



Provision for pupils in the Early Years Foundation Stage

Table of Changes

Date	Section of Policy	Amendment
October 22	Evidence for learning	Amended to include Reception baseline assessment and changes to pupil progress meetings. Amended policy review date

Overview

At Delamere School we aim to offer pupils in the Early Years Department a high quality, integrated early education that meets their individual needs.

Children start to attend Nursery any time after their third birthday. Each child has a home visit from the Early Years Coordinator in order to build relationships and ensure a smooth transition in to Delamere.

Sessions are allocated on a basis reflecting age and personal/social need.

All sessions are allocated reflecting pupils individual and group needs and always in consultation with parents.

As children move into Reception, children's sessions are increased to full time in discussion with parents, this may be a move to full time or a gradual increase within the first half term. Full time placement includes an introduction to school dinners. Children may attend mixed year group classes as they move into Reception, however the practice and principles of the Early Years Curriculum will still be followed.

When children start their placement at Delamere; the majority of children undergo a multidisciplinary assessment [a twelve week assessment] this is part of the process of gathering information for the Education Health and Care Plan. Parents are consulted at all points of the assessment.

Intent

In our Early Years Department the curriculum is designed to: recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop skills for life.

We aim to offer children a wide range of opportunities and experiences.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Implementation

The Early Years Classes take their guidance from the Early Years Foundation Stage Curriculum (2020). As well as following the statutory guidance classes also follow the non-statutory Development Matters guidance. This guidance helps adults to understand and support each individual child's developmental pathway.

As a school we aim to develop an ethos built around the four themes and principles of the EYFS:

A unique child

Understand and observe each child's development and learning.

Assess progress and plan next steps

Support children to develop a positive sense of their own identity and culture

Identify any need for additional support

Keeping children safe

Value and respect all families equally

Positive Relationships

Warm and loving and fostering a sense of belonging

Sensitive and responsive to the child's needs, feelings and interests

Supportive of the child's own efforts and independence

Consistent in setting clear boundaries

Enabling environments

Value all people

Value learning

Stimulating resources

Rich learning opportunities

Taking risks and exploring

Learning and Development / Characteristics of Effective Learning

Play and Explorations

Active Learning

Creativity and Critical Thinking

We focus on 3 prime areas of development and 4 specific areas of development:

Prime Areas

- Personal Social and Emotional Development
- Physical Development
- Communication and Language

These Prime areas will be the focus of most pupils Personalised Learning Targets plan. They will include areas to develop, such as developing language or non-verbal communication skills, gross and fine-motor skills, toileting and feeding and dressing skills.

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Many of the specific area sessions will be delivered through role play, continuous provision, creative, sensory and interactive lessons. As a school we promote the importance of learning through play and ensure that children have access to all seven areas of development on a daily basis through focused activities as well as continuous provision activities. Children have access to the engaging and stimulating Early Years outdoor area every day and are encouraged to continue and extend indoor activities to the outdoors.

Impact

- All children will transition into Delamere effectively
- All children will form positive relationships with staff at Delamere
- Parents will receive bespoke support when their child starts Delamere
- All children will have access to a personalised curriculum and receive a wide range of experiences.
- All children will have access to a total communication approach
- All children will make a good level of progress based on their starting points
- All children will receive high quality input from a range of professionals

Evidence for learning

Pupils in the Early Years Classes are assessed at the end of Reception using the Early Years Foundation Stage Profile (most up to date version as appropriate). They will be assessed as either Emerging or Expected in the Early Learning Goals. Many of the pupils at Delamere will be assessed as Emergent learners.

Pupils are also assessed using BSquared which includes the Development Matters statements but breaks this down further to ensure we are able to show small steps of progress for pupils working between Birth- 3 years of development.

Where appropriate children in the Early Years access the statutory baseline assessment during the first six weeks of Reception.

A summary of this assessment will be provided at the end of a child's assessment period and with the child's annual review report (once an EHC plan is written). Children are then baselined on BSquared at the end of Reception in order for a smooth transition in to Key Stage One.

Detailed observations, photographs and video evidence are also recorded on a weekly basis and form the basis of our summative reports. We use Evisense to record pupil observations and to track progress. Pupils are then baselined using the P levels at the end of Reception to ensure a smooth transition into Key Stage 1.

At Delamere we have developed our own bespoke EYFS progression Guidance which measures progress based on the children's very individual starting points. The impact of this is shown on our assessment reports and through children's individual learning journeys. We also have formal annual pupil progress meetings for children in EYFS where progress is discussed and targets are set for the end of the year.

Once a child has an EHC plan in place then they will have personalised learning targets which link to their EHC outcomes.

Policy Reviewed: October 2022

