senses, light	My Family and where I live. Gifts and presents
Term 2	Food Shape	Colour, babies	Weather Animals
Term 3	People who help us Sound all around	Holidays and Transport Bears	Growing Moving

The Foundation Stage topics and the schools Scheme of Work for KS1 are used for the half-termly planning.

Observation and Assessment

Assessment procedures at Bleasdale School apply to all pupils up until the end of the Reception Year. It is inclusive of pupils from 2 years (required age of entry to school) to the end of their year in Reception (in line with National Requirements).

On Entry Assessment

- An initial assessment is made by all professionals concerned, before the pupil enters school.
- Full access to the pupil's referral information and statement requirements prior to admission to the school. Involvement in the statementing procedures as required.
- Before the child starts school the class teacher will observe the child in the home setting (wherever possible) and talk to the parents informally. It is often possible to do a joint home visit with the portage worker.
- The parents of the child will be invited to stay for the first and often second session at school and class staff and other professionals talk to parents. A 'Starting School' booklet and Communication Passport will be discussed. Parents will contribute to both and return information to school.
- Assessments made on the pupil within six weeks entry to the school. Assessments will include Development Matters (EYFS) and switching skills.

- After six weeks and following preliminary assessment, a multi-disciplinary I.E.P. (individual educational plan) will be written.

Formative Assessment

- Ongoing assessment through observing children and using a 'look, listen and note' approach, based on what children are doing on a day-to-day basis. These observations and assessments should be used to identify learning priorities and the child's individual educational plan. Observation sheets are included in the back of each pupils IEP and/or in their Learning Journal / Assessment File.
- The Development Matters found in the EYFS (2012) should be used for assessment. The Lancashire Learning Excellence Professional Development Service Early Years team have organised the seven areas of Learning and Development into the key developmental age groups providing a useful and global assessment sheet, covering Birth-11 months, 8-20 months, 16-26 months, 22-36 months and 30-50 months. Each pupil has the appropriate sheets in their assessment file and these are used as an on-going assessment. This information will feed into the pupils EYFS profile.

Summative Assessment

- Progress check at age two - a written summary must be provided to parents/carers, between the ages of two and three, with details of the child's development in the prime areas. This will usually have been carried out before children attend Bleasdale School as part of the Education Health Care Plan assessment.
- Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.
- The EYFS profile sums up each child's development and learning achievements at the end of the EYFS. It is based on practitioners, ongoing observation and assessments in all seven areas of Learning and Development. Each child's level of development must be recorded against the assessment scales derived from the learning goals. This now includes an indication of whether the pupils have met **expected** levels of development, are **exceeding** the levels or have not reached them (**emerging**).
- The EYFSP is moderated informally between the class teacher and TA's in class. It is also discussed with the Head and/or Deputy. It is moderated formally through an external moderator either through a school visit or a moderation cluster meeting.
- All pupils at Bleasdale School have an Education Health Care plan which are reviewed six monthly until the child reaches the age of five, and are then reviewed annually. An I.E.P. is written termly and evaluated at the end of each term (with multi-disciplinary input). The desired learning outcomes are based on initial assessment and targets set within the review procedures.

- Daily recording/assessment of the pupil's learning outcomes and targets in class and in the residential setting, where applicable, are made on a standardised recording sheet.
- Referral to home area/N.H.S. Trust assessment for therapy/medical needs/level of support and funding.
- For additional information refer to Bleasdale School Communication Policy and School Improvement Targets/D.F.E.E. Assessment/Assessment procedures)
- On an annual basis our pupils will be assessed in May/June on P.I.V.A.T.s (performance indicators for value added target setting) as required by the L.E.A. and targets set using the PIVAT breakdown of targets.
- P Level scores will also be indicated (Whole School Improvement Targets)
- Pupils are also assessed yearly using Routes for Learning.
- The procedures for assessment, recording and reporting are in line with school practice for the whole curriculum.
- Achievements are formally reported to parents on a termly basis, using the I.E.P.
- Progress is also reported in the Annual Review (2x per year Foundation Stage) and the Annual report to parents.

Reporting to Parents

In Early Years / Class 1 an annual report is sent to parents to inform them of their child's progress towards the Early Learning Goals and parents are invited to Reporting to Parents Day. Information is also shared with parents through the termly IEP's, at six monthly reviews (during which the child is involved in presenting a power point demonstrating their achievements using their personal switching systems or interactive board.) Information is also shared with parents during daily contact at the beginning or end of the day, through home/school diaries, via the telephone, e-mail, through Learning Journal and EYFS Profiles.

Induction / Parental Engagement & Involvement

Parental involvement at the EYFS is of vital importance. Parents and staff work as partners, sharing information, knowledge and expertise. As part of the admission process to the school, parents/carers spend time in class, helping the staff to get to know the pupils and families. The arrangements for settling in are flexible to meet the individual needs of children and families. The school has an open door policy and Parents as Partner, Coffee Mornings / Meet and Play sessions are organised to allow parents to get to know one another, and meet with class and school staff informally.

Parents are welcomed into the school and a new parent group and parent room has been established. A termly newsletter is delivered and details of appropriate workshops, meeting and resources are shared.

Parents are invited to a coffee and chat sessions, interactive sessions in class, fund raising events, coffee mornings, to join the Governing Body and whole school events such as sports day.

Transition Procedures

Points of transition

Details of transition from Home to Early Years / Class 1 have been discussed previously. The class caters for children aged 2-7 years. Transition from Early Years to KS1 is within the class. Transition from KS1 to KS2/Class 2 is well established. Pupils visit the class with a key member of staff and participate in activities with their new class group and staff. Parents are informed of the change and have time to talk to Class 2 staff during the Reporting to Parents Day. TA's and teachers meet to hand over files, information and routines. The physio, OT and SALT work throughout school and so they are able to promote a smooth transition.

Information to be transferred

Care plans, positive handling plans, class pupil files, end of KS assessments. All information regarding statement, reviews, IEP's, consent forms, permission for photographs.

Liaison with other agencies

The class teacher / Head or Deputy are responsible for liaison with other agencies, e.g. Social Services, the Early Years Team, Ed Psych, etc.

Staff development

The EYFS Teacher will assist with staff training and INSET as necessary and appropriate.

All staff working in foundation stage are familiar with the EYFS and procedures for observation, assessment, record keeping and planning.

All staff have understanding of attachment theory and the key person role. All permanent members of staff will be a key person to a group of children.

All staff will be trained in paediatric first aid and will attend a training course relating to EYFS.

The identification of training needs for teaching and non-teaching staff will take place through performance Management and/or staff development interviews according to our school policy and practice.

The Early Years Co-ordinator will ensure that:

- Appropriate dissemination of training/materials/good practice take place regularly
- A record of INSET activities is maintained

- There is an assessment of the impact of INSET etc on the quality of teaching & learning.

The Role of the EYFS teacher:

- Helping young children to achieve the five Every Child Matters outcomes - staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- Providing an appropriate environment to support the EYFS principles, under the themes of a unique child, positive relationships, enabling environments and learning and development.
- Preparing, developing and regularly reviewing the EYFS Scheme of Work, through a thematic approach.
- Providing access to the seven early learning goals and educational programmes at an appropriate sensory level.
- Providing Continuous Play to support learning in the indoor and outdoor environments.
- Assessing pupils to ascertain their achievements and completing the EYFS Profiles.
- Attending all relevant in-service training in this area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources are available to support the EYFS curriculum.
- Providing annual subject plan (School Improvement Plan) for budget/resources etc.

Resource Audit:

The provision of resources is linked to the School Improvement Plan. A budget for each curriculum area and the EYFS is allocated annually. Class staff identify resources required and discuss these with the subject leaders. The school has a range of practical resources, which enhance the EYFS curriculum. These are stored centrally and accessible to all staff. In addition there are resource books covering the early learning goals and these are based in the Resource section in the Resource room.

The Early Years class has a wide range of resources kept within the classroom, outside shed and within storage in the clock tower. These resources are listed below and are visually checked for safety and wear and tear on an ongoing basis. The activities relating to them are risk assessed yearly.

All class staff are responsible for keeping the items clean and tidy. All staff can contribute to the monitoring of resources and identify needs of new/alternatives.

Resources based in Early Years / Class 1

Sand tray

BeActive Box

Play shelves

Home Corner play area with crockery & cutlery

Range of trays - all sizes

Box of water/sand toys

Play mirror

Boxes of cars, play road ,trains, dolls, boats, musical toys, visual toys/lights, vibrating toys TacPac sets, mirrors, musical instruments, pom-poms, foil blankets, small world figures, animals, tactile/small handheld toys, soft cuddly animals / puppets, switch activated toys, jigsaws, shape puzzles, fine motor activities, e.g. beads, dry wipe boards

Resources stored in class cupboard

Black and white sensory pods

Inflatable paddling pool

Small world play - house, castles, horse play

Carousel toys - mirrors, colours, bells

Play sand

Sensory books

DVDs

Board games, fuzzy felt, sound lotto games

Craft kits

Resources stored in outdoor shed

Ball Pool

Small 4 wheeled vehicles

Regular class chairs

Large floor bricks

Water channelling kit

Resources stored in clock tower

Wooden Shop

People who help us toys

Plastic foods

Hats / dressing up clothes

Christmas resources

Range of water toys

Mouldable sand

Range of Maths bags - cutlery/crockery/matching games

Range of soft animal toys

Plastic balls for a ball pool

Strategies for Teaching:

Effective teaching at the EYFS is dependent upon:

- The use of language appropriate to the understanding of the child
- Appropriate time given to each pupil to respond.

- Creating meaningful, motivating and age appropriate learning contexts.
- Reinforcing speech by use of a Total Communication System. (ref: Communication Policy) including Objects of Reference.
- Teachers are encouraged to adopt a variety of teaching styles and will adapt them to allow pupils to observe, explore and discover, thereby enhancing the developmental process.
- Pupils are encouraged to use their own abilities to develop new skills through experimental and interactive approaches.
- Pupils receiving 1:1 input/support whenever necessary.
- Social interaction and cooperation being central to the learning situation.
- Pupils are offered challenges.
- Providing appropriate ICT opportunities for communication aids and choice making activities.
- Differentiated teaching approaches to match age, abilities, attainment, interest and experience of pupils.

Strategies for Learning:

Effective learning by pupils at the EYFS is dependent upon:

- Being offered sufficient time for exploration and practical application to promote active learning.
- Allowing pupils the opportunity to practice/repeat skills that have previously been taught through active participation (consolidate skills)
- Pupils having opportunities to make good use of working within a range of meaningful and motivating contexts.
- Pupils having opportunities to access resources appropriate to their level of development.

Health and Safety:

Staff and pupils, if possible, are responsible for being aware of health and safety issues related to a specific curriculum area. This takes into account different teaching environments as well as types of equipment used and may involve risk assessments being made in respect of specific hazards.

It is fundamental that pupils and staff are encouraged to manage a safe environment in respect of themselves and others including their use of tools and equipment and thereby creating the ethos necessary to maintain this.

S.E.N. Provision and Inclusion:

At Bleasdale School the total pupil population will be offered access to learning opportunities commensurate with their special educational needs. This will be achieved by multi-agency involvement. It will take into account the individual pupils' circumstances to ensure full inclusion in all available learning opportunities both within the school environment and within the extended community. The

EYFS Curriculum will provide all pupils relevant and appropriately challenging work.

Equal Opportunities/Racial Equality:

All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. Delivery, resources and materials should reflect age appropriateness and equal opportunities.

The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve their individual Education Health Care Plan targets. The school's curriculum promotes a wide access to and celebration of the cultures and beliefs of other nationalities. Activities and materials used will reflect the multi-cultural society in which we live and will not be subject to race or gender stereotypes. An appropriate learning environment will be first and foremost in the minds of those developing curricular materials for pupils, avoiding labelling and stereotyping pupils, acknowledging pupils and young people, primarily as learners. All pupils will be valued equally. The school will ensure that all pupils will make progress regardless of race, gender, disability, faith or culture. This philosophy builds upon the Mission Statement, core values and ethos of the Whole School Community.

Use of Language across the Curriculum.

At Bleasdale School literacy is a whole school issue and responsibility. Each teacher should feel responsible for his or her contribution to the Whole School Curriculum. Good literacy is a key factor in raising standards across all subjects. Literacy skills will be fostered across curriculum areas and skills transferred from one lesson to another. All teachers will have similar and consistent expectations when promoting literacy skills.

There will be many natural links with other areas of learning. Language and literacy are intrinsic to all areas of the curriculum.

The use of ICT aids will ensure appropriate access to this area of the curriculum.

The relationship between communication, cognition and sensory awareness is particularly strong.

Communication and personal and social development are interdependent and interrelated.

Reviewing the Early Years Policy:

The EYFS Teacher reviews the policy and practice in accordance with the DFES and LEA guidelines, the changes in the overall school policy and in line with school organisation.

The *Governors' Curriculum Committee* also review how the EYFS curriculum is delivered and practiced and regularly reports to the *Governing body*.

The EYFS Policy will be reviewed on a regular basis against the following criteria:

DFES and LEA guidelines

Changes in overall school organisation and policy

Coverage of the programme of study

Pupil Achievement

Classroom observation and staff planning

Staff development

The School Improvement Plan

External inspection and Advice,

A regular review of the EYFS Policy is scheduled on the main *Governing Body* agenda.

Members of the *Governing Body* may also observe sessions and activities in their monitoring role and contribute to further developments in this area.

EYFS Policy

R. Parker

Review date	Signature	Position
		Head EYFS Governor EY Co-ordinator