

Staff responsible	Jennifer Jones (EYFS Leader)
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Chair of Governors	<i>Laura M Ditz</i>
Review cycle	1 year
Next review	13/12/2024

1. Purpose and Audience

1.1 This policy is for staff, governors, parents and other professionals.

1.2 At Brent Knoll School we believe that the Early Years provision plays a vital role in supporting our pupils to reach their full potential. We aim to provide a setting that nurtures, supports and challenges our pupils as a young child's experiences has a significant impact on their future development.

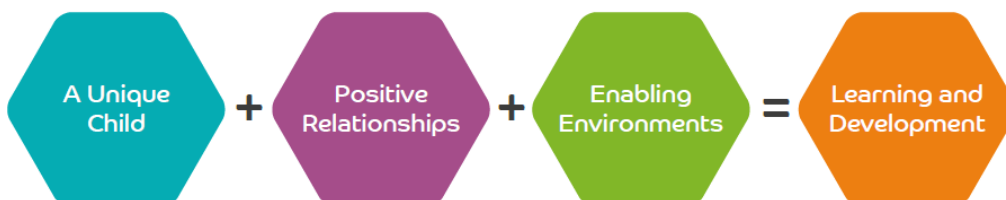
"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up". (DfE 2021)

2. Aims

At Brent Knoll we aim to:

- Provide high quality teaching and learning, by practitioners who understand diversity of need, through a differentiated, relevant, engaging curriculum within a language rich environment.
- Develop and nurture positive relationships with parents, carers and other professionals so that children develop self-confidence, learn to be strong and independent and pupils learn to 'be the best that we can be'.
- Provide real-life opportunities for purposeful play and promote the Characteristics of Effective Learning.

The EYFS is based upon the four overarching principles taken from the Statutory Framework for the Early Years Foundation Stage 2021:



(Image taken from Birth to 5 Matters 2021)

3. Curriculum

“Children develop and learn at different rates... The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).” (DfE 2021).



3.1 Curriculum Intent:

At Brent Knoll we believe, as stated in Development Matters (2021) that “All children deserve to have an equal chance of success” and our curriculum is an ambitious and progressive framework that provides children with the knowledge and understanding to ‘be the best that they can be’ and to prepare them for the next stage in their learning journey.

At Brent Knoll, we offer a compelling, play based child centred curriculum with a balance of child-initiated and adult led learning opportunities. We offer a multi-modal and multi-sensory approach which is active and full of quality interactions with our EY practitioners. Our curriculum themes provide ways to fully immerse children and to contextualise their learning. The [EYFS Curriculum Overview](#) document demonstrates how our curriculum is planned and follows a sequence of learning offering a wealth of opportunities to develop children’s early learning skills and deepen their knowledge and understanding. This is further supported through the extension of the EYFS into year one and enables us to follow a developmental rather than chronological age approach to consolidate their development over a longer period of time. The curriculum follows the Statutory Framework yet is unique to our children and our setting and is flexible to their individual stages of learning and development. At Brent Knoll we focus on the child’s relevant and challenging next steps no matter how spiky their ‘learning profile’ may appear.

3.2 Curriculum Implementation:

Our early years setting follows the curriculum as outlined in the statutory framework for the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are highlighted as, “particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving” (DfE 2021). Based on the statutory framework of the EYFS and the characteristics of Effective Learning, a carefully structured curriculum has been developed to provide rich, varied and stimulating learning experiences. Planning in the EYFS reflects the seven areas of Learning and Development in The Statutory Framework for the Early Years Foundation Stage (2021). The EYFS [Curriculum Provision Table](#) outlines curriculum opportunities for each area of learning and development and provides links to topic overviews.

Areas of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
Specific areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

3.3 Planning

“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.” (DfE 2021)



A low arousal environment is provided including workstations and a quiet room to support engagement with learning. The environment is calm and secure and provides a range of structured one to one and small group activities and child-led activities (free play opportunities) that challenge and extend pupils' learning experiences. Planned activities are differentiated to consolidate and develop children's skills and support their needs. A high staff to pupil ratio ensures that staff have a good understanding of each pupil's emotional, cognitive, social, communication and physical needs. The EY practitioners have experience and knowledge of supporting pupils with a range of communication, language and learning difficulties. Staff use the Picture Exchange Communication System (PECS) and Makaton signing to support communication. The EY practitioners ensure that all pupils feel secure, included and valued.

Children are empowered to take risks through physical, object and pretend play. The Attention Autism Programme supports children to 'have a go' through adult modelling and following a structure with clear expectations. The outdoor environment supports physical risk taking. Play is integral in implementing the EYFS curriculum. Regular adult modelling, peer to peer support and planned sessions allow children to develop a greater understanding of the world around them and to begin to generalise these skills in different contexts.

The EYFS curriculum and environment is planned to make a positive contribution to pupils' Spiritual Moral Social and Cultural development. We recognise that pupils' personal development plays a significant part in their ability to learn and to achieve and we endeavour to support and nurture their development in this area. Planned into our curriculum is a rich variety of experiences including trips and visits that provide meaningful learning opportunities and experiences in order for the children to learn and achieve.

We recognise that Communication and Language skill are vital and underpin the foundations for pupils' learning; particularly the development of social skills and self-regulation. The Attention Autism Programme forms an integral part of the EYFS daily teaching to develop spontaneous communication and to encourage shared enjoyment through joint attention (termly overviews and are available). Transactional supports such as Makaton signing and symbols, choice boards and songs are all used and augmentative and alternative methods of communication such as PECS and Colourful Semantics are used to support the development of communication skills. Communication Passports are written for each child to ensure all adults can consolidate and extend children's development. Daily Yoga including a breathing focus, promote self-regulation and an understanding of our bodies. As required, Positive Handling Plans and Individual Support Plans using the SCERTS approach are written to support pupils' development in emotional regulation.

3.4 Teaching and Learning

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (DfE 2021).



Unique Child

The Rochford Review (2016), states that *“Equality is not always about inclusion, sometimes equality is about altering the approach according to the needs of the child”* (p.11) and at Brent Knoll every child is provided with high quality teaching and learning, by practitioners who understand their diversity of need, through a differentiated, relevant and challenging curriculum. All pupils are treated equally regardless of abilities, race, gender, social or economic backgrounds and religion. Pupils and families are valued within the school.

Within Lewisham, the surrounding area, 22.3% of 5-year olds had experienced dental decay (data taken from: National Dental Epidemiology Programme for England, Public Health England, 2020) and many of our children have sensory needs and so toothbrushing can be difficult and uncomfortable. Through, [daily toothbrushing](#) at

school, we aim to support our children and families with managing their difficulties and to promote good oral health.

Pupils are further supported through the Characteristics of Effective Teaching and Learning, discussed below, and encouraged to achieve to their highest potential to 'be the best that we can be'. Within a special school setting this can vary greatly, successes are celebrated within class, with parents/carers and through assemblies.

Characteristics of Effective Learning

Playing and Exploring - Engagement

Through play children develop, extend and reinforce their learning experiences. Play and exploration is supported and nurtured by skilled staff and the provision reflects the pupils' needs. Access to learning experiences and resources is carefully planned and monitored to extend and consolidate play and learning.

Active learning - Motivation

An environment that motivates and takes account of pupils' interests, encourages and challenges pupils in active learning is provided. Due to the individualised needs of the children, support is provided to stimulate children to develop these skills.

Creating and thinking critically - Thinking

To develop active learning, and creative and critical thinking a range of methods and resources are used. Staff support pupils in generalising their skills in play situations and making connections between different experiences and environments. Children engage in many different activities and begin to actively think about what they are doing. This helps them to develop an awareness of their own thinking and learning.

4. Assessment and Impact

"Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process" (DfE, 2021). At Brent Knoll, assessment is a mixture of formative and summative methods, which recognises the things that the children do well and informs both future planning and areas to develop. Our assessment processes enable us to assess the impact of our curriculum and it is clear that children make progress through their personal learning journeys to enable them to become ready for their next step.


- 4.1 Assessment in the EYFS is predominantly observational through spending time with and having quality interactions with the children. Additional assessments include:
- The statutory Reception Baseline Assessment (RBA) is completed within six weeks of entry into the school.
 - Pupils are baselined using the School's Online Assessment Record (SOLAR) and the Birth to 5 Matters Age Ranges and is completed within six weeks of entry to school.
 - SCERTS assessments may be conducted to further support social communication and emotional regulation.
 - On-going assessments track learning and development of pupils using SOLAR across the seventeen aspects.
 - 'Benchmark' reading and 'Sounds Write' phonic reading and spelling assessments are carried out for pupils who are able to access the tests. Where pupils are unable to access formal assessments reading evaluations are conducted.
 - Personal Development Plans (PDP) are used to track pupils' personal and social development and identify three targets each term which are reviewed each term. These make direct links with annual review targets from pupils' Education Health Care Plans (EHCP).
 - EHCP targets are reviewed annually at Annual Review meetings.
 - The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Foundation Stage and provides information on each child's learning and development across the

seventeen aspects of learning including progress towards the Early Learning Goal. This provides useful information for parents, the LA and the receiving teacher.

- On-going observations are recorded in children's Learning Journals.
- Colour coded stickers are used to record key developments in a child's journey. Parents are also encouraged to contribute to recording significant events in their child's development.
- The EYFS follows the whole school [Recording and Feedback Policy](#).

5. Positive Relationships – Working with Parents and Carers

“Research shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background” (GOV.UK, 2021). The early years provision at Brent Knoll is an environment where pupils are respected and cared for and a professional supportive relationship is developed with pupils and their families to ensure that children are nurtured, challenged and prepared to “fly”.



Positive Relationships

5.1 Due to the complexity of needs of the pupils, communication between home and school is paramount and plays a vital role in sharing information. We value support from parents/carers and develop working partnerships through the following ways:

- Transition:
At Brent Knoll we provide a comprehensive transition programme as *“Practitioners know that starting school, and all the other transitions in early years, are big steps for small children”* (Development Matters, 2021).

July (before starting school):

- The EY Leader and the Pastoral Manager and Designated Safeguarding Lead complete an initial home visit to meet with the family and to complete a questionnaire about the child and their family. It is an opportunity to learn about the parents experiences and cultures and gain an insight into their child as the parents are the first educators.
- Two Stay and Play transition mornings are held. Children and their parents meet their peers, class team and visit the classroom and wider school.
- A personalised transition booklet and video is shared with families and can be accessed through the school website.

September (starting school):

- The class teacher and the Pastoral Manager and Designated Safeguarding Lead conduct a further home visit to answer any questions and queries to ensure a positive first day at school.
- The children have a phased entry and attend mornings or afternoons for approximately one week, dependent on the number of children. The subsequent week, the children form one group and stay for the morning including lunch.
- Children then attend school full time.

Transition into Year 1:

Children moving into KS1 begin their transition in the Summer Term. Transition plans ensure opportunities to meet the new teams and explore their new classroom whilst being supported by familiar adults. This is crucial for the emotional regulation of our children.

- Conducting parent/carers meetings with the EY Leader.
- Communicating with parents informally and more formally through termly parent's evenings, Annual Reviews and through the home school contact emails.
- Regular phone calls to 'catch up' with parents.
- Half termly Parent Afternoons for children to visit the children in the classroom.

- Sending photos or videos through the class email and Seesaw account.
- Providing training and support through the Parent Forum on a range of themes across the year.
- Opportunities to join the Parent Forum and the Governing Body as a Parent Governor and as part of the Children, Families and Community Committee.
- Sharing their child's successes in end of term assemblies, through colour coded stickers in Learning Journals and a variety of special events and celebrations throughout the school year including achievements assemblies.
- Offering support through the Pastoral Manager and Designated Safeguarding Lead. One to one support can be made available.
- Sharing information through communication passports, individual support plans and toothbrushing and feeding programmes where appropriate.
- Sharing reports from external agencies such as speech and language therapy, occupational therapy.
- EYFS Profile at the end of the EYFS.

5.2 Our EYFS provision works in partnership with the wider community, other professionals and external agencies. We work collaboratively with speech and language therapy, physiotherapy, occupational therapy and NHS health services. We integrate our pupils as fully as possible with our local community through local visits and trips in the community and through the Brent Knoll and Watergate Charitable Trust, linking with other settings to share good practice.

6 Roles and responsibilities

6.1 The EYFS Leader

- is responsible for the learning and development of children in the EYFS
- is responsible for assessment of children in the EYFS including the EYFSPs
- ensures that the curriculum is engaging and implemented in the most effective way to ensure the highest quality learning and development for all children across all aspects of the curriculum including the Early Phase (Reception and Year 1)
- manages the deployment and organisation of staff in the EYFS to ensure consistently excellent learning and development opportunities for pupils.
- assesses and reviews the curriculum in line with the EYFS Statutory Framework
- is responsible for the development of the EYFS curriculum and managing the allocated budget
- is responsible for writing the Safeguarding and Welfare Checklist
- works with the LA and surrounding schools offering advice and support
- participates in continuing professional development (CPD), training and moderation events to keep up-to-date with the latest developments in the EYFS.
- shares updates and CPD opportunities with the EYFS team.

7 Legislation

7.1 This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage (2021). Appendix 1 lists statutory policies and procedures available for the early years provision at Brent Knoll School.

8 Structure of the EYFS

8.1 At Brent Knoll there is one Reception class of up to six children aged 4-5 years. There is one full-time class teacher who is the EYFS Leader. Additionally, there is a PPA cover teacher and two Learning Support Assistants.

9 Safeguarding and welfare procedures

- 9.1 Our safeguarding and welfare procedures are outlined in our [safeguarding policy](#). Staff working within the early years, adhere to both the school's safeguarding and intimate care policies. The [EYFS Safeguarding and Welfare checklist](#) ensures all safeguarding and welfare requirements are being met. A member of the EY staff holds a current paediatric first aid certificate. Other statutory safeguarding procedures and policies include:
- Procedure for responding to illness which are detailed in the [Health and Safety Policy](#)
 - Administering medicines which are detailed in the [Administration of Medicines Policy](#)

10 References

DfE, 2021:

Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Birth to 5 Matters, 2021:

Birth to 5 Matters Non-statutory guidance for the Early Years Foundation Stage, Early Education 2021:
<https://www.birthto5matters.org.uk/download-or-buy-a-copy/>

Development Matters, 2021:

Development Matters, Non-statutory curriculum guidance for the early years foundation stage, Department for Education, 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf

The Rochford Review, 2016:

The Rochford Review: final report, 2016:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561411/Rochford_Review_Report_v5_PFDA.pdf

GOV.UK, 2021:

Get help to improve your practice, Working in partnership with parents and carers, GOV.UK 2021:

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/working-in-partnership-with-parents-and-carers>

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy and Safeguarding & Welfare Checklist
Procedure for responding to illness	See health and safety policy and infection control guidance
Procedures for administering medicines	See administration of medicine policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy