



Early Years and Foundation Stage Policy

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Overview

Greenmead School is a Wandsworth maintained special day school for children aged 2-11 years. We specialise in educating pupils with severe and profound learning disabilities. Many pupils have additional physical disabilities, communication difficulties and complex health needs. The Early Years Foundation Stage (EYFS) provides an education to children between the ages of 2 and 5, in the year groups Nursery and Reception.

Aims

The EYFS at Greenmead Primary School aims to support children at the beginning of their school journey to become independent, individual and confident learners who feel valued and experience a strong sense of belonging at school.

We recognise the importance of trusting and meaningful relationships for our children. We understand that to be ready to access an education, children need to feel a sense of belonging, and so our teams endeavour to begin to build these important relationships with children and their families before they even join us in the EYFS.

We recognise that each child is unique, and that each child's development is individual. We aim to provide a bespoke education to ensure that each child has the opportunity to make progress across each area of the curriculum.

We recognise that the environment plays a key role in supporting and extending the children's development, and we aim to provide an exciting and enabling environment whereby every child can access their education with independence.

Provision

Offer

Children can join the EYFS at Greenmead when they are turning 3 during the following academic year. Following a home visit, a Multi-Professional "Team around the Child" (TAC) meeting, and an internal risk assessment meeting, children are placed into a class depending on need and provision.

At Greenmead, we offer 15 hour placements to children who are turning 3 or 4 during the following academic year. In some instances, children may be offered a 30 hour placement for the academic year they are due to turn 4, however this is at the discretion of the local authority, and parents/carers need to apply for this funding directly to the local authority.

A 15 hour placement is split across five days, Monday to Friday. Morning sessions begin at 9am and finish at 12pm. Afternoon sessions begin at 12.30pm and finish at 3.30pm. Once a child takes up a 15 hour placement at Greenmead, they will be discharged from community therapy, and all of their therapy will be handed over to the on-site NHS Multi Therapy team at Greenmead.

Every child is entitled to a full time placement at Greenmead once they are entering Reception, the academic year within which they turn 5.

Working collaboratively

Within the early years at Greenmead, we work closely with professionals from the community. This enables the sharing of important and necessary information, and ensures a smooth transition for children as they begin their school journey.

As part of the transition process, we liaise with many supporting professionals from the community, including Portage and Early Support. Where children have had support from the Portage service, we try to conduct a joint home visit with their Portage worker so that we can

begin to gather necessary information, and begin to build a relationship with both child and family. Following a home visit, we host a TAC meeting at school. We invite all involved professionals to this, including community therapy. Members of the Greenmead based NHS therapy team attend this also.

We follow an integrated therapy model here at Greenmead School. We recognise that often, this is a different model of therapy to that which the child will have accessed in the community. The therapy handover at the TAC meeting ensures further sharing of important information between therapy professionals.

We also work collaboratively on an ongoing basis with specialist teachers to support children with individual visual and hearing impairment needs.

Assessment period and EHCP process

Each new starter in the EYFS at Greenmead will have an assessment period, during which teachers, therapists and support staff can observe and get to know the child. This assessment period begins once a child has taken up a 15 hour placement at Greenmead, and lasts for 6 to 8 weeks.

- If a child joins Greenmead **with** an EHCP (Education and Health Care Plan) already in place, an EHCP review will be held during the first school term, following the assessment period. This EHCP review will provide an opportunity for the teacher and on site therapists to share observations and achievements, and discuss progress towards EHCP targets with parents. Where appropriate, new targets will also be set at this review. Once complete, the child will then begin to work towards their targets in line with the EYFS assessment cycle.
- If a child joins Greenmead **without** an EHCP, two TAC meetings will be held at school, following the completion of the assessment period. The purpose of these TAC meetings is to put together an EHCP document for the child, and all relevant healthcare, education and social care professionals will be invited to contribute. Once this document is complete and finalised, the child will then begin to work towards their targets in line with the EYFS assessment cycle.

Curriculum

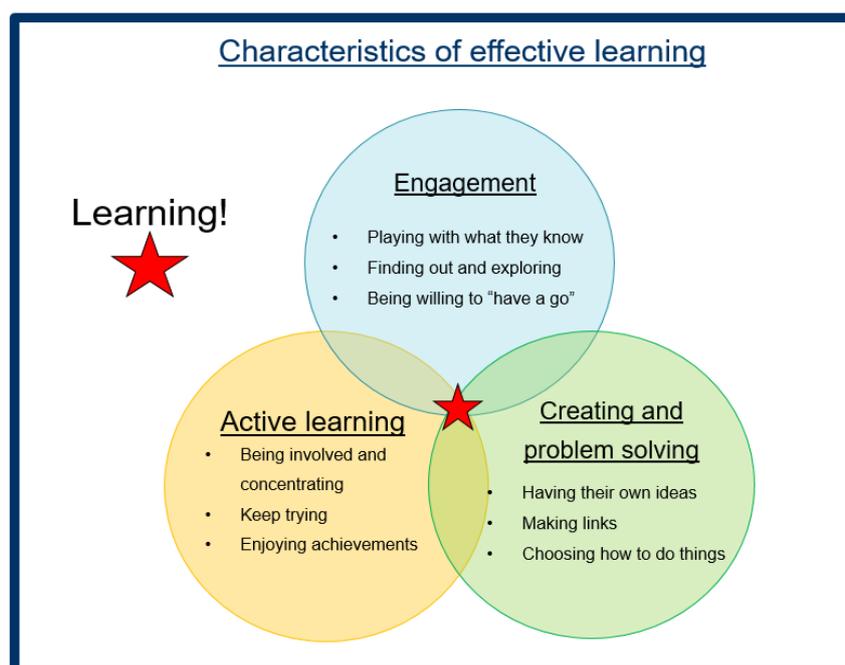
Intent

A multi-sensory approach is used in the teaching of the Early Years Foundation Stage curriculum. This is to provide children with a greater understanding and awareness of themselves, their surroundings, everyday experiences, activities and conceptual learning of subject specific knowledge.

The curriculum in the EYFS is broad and diverse, and is topic based. The topic changes each half term ensuring that children have access to a varied range of learning experiences, as outlined in the teachers Medium Term Planning. The classroom provision is designed to support children to access topic enhanced learning through play. Each classroom has specifically planned areas to support progress within each “Area of Learning”. These are taken from our adapted version of the Statutory Document “Development Matters”, and cover the six following areas:

- Communication, language and literacy
- Physical development
- Personal, social and emotional development
- Cognition/Numeracy
- Understanding the world
- Expressive arts and design

The Curriculum is underpinned by the Characteristics of Effective Learning, and aims to support children to become confident and curious explorers, who develop self-awareness, heightened self-esteem and a sense of belonging throughout their time in the EYFS.



Delivered through careful and bespoke child specific planning, the Curriculum is designed to ensure all children can access their learning, make progress, and become learners who enjoy their education and are proud of their achievements. The curriculum aims to ensure each child has the opportunity to make at least good progress within each area of learning. Planning towards the curriculum is differentiated to ensure each unique child can make progress.

Children do not work towards specific curriculum targets; however, through careful and sensitive observation and curriculum knowledge, adults identify interests and extend children's learning through play-based child-led, and adult led activities. *Every Achievement Counts* in the EYFS, and we hold high ambitions for every child.

Implementation

The topic enhanced environment provides a rich and exciting space for children to develop their learning and skills through play and exploration. To ensure a breadth of experiences, thus learning opportunities, children have access to the wider classroom and the outdoor provision, as well as the following topic enhanced areas:

- Sand tray
- Water tray
- Messy table
- Role play corner
- Tuff (exploratory) tray
- Outdoor Tuff tray

Each classroom area has an annual "Long Term Planning" display, which supports adults to extend and enhance play, and identify progress and outcomes. A half-termly "Medium Term Plan" supports the enhancement of these areas with topic related provision.

No one area is defined by a subject, and so for example, at the water tray, children could develop Communication and Language skills, as well as developing their Understanding of the World. Each area is planned to be open ended, and so adults ensure children are working towards achieving their IEP targets, as well as making progress within the curriculum seamlessly through play.

Play is child-initiated wherever possible, although due to some levels of support required for access, often, an adult may direct a child to an area of play, closely and sensitively observing responses to that area or activity to ensure learning and enjoyment. Within this, every opportunity will be provided for play to be led by the child.

For children to be motivated to play and explore, thus learn, children must be interested in the provision they are accessing. Within EYFS, the classroom environment provision is reviewed weekly, and a weekly review of children’s interest and progress determines the following week’s learning provision.

Adults’ knowledge of each child's current attainment, IEP (Individual Education Plan) targets and the curriculum ensures that each child is challenged and supported appropriately, and ensures that each child is ambitiously working towards achieving their specific IEP targets, as well as making wider progress within the curriculum. Our Integrated Therapy model ensures therapies are consistently and effectively, yet discreetly, integrated within play.

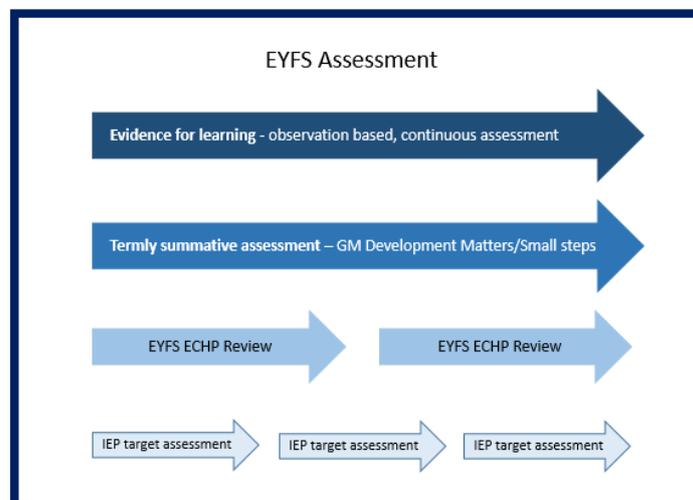
Impact

Each child’s individual needs are at the heart of the EYFS curriculum, and learning is child-centred, multi-sensory and fun. This in turn ensures that children have the opportunity to make at least good progress within the EYFS.

The planning and learning environment as outlined above ensures that each child has every opportunity to work towards and achieve their targets, and make at least good progress.

Progress is monitored through various forms of assessment. Assessment in the early years is observation based, and achievements and progress are recorded on the school-wide assessment system “Evidence for Learning”.

Assessment is continuous; however, we do also have summative assessment points in the year, where teachers reflect on each child’s progress, referring to each individual child’s evidence portfolio. Progress is recorded against various assessment systems. In the early years, we assess progress against a Greenmead adapted version of the statutory document “Development Matters”. We also assess progress against further Greenmead assessment tools.



Continuous and thorough assessment contributes to the implementation of ambitious and appropriate IEP and EHCP targets. These targets are set collaboratively between teachers, on-site NHS therapists and parents.

Therapists upskill the class teams to deliver individual therapy programmes seamlessly within play and daily activities, ensuring that each child has every opportunity to access and make progress within each discipline of therapy.

Assessment, along with continuous observation, informs planning. This ensures that each child's current attainments and interests form the baseline for planning. This in turn sees a carefully planned exciting provision, topic enhanced to ensure access and support progress.

Overall, the ethos and aims of the early years, as well as the provision in place provide an enabling learning environment where children develop independence and feel a sense of belonging, feel valued, feel confident and have every opportunity to make at least good progress across every area of learning.