

Bennerley Fields Specialist Speech and Language College

EYFS policy

June 2015

Definition and rationale:

The Early Years Foundation (EYFS) stage refers to the education a child receives from birth until the age of five. It is a single framework for care, learning and development. It is based upon 4 principles and these guide our practice in the foundation stage.

Aim

At Bennerley Fields we provide a high quality learning environment, where expectations are high and each child feels safe and secure. We work in partnership with parents so that each child is able to achieve their full potential in all areas of development.

1. A unique child,

We recognise that each child is unique and therefore develops in individual ways, at varying rates. We value diversity within school and treat all children fairly regardless of their race, religion, gender or ability.

We set realistic and challenging expectations by planning to meet each child's individual needs, using a range of strategies that will enable them to learn and progress.

It is important to us that all children feel safe and we recognise that children learn best when they are happy, safe, secure, when their individual needs are met and when they have positive relationships with the adults who are supporting them..

Safeguarding :

We comply with welfare requirements as stated in the statutory framework for the EYFS 2012. We understand that we are required to:

- Promote the welfare of children
- Promote good health
- Manage behaviour effectively in a manner appropriate to each child's stage of development and individual needs.
- Ensure all adult's who support the children are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning experiences tailored to their needs.
- Maintain records, policies and procedures required for safe management of the setting and to meet the needs of the children..

The main schools policies are followed in the areas of child protection and health and safety.

2. Positive Relationships

We develop positive relationships and partnerships with all children and their families, and we aim to keep parents fully informed so that we work together for the benefit of their child.

- Parent support and training groups are organised on a regular basis.
- There is regular communication with home through the child's home/school diary.
- Regular meetings are held to discuss targets and progress.
- We liaise closely with other professionals where appropriate to meet the individual needs of each child.
- Parents receive a letter each term, informing them about the topic, outings and activity days.

3. Enabling Environments

The nursery is organised to allow children to explore and learn securely and safely. There are smaller rooms, which provide a quiet and distraction free environment, where 1-1 and small group activities can take place.

A sensory room allows children to experience and learn from a range of multi sensory learning experiences.

The nursery has its own enclosed outdoor area. This offers the children the opportunity to explore a different environment and be physically active. A range of sensory experiences are incorporated into the outside area.

4. Learning and Development

The curriculum is delivered through a play based approach. Many children need support and structured teaching to enable them to explore and learn through play. The curriculum follows the EYFS framework and covers the 3 prime areas, and 4 specific areas of learning:

1. Personal, Social and Emotional Development which focuses on children learning how to play, work, concentrate and build relationships with others. Develop confidence and self awareness.
 2. Physical development which focuses on children's developing physical control, mobility, spatial awareness and manipulative skills, alongside developing health and self care skills.
 3. Communication and language which focuses on children's developing attention, listening, language and communication skills. A range of communication models are used to support communication – objects of reference, photographs, symbols and signing.
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1. Literacy – developing early reading and writing skills, including an introduction to phonics through listening games.
 2. Mathematics – learning and developing confidence in using numeracy skills. This includes, counting, sorting, matching,

making patterns and working with numbers, shapes, space and measures.

3. Understanding The World – Children explore the world around them, developing knowledge of the environment, other people, and technology.
4. Expressive Arts and Design – which focuses on the children's imagination, and their ability to explore using a range of media and materials.

All areas are delivered through a balance of adult led and child initiated activities. Learning objectives are broken down into small steps and adults provide a model and encourage and extend the child's learning experience. The children are actively engaged in first hand experiences to gain meaningful skills, knowledge and understanding. Each child follows his or her own individual programme based on assessment. There are opportunities for individual, small group and large group learning. A 2 year topic plan ensures coverage of the curriculum content, this is differentiated to meet a range of needs. Each class uses a total communication approach where objects of reference, pictures, symbols and signing are used to support the children's understanding and develop communication.

Assessment

A baseline is established on entry based on observations, direct assessments, information from parents and from other professionals. Individual targets are planned for each curriculum area. These are reviewed termly. A 6 monthly review is held for each child with an EHC Plan. The Early Years assessment and tracking profile is a summative assessment document used for recording progress. Evidence is kept in the child's learning journey. A range of formative assessments are used to monitor progress and plan future targets and observations form the key to this process. The foundation Stage Profile is completed at the end of the child's reception year. Other assessments, including the Autism Profile and PECS Records, provide a broad range of evidence of progress.

Multi - agency working

Other professionals involved with the child are encouraged to come into school and work with the children and parents. We work closely with them to support the children's learning and development. Reviews are held every 6 months where parents, staff and other professionals meet to discuss progress and offer support to parents.

Written September 2012

Updated June 2015