



PensMeadowSchool

Living, Growing, Learning

Early Years Foundation Stage Policy

SEPTEMBER 2021

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MPawlowicz

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1. Aims

This policy aims to ensure:

- every child joining Pens Meadow School is provided with an opportunity for the best possible start to enable them to fulfil their potential.
- quality and consistency of provision 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
- close partnership working between practitioners and with 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 \(September 2021\)](#)

3. Structure of the EYFS

All pupils attending Pens Meadow School have Severe or Profound and Multiple Learning Difficulties.

Pupils attend the school from 8:45AM to 3:00PM every day. They are placed in a group of pupils of similar needs from Reception to KS1 age.

Their classroom has direct access to a designated play area outside enabling them to expand their individual interests as well as helping them to build their learning over time.

Pupils are supported by a consistent team of staff who have had appropriate training, including Paediatric First Aid.

Each pupil has an assigned key worker. Parents are informed who they are prior to children attending. These remain unchanged where possible throughout the reception year.

4. Learning and Development – EYFS Provision

Our EYFS provision consists of children having continuous opportunities to work towards their EHCP outcomes as well as appropriately tailored and individualised learning and development opportunities.

4.1 Working towards outcomes

Every child joining Pens Meadow have Educational, Health and Care Plan with identified outcomes in 4 areas: Communication and Social Interaction, Cognition and Learning, Social, Emotional and Mental Health as well as Physical and Sensory.

In the first half term of pupils attending, the staff identify small steps towards their Outcomes of EHCP, creating Individual Educational Plan that is reviewed termly.

4.2 Learning and Development Opportunities

Our EYFS Learning and Development opportunities fulfil the requirements set out in the statutory framework from September 2021.

These opportunities include 7 areas of learning and development that are equally important and interconnected. Three areas known as the prime areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children in the Early Years are encouraged to develop their critical thinking, through active learning, through carefully planned play and exploration opportunities.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.3 Programmes of Learning

Staff plan activities and experiences for children that enable children to develop and learn effectively, using Pens Meadow School's Programmes of Learning. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas, promoting cross curricula links. These correspond to the four areas of EHCP. All pupils have identified outcomes through EHCP.

Staff also 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

4.4 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, as well as children observing each other through play

and through guided learning and direct teaching. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

All staff working with pupils make every effort to enable children to:

- Play and explore, encouraging them to investigate and experience things, and 'have a go'
- Learn actively through allowing them time to concentrate and keep on trying, bringing the enjoyment of achievements, despite encountering difficulties
- Create and think critically, through developing their own ideas, perseverance and making links between ideas, and developing strategies for doing things

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, or when individual pupils are ready.

5. Assessment

At Pens Meadow, ongoing assessment (also known as formative assessment) is an integral part of the learning and development processes. Each pupil has an assigned key person. They observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. They also take into account observations shared by parents and/or carers.

Practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime as well as specific areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. As we cater for pupils with significant learning needs we provide accurate, positive commentary of their progress during Reception Year.

6. Working with parents.

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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

Each 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

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by deputy headteacher every two years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See administering medication policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and 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