



Reynalds Cross Vision:
*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best that can be.*

EYFS Policy

Date adopted: June 2024

Next Review date: June 2025



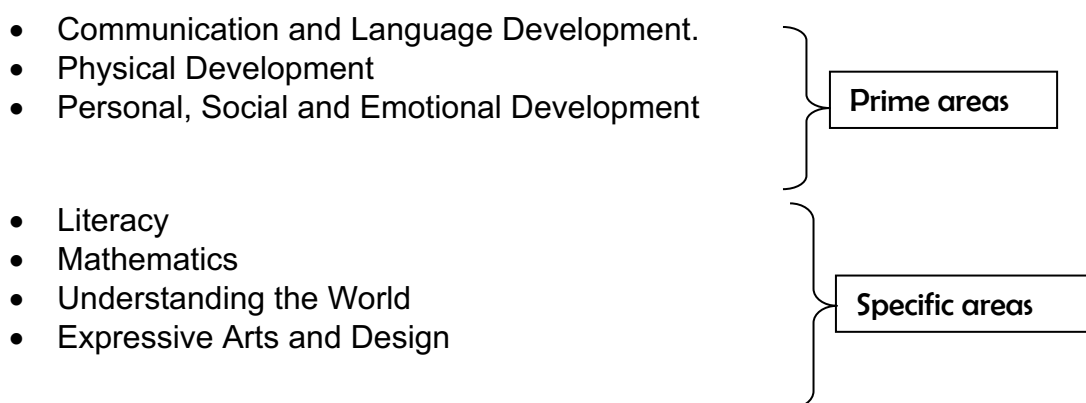
Introduction

At Reynolds Cross we offer our Early Years pupils an environment which includes stimulating activities, care and education for pupils to build upon. We cater for pupils with complex medical needs, SLD (Severe Learning Difficulties) and ASC (Autism Spectrum Condition). Our Curriculum uses the Early Years Foundation Stage (EYFS) framework as the underpinning to our long term planning.

The Early Years Foundation Stage (EYFS) comprises of 7 areas of learning. In the earlier stages of child development, the “prime” areas of learning are considered to be more prominent. As children make progress, the specific areas begin to be of equal significance to the Prime areas. This is because, the Prime areas are

“particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.”

Statutory Framework for EYFS 2012



The Prime areas form a fundamental part of the curriculum at Reynolds Cross, enabling pupils to focus on the essential early skills as needed, while moving on to develop skills in the Specific areas, at a pace that is appropriate for them.

Aims

- ❖ The EYFS is founded on the themes of: “A Unique Child”, “Positive Relationships” and “Enabling Environments”. It is considered that these together are instrumental to effective Learning and Development.
- ❖ The EYFS curriculum aims to foster three ‘Characteristics of Learning’ which are:
 - Playing and Exploring;
 - Active Learning;
 - Creating and Thinking Critically.

At Reynolds Cross, these are used as the basis for planning and facilitating learning opportunities.

- ❖ We have a close working partnership between practitioners and parents and/or carers.
- ❖ We offer quality and consistency in our approach to teaching and learning so that every child makes good progress.

Structure

Reynalds Cross Foundation Stage currently is based at our satellite centre which may comprise of nursery and reception pupils' dependant on the cohort. Due to the space we have up to twenty pupils. There is access to a soft play area, a sensory room, outdoor play area and two activity areas.

Communication as the basis for learning

Children joining our school often begin with limited communication skills. The Reynalds Cross EYFS operates a Total Communication system, alongside that of the wider school. This means that the Picture Exchange Communication System (PECS), symbols, Makaton and speech are all used to support and extend children's communication and language development. Strategies such as Intensive Interaction may be incorporated as appropriate to the child.

Across the EYFS, weekly "Sing and Sign" sessions are incorporated, to familiarise children with Makaton signs, and to promote participation by signing, vocalising or gestures, as appropriate. Pupils are also asked to indicate their preferred choice of song by indicating either a corresponding object of reference, photo or symbol of their preferred song choice.

Pupils will be introduced to a "Schedule" when they start at Reynalds Cross, which supports their ability to respond to routines, and to visual cues. These may be portable, fixed, photo or symbol based as appropriate to the child.

Where appropriate to the child, opportunities to learn and develop the use of PECS will be provided. Progress in PECS will be tracked and included in our data review meetings termly.

A Speech and Language Therapist (SALT) is assigned to the school. Through consultation with the Early Years team, a 'Communication Profile' is created for each child. This outlines the learning needs of the child, with a view to feeding into appropriate communication targets. These are agreed between the class teacher and SALT.

Play-based Learning

We believe in the importance of children being able to learn through play, by exploring and investigating. In line with the Early Years Foundation Stage Statutory Framework, we

"...consider the individual needs, interests and stage of development of each child in our care, and ...use this information to plan a challenging and

enjoyable experience for each child in all the areas of learning and development.”

Statutory Framework for EYFS 2012

At Reynolds Cross, the staff play a crucial role to play in facilitating play-based learning. This comprises of:

- Free choice sessions in which pupils are encouraged to make their own choices based on what is timetabled for that particular session. Where children need support to access activities, adult support may be offered in the form of PECS books, mini-schedules, responding to the child's gestural cues;
- Outdoor play in which areas are developed to provide a wide range of play based learning, incorporating the 7 areas of learning. The class has access to undercover outdoor areas as well as open playground areas;
- Structured indoor play sessions where the teacher directs small group or individual activities.
- Access to specialist activities such as the Sensory Room and Soft Play areas.

Many pupils have play skills below that of a typically developing child of the same age. Therefore, the use of modelled and adult led play is required in most areas.

Planning, Observation and Assessment

On entry to the Reynolds Cross EYFS, all pupils will have an initial assessment carried out, baselining their current stages of learning in each area. This takes into account information gathered during home visits during the term prior to the child starting. As expected by all Early Years settings, this data is submitted to the Local Authority in the first term, and then updated at the end of the academic year to demonstrate progress.

Ongoing assessment largely takes the form of photos and annotation through the use of the Cherry Garden assessment tool. This assessment tool allows us to build an individual pupil profile in each EYFS area according to the pupil's needs.

A learning journal can be created from the Cherry Garden assessment tool which includes samples of pupil's work and observations captured across the academic year. This can also be used throughout the year for moderation purposes within the class team, or through moderation opportunities with other schools, ensuring consistency of judgements.

Assessments are collated regularly to ensure that up-to-date records are maintained for each child. This also means that pupils' "next steps" can be worked into subsequent planning.

In line with the wider school, staff in the EYFS department receive regular evaluations through Learning Walks and Lesson Observations.

Partnership with Parents & Carers

At Reynolds Cross, we firmly believe in Parents/Carers as Partners and offer excellent home-school links.

Wherever possible, a home visit will be made prior to a child's admission. This is an opportunity to meet parents in an informal environment to enable them to share information about their child's skills and interests, as well as to discuss any issues that may be concerning them.

Parents are informed on a daily basis regarding activities their child has been involved in, as well as any medical or welfare issues via Dojo. Parents are also invited to use this method of communication to note any concerns or matters of significance.

Where appropriate, telephone links between staff and parents are used. Parents are welcome to ring school to discuss or inform staff of any significant issues. They are also welcome to arrange visits with staff as appropriate to raise any issues or discuss progress. Parents are also invited to an Open Evening in the Autumn term, a mid-year meeting as well as a Parents' Evening in the Summer term. An End of Year Report on pupil progress is sent home prior to the summer meeting. In addition, a Personalised Learning Plan and more general targets are shared with parents each term.

Reynolds Cross has a committed Family Support Team providing excellent home school links. Parents can request a meeting or a home visit to discuss any issues they may have. This could include advice on behavioural strategies, communication or other issues. This also includes drop-in coffee mornings, visiting speakers and workshops that may be of interest to parents. The school also hosts a regular weekly visit from the Learning Disability Nursing team, who are available to meet with parents and discuss relevant concerns. Many children begin at Reynolds Cross with established "Team Around the Family (TAF) support. These are attended by the Family Support Worker for as long as the family feel they need the support.

There are additional wider opportunities within school to support home school learning, including R.E. roundabouts and Special Assemblies such as the End of Term Prize Giving celebration.

Our school Family Support worker's role is to work with parents to record the 'Family Conversation' in preparation for an EHCP referral. In addition to this, visits may be made to children's other settings on request, to promote consistency of approach, and support with strategies for developing children's communication, emotional or behavioural needs. Open events are also planned where parents are invited to attend 'Stay and Play' sessions at seasonal events.

Reynalds Cross

Early Years Foundation Stage Covering 7 Areas of Development

Prime Areas

Prime areas are fundamental, work together, and move through to support development in all other 'Development Matters 2012'

A high emphasis is placed on each of these areas, as they are considered to be the basis that development in other areas is built upon.

<p>Communication and Language Development</p> <p>Incorporating:</p> <ul style="list-style-type: none">Speech/ GestureMakatonPECSColourful SemanticsVisual Cues	<p>Personal, Social and Emotional Development</p> <p>Incorporating:</p> <ul style="list-style-type: none">Independence skillsSharing and co-operation skillsUnderstanding of routines	<p>Physical Development</p> <p>Incorporating:</p> <ul style="list-style-type: none">Gross MotorFine MotorPersonal CareHealth
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Specific Areas

Specific areas include essential skills and knowledge for children to participate successfully in society. 'Development Matters 2012'

<p>Mathematics</p> <p><i>Number/ Shape and Space</i></p>	<p>Literacy</p> <p><i>Reading/ Writing</i></p>
<p>Understanding the World</p> <p><i>People and Communities/ The World/ Technology</i></p>	<p>Expressive Arts and Design</p> <p><i>Exploring Media and Materials/ Imaginative Play</i></p>

Throughout the curriculum, TEACCH strategies may be used as appropriate to the pupil. All pupils have access to a visual timetable. Some pupils have access to a 'Work Station' and / or a personalised timetable.

Characteristics of Effective Learning

The Characteristics of Effective Learning are summarised as follows:

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Development Matters 2012'

These are monitored along with, and through observation of activity, relating to the Prime and Specific Areas of Development.



Characteristics of Effective Learning	
<p>Playing and Exploring- engagement</p> <ul style="list-style-type: none"> • Finding out and Exploring • Playing with what they know • Being willing to 'have a go' 	<p>In Reynolds Cross EYFS, pupils learn through:</p> <ul style="list-style-type: none"> • Free choice play relating to their developmental needs and interests • Adult directed tasks • Whole class, small group and individual tasks • Personalised targets/ IEPs • Familiar and predictable routines • Sensory experiences • Engagement in wider school activities. • A three year topic cycle ensuring that they have opportunities to visit and experience a broad range of experiences.
<p>Active Learning- motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do 	
<p>Creating and thinking critically- thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	

For further information on some of the information referred to in this policy, the following websites might be of interest.

EYFS- Statutory guidance:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework—2>

Development Matters:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Intensive Interaction :

<http://www.intensiveinteraction.co.uk/about/how-does-intensive-interaction-work/>

PECS:

<http://www.pecs-unitedkingdom.com/>

TEACCH:

<http://www.autism.org.uk/about/strategies/teacch.aspx>

Makaton:

<https://www.makaton.org/>