

Introduction

This document this should be read in conjunction with the Early Years Foundation Stage (EYFS) Policy. The EYFS curriculum has been designed to provide positive and stimulating learning and development experiences that reflect the needs and strengths of all the pupils of reception age.

Planning

Planning in the EYFS encompasses the seven areas of Learning and Development. These are:

- 3 Prime Areas of Learning and Development
- 4 Specific Areas of Learning and Development
- 17 Aspects

In a special school setting, our pupils have access to a range of specialist resources, teaching and interventions or approaches which encompass the areas of learning and development.

Curriculum Opportunities	Areas of Learning and Development EYFS
Picture Exchange Communication System (PECS) Makaton symbols and signs TEACCH Symbol support (photographs, pictures & symbols)	All areas
MovementWorks Developmental Dance Programme	Physical Development
Learning Journals	Personal, Social and Emotional Development
	Understanding the world
	Expressive Arts and Design
	Physical Development
Visits	Communication and Language
	Physical Development
	Understanding the World
Specialist music teacher	Communication and Language
	Expressive Arts and Design
	Physical Development
Play skills are taught in through child led activity time and adult led planned PSE sessions.	Expressive Arts and Design
	Communication and Language
	Physical Development
Soft play room	Physical Development
	Communication and Language
Sensory and Immersive rooms	All areas
Input from a and collaboration with range of therapy services (SALT, OT, Art, therapeutic counselling)	Personal, Social and Emotional
	Physical Development
	Communication and language
Local trips	Physical Development
	Personal, Social and Emotional Development

Long Term Planning - Yearly Overviews

The academic year is divided into six half terms. The following areas of the curriculum have an overview for the year.

- Topic (UW & EAD)
- Literacy
- Mathematics
- Physical Development
- Trips & visits

Medium Term Planning

Medium term plans have been written for each topic and include coverage for the EYFS, with suggested activities and cross-curricular links. These plans include;

- EYFS coverage
- SOLAR age band coverage
- Suggested activities
- Resources
- Texts
- Cross curricular links

Short Term Planning - Daily Plans (Focus Work)

Plans contain whole class activities, learning objectives (I can statements), highly differentiated activities for individuals/groups, cross referencing to other curriculum areas & Spiritual, Moral, Social & Cultural (SMSC) aspects. Assessment is incorporated and integral to planning as assessments directly inform future planning. A process of planning, assessment and re-planning is established. Practitioners can then respond effectively to individual pupils needs.

Child-Led Play Planning

Child-Led Play Planning sets out the resources to be used in the different areas in the classroom. Resources are carefully planned taking into account pupil's interests, and resources are limited to support the children to develop both functional and imaginative play school. Many of our pupils can become overwhelmed if they are exposed to too many resources and activities. Also some of our pupil's need directing in their play to reduce repetitive or obsessive behaviours. Planning can be adapted to reflect the pupil's interests and responses to activities.

Outside area

The permanent outside play equipment provides a range of gradients and textures for exploration. The climbing apparatus and other larger equipment such as the scooters support gross motor skill development and promote risky play. Children also have regular access to the larger playground including the Sensory Garden and trampolines offering a variety of play experiences. The resources in the playground are planned for and changed each day to ensure a wide range of play opportunities are available across the week. Children have support from adults and

interact with children from Key Stage One during playtimes to learn how to use the equipment.

Assessment

Assessment in the Early Years takes several forms.

SOLAR

Pupils in the EYFS are baselined on entry to school (within the first 5-6 weeks) using the school's online assessment system (SOLAR). This assessment tool is fully revised and now implemented. Age bands have been narrowed to show progress in 6 month increments rather than age bands used in Development Matters.

0 - 6 months
6 – 12 months
1 – 1 ½ years
1 ½ - 2 years
2 – 2 ½ years
2 ½ - 3 years
3 – 4 years
4 – 5 years
5 + years
Early Learning Goals

All seventeen aspects of Learning and Development are recorded against statements for each age band. Within each age band are a number of statements that reflect the development expectations for that age band. Each statement is divided into three stages (stars) which are completed to reflect pupil achievement: beginning, working within and secure. On-going assessments are made and recorded using SOLAR and data collated each term. Progress data is used to make adjustments to planning and to inform development in the EY.

EY Baseline

The EExBA baseline assessment tool is used to record pupils on entry levels. Pupils are also baselined using SOLAR and are carried out within the first six weeks of the pupils starting Brent Knoll School.

On-going assessments

All focus work is recorded in the pupils' individual books for Literacy and Mathematics. The "I can statements" for each pupils is noted and the member of staff records their observations and assessments. Pupils also have a learning journal that records their experiences, activities, wow moments and trips. Staff record observations and use photographs to evidence learning.

Communication and Language

Pupils' communication and language skills are assessed through informal observations and child initiated play as well as through planned tasks. The SCERTS

approach is used to support development in social communication, social interaction and emotional regulation. Other approaches used to support communication and language may include:

- Picture Exchange Communication System (PECS)
- Makaton
- Colourful Semantics
- Visual supports
- Lego Therapy

Gross and Fine Motor Skill Learning and Development

All pupils' pre-handwriting / handwriting skills are assessed through child led and adult led activities and tasks. Observations identify the needs of the children and one of the following interventions may be implemented:

- Clever Fingers and/or SHINE programmes are used to support the development of pre-handwriting skills
- Handwriting-Without-Tears programme
- Access to Occupational Therapy (OT) three times across the year. Their support varies for each referred child.
- PE is used to develop gross motor skills
- BEAM
- Outdoor learning
- MovementWorks Developmental Dance Programme

Benchmark Reading Assessment

Benchmark reading assessments are carried out for pupils who are able to access the test, on entry and at the end of the year. For pupils who are unable to access the test a reading behavior analysis is conducted each term.

Sounds-Write

The Sounds Write reading and spelling test is conducted for all pupils on entry where possible. For pupils unable to access the test pre-phonics activities are used in class. Pre-phonics and Sounds-Write activities are recorded in pupils' literacy books.

Personal Development Plans (PDP)

Personal Development Plans are written and evaluated each term and targets focus on the development of personal and social skills. Information is drawn from the assessments made in SOLAR.

Wow cards

Wow cards are star cards used to record “wow” moments for all pupils. For example when pupils demonstrate a new skill, use new vocabulary, or show an act of kindness, this is written on a star and stuck into their Learning Journal.

Parents are also encouraged to complete wow cards at home and send these into school. This promotes communication between home and school and also gives valuable parental feedback.

Recording and feedback

The EYFS follows the whole school [Recording and Feedback Policy](#) and agreed marking codes.

Classroom organisation

Staffing and organisation of the day

A weekly timetable allocates each member of staff to specific duties and groups of children to work with.

Play

In the Foundation Stage learning is through play; both free play or adult led play. Play is developed and supported by adults.

Outside area

During outside play times, pupils are given the opportunity to play independently and are supported where necessary. Pupils at Brent Knoll often need a high level of direction and support from staff but we are mindful to give pupils time to express themselves freely.

Communication, social interaction and emotional regulation

Ethos

Development in pupils' language and communication skills is key in helping pupils develop social interaction and to regulate their emotions. A range of transactional supports are used and may include Makaton signing and symbols, Visual symbols support, Picture Exchange Communication System (PECS), choice boards and Attention Autism (shared attention activities). For some pupils' Positive Handling Plans (PHP) are written outlining strategies to best support emotional regulation.

Home – school links

Partnership between home and school is developed through:

- Home visits the in the Summer Term prior to starting Reception
- Transition photo books for every pupil
- Parent/carers meetings in the Autumn Term on settling into school and an outline of the curriculum
- Termly parent evenings
- Annual Reviews
- Termly PDP targets and reviews
- Termly information sheets

- Weekly class letters
- Wow – card for parents/carers to complete and send into school
- End of term achievement certificates
- Weekly Star of the Week Certificates
- Individual support from Emma Moore, Home-school support worker
- Report from therapists; Speech and Language Therapy, Occupational Therapy
- EYFS Profile at the end of the EYFS

EYFS Policy

The EYFS Curriculum must read in conjunction with the [EYFS Policy](#).