



BEAUFORT SCHOOL EARLY YEARS POLICY

*'Working together to **ACHIEVE** success for all!'*

Beaufort School's Vision

ACHIEVE

Aspirational

Confident communicators

Happy

Independent

Enjoy

Valued

Explore school and community.

Policy Date: 1st March 2024



Beaufort School Early Years Policy



Aims:

At Beaufort Special School, we acknowledge that

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.’

- “Early Years Foundation Stage Statutory Framework”
Department for Children, Schools and Families 2023

Our Aims:

- To provide a high-quality curriculum in line with the Early Years Foundation Stage framework and guidance.
- To provide a happy, caring, safe and secure environment for learning.
- To provide learning and development opportunities for all children, which meet the individual needs and interests of each child.
- To provide a broad and balanced curriculum which supports their Education and Health Care Plan (EHCP) and meets their communication and sensory needs.
- To develop children’s self-esteem, confidence, and independence.
- To develop warm, secure and trusting relationships between children and adults.
- To encourage active learning through first hand experiences in both indoor and outdoor play, and through both verbal and non-verbal communication.
- To foster positive home school partnerships and share a common sense of purpose with parents.
- To value the cultural diversity within our school and community.

Our Vision:

Every child deserves the best possible start in life. In the Foundation Stage/KS1 we aim to deliver this by building on what the children already know and can do whilst supporting them to fulfil their future potential. Our priority focuses on developing the children’s communication and language, as this enables children to develop their self-confidence and gives them the ability to express themselves.

Children become independent learners through the provision of a specialist curriculum which runs alongside the Foundation Stage Framework and their EHCP. This provides a balance of child initiated and adult led experiences, which may be based on play, first

hand experiences and structured activities. We endeavour to provide a supportive and structured environment with a wide range of teaching approaches/opportunities to support the children's learning styles.

At Beaufort School we aim to provide a broad and engaging, low demand, functional curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Our Values:

We aim to teach our children the value of the following qualities:

- Communicating
- Independence
- Resilience
- Exploring
- Investigating
- Persevering
- Adventurous
- Responsible
- Kind

Structure of EYFS at Beaufort School

CLASS NAME	CLASS TYPE	CURRICULUM	YEAR GROUP/NEED
PINE	Learning through engagement and play	EYFS	R-Y2 ASC/SLD
HOLLY		EYFS	R-Y2 ASC/SLD
WILLOW		EYFS	1-2 ASC/SLD

EYFS/KS1 currently comprises of three Early Years classes. All three classes follow the EYFS curriculum. All classes teach skills and processes through an engaging, play based curriculum which caters for our youngest pupils at Beaufort School (N2-YR2).

The EYFS team consists of three qualified teachers (QTS), Level 3 Teaching Assistants and Level 2 Teaching Assistants.

Intent:

At Beaufort School, we believe that the Early Years are the most important in providing the fundamental building blocks to all aspects of learning.

We provide a broad curriculum across all seven areas of the Early Years and believe that the four principles are all equally important; the **unique child**, building **positive relationships** with each unique child and providing the **enabling environments** for their **learning and development** to flourish.

Within the EYFS, we understand that young children are powerful learners. Our holistic approach to the curriculum provides a broad range of learning opportunities to fulfil our pupils' curiosities based upon their interests, indoors and outdoors. Responding to each child's interests and using this to develop engagement is a feature of our daily practise that supports their wellbeing and access to learning. We provide a low demand, sensory approach to support our pupil's self-regulation skills.

We believe that the appropriate mix of engaging, low demand adult led and child-initiated play ensures the best outcomes for our pupils. Therefore, our curriculum intent is based on a planned framework to ensure we provide a balanced and developmental program of learning. The curriculum at Beaufort School is designed to give all learners the knowledge and cultural capital they need to develop and maximise their independence and lead a successful and rewarding life.

Warm and positive relationships are fostered through quality time with our key worker children and through developing strong relationships with Parents/Carers. Our staff have high expectations for all children and work hard to help them develop the skills and knowledge to become respectful, independent, resilient, and adventurous learners.

Implementation:

Each Child is allocated a key worker and deputy key worker. The role may include to support the children within their school environment, helping them to settle in, ensuring each child's care is tailored to meet their individual needs, recording the development of the children and foster good home school partnerships. Parents are informed of who their child's classroom staff is when the child starts attending Beaufort School.

We believe that all children in our Foundation Stage, should be offered full access to broad, balanced and relevant education indoors and outdoors, including the appropriate curriculum for the Early Years Foundation Stage, regardless of gender, race, culture, religion, disability and special or medical needs.

The content and delivery of the support and the curriculum within the early year's provision is set out within the Statutory framework for the Early Years Foundation Stage 2023. Guidance is provided on effective learning and teaching through three prime areas and four specific areas of learning, which are all interconnected.

At Beaufort School, the Early Years curriculum is used from Nursery up until Year 2, dependent on pupils' individual needs.

All children begin school with a wide variety of experiences and a variety of prior learning. It is the role of the adults to accept the task of building upon that prior learning

experience. This is done through a holistic approach, ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Our Curriculum:

At Beaufort School, we plan an engaging, personalised and challenging curriculum for our children in Early Years, including outdoor provision. We deliver the same topic across the EYFS unit with communication at the heart of everything.

The seven areas of learning and development (from the EYFS framework) are all important and interconnected. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive.

There are **three prime areas** which are particularly crucial for igniting children's curiosity and for building their capacity to communicate, learn, form relationships and thrive:

Communication and Language: Listening, Attention and Understanding, Speaking and Augmentative and Alternative communication systems.

Physical Development: Gross Motor Skills and Fine Motor Skills.

Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships.

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society, through which the three prime areas are strengthened and applied.

The **specific areas** are:

Literacy – Comprehension, Word Reading and Writing

Mathematics – Numbers and Numerical Patterns

Understanding the World – Past and Present, People, Culture and Communities and The Natural World

Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive.

At our School, children's learning is differentiated to meet each child's specific individual needs and EHCP provision whilst linking to the prime and specific areas of learning.

We believe a balance of adult led learning and child-initiated play, underpinned by bespoke communication systems, provide our children with the best possible start to their education. During children's play, our early years practitioners interact with the children to stretch and challenge them further. We place a high importance on the Characteristics of Effective Learning. These highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three **characteristics of effective learning** are:

- **Playing and exploring –**
children investigate and experience things and 'have a go'.
- **Active learning –**
children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically –**
children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Impact:

All Beaufort pupils' will work towards their own appropriate developmental milestones. We use the non-statutory Development Matters and Birth to 5 Matters (2021) guidance documents to support assessment. All children work towards achieving the 17 Early Learning Goals by the end of their Reception year. These judgements are based on a combination of adult led and child-initiated learning.

At the end of the Reception year the children will also be assessed on their achievements against the Characteristics of Effective Teaching and Learning.

Observation, Assessment and Planning

We use the EYFS supporting document Birth to 5 Matters (2021) to guide observation, assessment and planning. The prime areas of learning are central to all teaching and the specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing communication, language and extending vocabulary.

Planning within the EYFS consists of a yearly planning overview to ensure coverage and progression, medium term planning is based around half termly themes which follow a two-yearly rolling programme. This moves into short term, weekly planning.

These plans are used by the EYFS teachers as a vehicle of interest to deliver the children's next steps in learning and feed into weekly planning. However, the teacher may alter these in response to the needs, achievements, and interests of the children.

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Staff consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. These observations and discussions with children then lead the direction of the planning. All staff are involved in evaluating provision and planning changes or enhancements to support or extend children's learning.

Staff share 'Wow' moments of children's progression with Parents/carers using Class Dojo, Good Work certificates and positive phone calls.

Assessment and recording Systems:

On entry to Beaufort School's Foundation Stage, our staff use their professional judgement, based on observations of individuals, to record the starting points for the children's level of development.

Ongoing **assessment** is an integral part of the learning and development process. Children are observed in all areas of the curriculum and provides evidence towards their EHCP targets. Significant observations are recorded showing personal achievements.

Children are assessed across the seven areas of learning using the Birth to 5 Matters range of development bands. When assessing whether a child is at the appropriate level of development, practitioners draw on their knowledge of the child and their own professional judgement against developmental related expectations. This information is used to shape future teaching and learning experiences for each child.

We measure pupil progress and at the end of each term. Supportive interventions are put in place when needed, because of the data produced.

Staff use observations to make formative assessments which inform future planning around their interests and ensure that all children build on their current knowledge and skills at a good pace.

Summative assessments compare children's attainment to age related expectations using 'Birth to 5 Matters'. This is tracked using the school's data system, SOLAR, to ensure rates of progress are at least good for all children, based upon individual circumstances. At the end of a child's reception year a summary of their progress is recorded against the 'Foundation Stage Profile.'

Statutory Assessments:

Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class, unless they have been assessed previously. The RBA is an age-appropriate assessment of mathematics and literacy, communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Early years Foundation Stage profile:

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as Emerging or Expected against the 17 Early Learning Goals.

Additional Support:

We recognise the unique practice of nurturing the learning of young children with specific and/or complex needs and we are aware of the importance of early intervention for children facing specific developmental/learning challenges. Early intervention ensures all children can access every aspect of the school curriculum. Intervention can take different forms, from supporting parents, school-based programs to improve children's learning potential, social and emotional skills and additional support at school from appropriate staff (Teachers and support assistants). Support will be offered as soon as possible for children who have difficulty with their learning.

We make differentiated provision for all ability levels within school and, if deemed appropriate after discussion with parents/carers, support from outside agencies.

The class teacher is responsible for identifying and planning for individual needs with advice and strategies from outside agencies.

Our Speech and Language Therapist, Occupational Therapist and Physiotherapist work closely with our staff, as well as parents and carers, to ensure tailored support is available for individual children. The class teacher also has access to gain support from Educational Psychology services and Behaviour Specialists to tailor support further.

Safety and Welfare:

Safety and security are a high priority at Beaufort School and it is important that all children in our care are safe. 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 understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2023).

We have rigorous procedures in place for keeping children safe including arrangements for keeping children secure, regular safety checks on indoor and outdoor resources and equipment, and several trained paediatric first aiders within the Early Years provision.

EYFS practice and provision adheres to and is regularly reviewed in line with the welfare requirements for Early Years.

Safeguarding in the Early Years

We follow whole school safeguarding policies and procedures. All staff attend at least annual safeguarding training and receive regular updates throughout the year.

In addition, all staff understand their responsibility regarding children's safety and wellbeing as outlined in 'Keeping Children Safe in Education (2023)' and 'Working Together to Safeguard Children (2023)' statutory guidance and the 'Prevent duty guidance for England and Wales (2023)'.

Partnership with Parents and Carers

We recognise that parents and carers are a child's first and most enduring educators and we value the contribution they make.

We do this through:

- Effective communication through 'new starter' meetings with parents about their child before their child starts at school.
- Children can spend time within the learning environment before starting school during transition days where parents can meet teachers and staff.
- Offering parents regular opportunities to talk about their child's progress through Class Dojo, open days, review meetings, parents' evenings
- Encourage collaboration between child, school and parents by inviting parents to special assemblies, sports days, coffee mornings and other special events.
- Operating an open-door policy for parents with concerns or queries

In addition to this our Parents/Carers can contact us through the use of their child's Class Dojo online account. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

We welcome visits to school to meet the Early Years and Leadership Team. Our Pastoral manager and your child's class teacher will organise a home visit prior to starting with us where we can gather as much information as possible and give parents the opportunity to ask questions.

Equal Opportunities

In line with the school's Inclusion Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Monitoring and Evaluation:

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed at the start of each academic year and will incorporate the views of all staff concerned. At every review, the policy will be shared with the governing board.

Jo Prince
Policy written 1st March 2024