Harford Manor School

Foundations For Futures

EYFS Policy

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Last reviewed by	
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Person(s) responsible for review:	Cathie Mcleod

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1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

A close working partnership between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

3. Structure of the EYFS

At Harford Manor School our Early Years pupils are placed in Rainbow. This is an EYFS and KS1 class.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through a bespoke curriculum that "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 2023)

The EYFS is based upon four principles:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

4. Curriculum

We have built a rich curriculum focused on teaching our pupils to become independent and valued members of the community, at school and beyond.

We have focused on our pupils' willingness to engage with learning and their ability to regulate themselves with decreasing support. We have concentrated on instilling them with confidence in their ability to communicate as their skills progress and to build resilience as they explore and experience the wide range of activities and opportunities on offer to them. All pupils are given opportunities to achieve the highest level of independence possible. Pupils learn best when learning is related to their own experience. Some may learn best through play; others will learn more effectively through functional skill -based activities, and using a topic-based approach allows all these to be incorporated.

A developmental perspective informs the curriculum at Harford Manor, where the starting point is each individual learner. The curriculum areas address the priority areas relating to the development of young people with SLD: communication, problem-solving, self-regulation and independence.

Many similarities and links can be seen with the prime areas of the EYFS Curriculum but also includes the Autism Education Trust Progression Framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

We deliver these through our 6 Strand areas

The prime areas are:

- Communication and language (My Communication)
- Physical development (Me and My Body)
- Personal, social and emotional development (Me and My Body)
- The prime areas are strengthened and applied through 4 specific areas:
- Literacy (My Communication)
- Mathematics (My Thinking)
- Understanding the world (How My world Works /My community)
- Expressive arts and design (My Creativity)

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively.

Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Each child has an EHCP and this generates termly personalised Learning goals.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

We have long-term topic plans for themes to ensure breadth and depth of learning opportunities.

Medium term plans to ensure breadth, coverage, continuity and progression.

Short term plans to ensure effective delivery and adaptive approaches.

Individual plans which have stemmed from the children's own interests each week.

Individual plans for EHPC, SaLT and Therapy targets.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Active Learning:

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning, and room to develop their confidence in order that they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically is where children have and develop their own ideas, make links between ideas, and develop strategies for doing things. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Playing and exploring:

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

Children learn by leading their own play, and by taking part in play which is guided by adults." (EYFS 2023)

Through play, our children explore and develop learning experiences which enable them to make sense of the world. They practice and build up ideas, learning how to control themselves and understand the need for rules.

Our children have the opportunity to think creatively alongside other children as well as on their own, whilst being given the space to communicate with others as they investigate and solve problems. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The Learning Environment:

Rainbow Class is organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate some equipment and resources independently.

However, because of the needs of our pupils and safety the resources are sometimes limited but regularly changed and pupils preferred resources based on observations are available. The outdoor learning environment is seen as incredibly important at Harford Manor School with its impact on health and wellbeing a significant factor, especially for young children. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant.

5. Assessment

At Harford Manor School ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Observation, Assessment and Planning:

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Detailed and brief observations are assessed each week and individual activities are planned for the unique child alongside medium term plans.

Assessment in the EYFS takes the form of observation, and this involves the whole class team. These observations may or may not have a specific focus, and are built throughout the year using Earwig.

All EYFS staff are proficient at making relevant and insightful observations of the children and these are used to plan the next steps for that child and at as many opportunities as possible.

Progress is tracked through Harford Steps which is based on the Early Learning Curriculum and development matters as well as a range of academic sources.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The personal Learning Goals are reviewed with parents termly.

Each EYFS child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Cathie McLeod every year.

At every review, the policy will be shared with the governing board.

Appendix 1. 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	Whole School Safeguarding Policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy/First Aid Policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See Whole School Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Whole School Safeguarding Policy
Procedure for dealing with concerns and complaints	See concerns and complaints policy