

Early Years Policy

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Our Vision

Through a positive nurturing environment, we provide the opportunity for every child to reach their full potential. We embrace NAS SPELL framework (Structure, Positive approach, Empathy, Low arousal and links). We deliver the NAS values to support children with social emotion and wellbeing 'To provide an ambition education for every child' (Autism.org/church Lawton)

Within this document, the term Early Years is used to describe children within the EY1 Churchill classroom.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (EYFS statutory Framework 2017)

The Early Years provision aims to provide every child with a feeling of security, being valued and the confidence to explore new learning. The early years is a time where children learn through play exploring the environment around them. Including small group, peer and 1:1 teaching strategies. QOL (Quality of Life) skills are also threaded throughout the Early Years curriculum.

The EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

This Early Years Policy includes the following:

- Aims and Principles
- Planning and organising the curriculum
- Classroom organisation and resources
- Use of whole school resources
- Induction
- Speech and Language Therapy supporting the EY child
- Occupational Health/ Motor therapy
- Assessment and record keeping
- Monitoring and evaluation
- Risk assessments
- Role & responsibilities

Aims and Principles

- Early Years practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful that relate to their EHC plan.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of younger children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills. Close links with SaLT team and individual targets for each child.
- Practitioners create a learning environment that develops children's imagination and encourages children to explore and express their ideas and recognise and manage their emotional feelings.
- Practitioners must respond to each child emerging needs and interests, guiding development through positive interaction and modelling good practice.
- Early Years Involve parents and carers with daily communication in home school diary, regular combined records, EHCP reviews and progress meetings.

Planning and organising the curriculum

The curriculum for the Early Years forms the first stage of our Whole School Curriculum. It covers children in the Churchill Class and are taken from children's needs on EHC plan.

There are seven areas of learning and development that provide a framework for planning, teaching and assessing in early years. All areas of learning and development are inter-connected and cross curricular links are made with Speech and language at the heart.

The three prime areas are:

- Communication and Language – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to begin to speak and listen in a range of situations.
- Physical Development – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement including fine and gross motor skills. Children will be taught the importance of physical activity and to make healthy choices in relation to food.

- Personal, Social and Emotional Development – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

QOL and Lego therapy is a structured opportunity to encourage these skills
There are also four specific areas, through which the three prime areas are strengthened and applied:

English Lessons – using a combination of Letters & Sounds and Read Write Inc. and phonics. Children will be taught to link sounds and letters and to begin to show emergent and develop reading and writing skills. Children will be given access to a wide range of reading materials to ignite their interest. 1:1 reading

Maths Lessons – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. Including skills for an independent life.

Understanding the World – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment through topic based work in Geography,

History Religious Education, food and PSHE.

Expressive Arts and Design – Children will explore and play with a range of media and materials, listen to stories as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.
- The long term plan is reviewed every year and runs for 2 years. It contains half termly topic areas that follow the children's interests and reflect the needs of children in our class.
- Medium term planning follows this plan and is provides a more detailed description of topic coverage. It is evaluated weekly to respond to other emerging interests that the children may have.
- Short term plans select activities and learning objectives from medium term theme plan as deemed appropriate to meet the needs for development of the children. Plans are extended and differentiated accordingly. Daily plans provide individual teaching strategies and lesson objectives.

Classroom Organisation and Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence, interaction and having opportunities to initiate their own activities.

The Churchill class provides the following areas:

- Role play area
- Large and small construction (on request)
- Outside sand and water
- Book area with a range of topic fiction and non-fiction books
- Quiet sensory room with soft cushions and bubble & light therapy tube
- Writing table with a range of writing resources
- Interactive whiteboard
- Painting and creative equipment (on request)
- Phonics, Maths. puzzles and turn taking games (on request)
- Outside classroom – a safe, fenced area including a role-play building with bricks, helmets & high viz vests, sand tray, large mud kitchen outdoor, aprons, chalkboard, water tray, tyres & wooden blocks, bikes, scooters, tuff spot & stand, outside toys.

The Churchill class also has a set of boots and waterproof clothing in order to make full use of the outside classroom, school field, walks and the on-site sensory field area.

Use of Whole School Resources

- Churchill class use the hall for dance, physical education and assemblies
- Use of sensory field, large playground with adventure equipment
- Adventure learning curriculum used on a rotating termly basis with activities such as swimming, forest skills and climbing
- The sensory room, which contains interactive floor mat and lighting
- Large range of musical instruments and external music teachers
- Library with a range of books and seating area to enjoy both fiction and non-fiction text
- Use of the MUGA for physical education and sport games

Induction

A transition meeting to discuss children's transition needs is held between the class teacher and parent to discuss children's individual requirements before a transition timetable is agreed.

On starting school, each child will have a bespoke timetable to allow them to transition at their own pace in school life.

Speech & Language supporting the Early Years child

- Each child is assessed by the SaLT and is given individual targets to work towards in class
- Teachers and Learning Mentors deliver this through 1:1 work, bucket/parachute time/Lego therapy /QOL
- The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive words and phrases
- Each child may also take home a range of reading games or activities that involve matching sounds and pictures; making, reading and writing simple words that can be practised at home.

Occupational Health/ Motor Therapy

- Each child has an individual report concerning their sensory needs
- Each day will start with physical activity to wake up the body's reactions, these include sensory circuit, stretching activities and sensory field time
- Sensory breaks are required to help children self-regulate their needs
- Social emotional and mental health are given priority to provide a solid foundation for learning according to Maslow's hierarchy of needs.



(Maslow
1943,
1954)

Assessment and Recording

Assessment in the EYFS is of two main types – on-going assessment which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning – this is sometimes called 'formative' assessment because it informs the next steps. This is recorded in the form of a Learning Journey. Once completing the reception year children will continue to be assessed for one term in both EYFS and National curriculum outcomes via Classroom monitor (SEN toolkit) for transitioning and giving

additional time towards Learning goals. This is in line with the school Assessment Policy.

Monitoring and Evaluation

This is in line with the school self-evaluation policy and associated documents.

Risk Assessments

Risk assessment are written on SharePoint for each child on entry to school from the information provided by parents and/or previous setting. These are shared with staff members and are updated after any incident or changes happen. New pupils are updated every half term for the first 12 months in school.

Roles and Responsibilities beyond the Class Teacher

Learning Mentor's

Class Learning Mentors are assigned to work with the Early Years class. It is the LM's role to assist and support the class teacher as fully as possible. The LM's will work with individuals and groups of children under the direction of the teacher. The LM will be proactive in encouraging development in all areas of learning as well as aiding assessment, administration and enhancing the work space. Regular discussion of next steps with the teacher during debrief time is seen as a vital element in the education of the children.

Learning mentors are also assigned children to be key worker for QOL supervision to support child and families.

Review

This policy will be reviewed on a regular basis.