



HERITAGE HOUSE SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Approved by: [FGB]

Date: [21st September 2022]

Last reviewed on: []

Next review due by: [September 2024]

Adapted from The Key

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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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Heritage House School is a specialist school catering for learners aged 3-19. Learners are a neuro-diverse group, with severe, profound and complex disabilities. Admission to Heritage House School requires an EHCP. Learners can join our early year's class from 3 years old and this class is typically for learners aged 3-6. Learners can attend full time from the point of admission.

4. Curriculum

Our early years class follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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. All our learners have special educational needs and therefore, class staff work closely with on-site speech and language therapists, occupational therapists and multi-disciplinary therapy assistants. Staff also consider whether specialist support is required from relevant outside agencies.

Personalised plans are created by the multidisciplinary team for each individual learner to ensure provision is appropriately matched to each child's outcomes in their EHCP.

In planning and guiding children's activities, staff reflect on the different ways that children learn (the Characteristics of Effective Learning) and include these in their practice.

4.2 Teaching

Each learner has a personalised plan which includes a learning focus for each area of learning and development. Personalised plans are reviewed termly.

Learners also have a personalised timetable based on their individual needs and provision required to meet their needs.

Whole class sessions may include PE, Dance, swimming, Natural Thinkers, Creative Arts, attention autism, story time

Small group sessions may include sensory circuits, communication and social interaction groups, fun with food,

Individual or paired activities may include specific therapy input.

Learners have access to a range of activities, both in the classroom and within the outside area, that promote all areas of learning and development.

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.

Staff are trained in the use of Intensive Interaction and this is a key intervention used to develop communication and interaction.

Staff use a range of visual supports (objects of reference/ photos/ symbols/ words; now and next boards; in-task schedules) to support teaching and learning.

Staff are trained in the use of Makaton sign language and all staff use signs alongside the spoken word and visual supports to support children's receptive and expressive language.

Many learners benefit from sensory input. Staff use a range of strategies and equipment, under guidance from the OTs, to support children's proprioceptive and vestibular senses. Individual sensory diets are woven into the day for each child as appropriate and when needed.

~~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.~~

5. Assessment

At Heritage House School, ongoing assessment is an integral part of the learning and development processes. Staff observe learners 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.

Staff record observations of learner's progress and achievements and use Classroom Monitor to track assessment.

Upon joining Heritage House School, staff assess learners within the 7 EYFS areas of learning and development within their initial 6 weeks.

~~When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.~~

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) as appropriate to their ability.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Learners 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 shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is 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. Daily communication, termly learning journals, annual review reports and EYFS profile helps 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

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

- Making healthy food choices and trying new foods

- The effects of eating too many sweet things
- The importance of brushing your teeth- We follow [statutory guidance](#) for safety around supervised tooth brushing
- The benefits of exercise to our physical health as well as to how we are feeling
- Understanding emotions through the Zones of Regulation Programme
- Understanding what is safe and what is dangerous

All of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by [Kathryn Bowers, Assistant Head](#), 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

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 supporting pupils with medical conditions 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 child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy