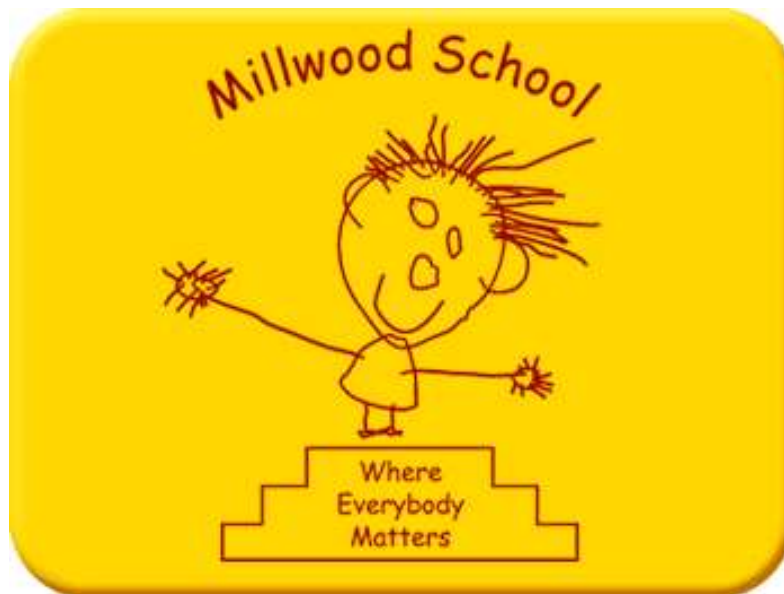


Millwood Primary Special School Early Years Foundation Stage Policy 2017



Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Millwood Primary School, children join the Reception class in the year that they turn five. 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 kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2017)

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

All children and their families are valued at Millwood Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;

- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See School Safeguarding Policy 2017)

"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."

At Millwood School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to and ensure that we :

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have supervised access to them are suitable to do so (enhanced DBS and disqualification by Association)
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children including Medicines And Administration Of Medicines Policy, Staff Code Of Conduct which includes the following guidance for mobile phones **"No member of staff may use her/his mobile phone or personal camera to take photographs of pupils. Any recording must be on school equipment which is recorded in the asset management register.**

- Have a minimum of 1 paediatric first aider in each Early Years classroom/accompanying children on educational visits and will ensure that section 3 of the EYFS (safeguarding and welfare) paragraph 3.25 is adhered to for all newly qualified entrants to the early years workforce.

Positive Relationships

At Millwood we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents and carers as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers about their child before their child starts in our school;
- visiting the setting that the child attends or carrying out a home visit before the child starts at Millwood School
- the children have the opportunity to spend time with their teacher and teaching assistants before starting school during transition;
- support children through the transition.
- inviting all parents and carers to a coffee morning during the term before their child starts school.
- encouraging parents and carers to talk to the child's teacher/key worker if there are any concerns.
- parents and carers receive a report on their child's attainment and progress at the end of each school year
- parents and carers are invited to a twice yearly parent and carers evening
- parents and carers are invited to their child's annual review each year
- parents and carers receive termly feedback on IEP targets achieved and what the next steps are.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents and carers: celebration assemblies, school visits, enterprise days;
- providing parents and carers an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- written contact through home school diary as well as the acknowledgement that parents and carers can ring school to contact key workers.

- ensuring all parents know that their child's teacher and teaching assistant are their key workers - each pupil has a named key worker
- by providing a quiet and confidential area where parents are able to discuss any concerns.
- by employing a Child and Family Support Worker
- by inviting all parents and carers into school for training, discussion groups and coffee mornings throughout the year

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous and enhanced provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

At Millwood:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2017)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Millwood we support children in using the three characteristics of effective teaching and learning. These 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; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2017)

At Millwood all EYFS pupils are assessed using the Inclusive Assessment Tool Document This document aims to support children's learning by...

- recognising that children progress in different ways.
- recognising that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.
- supporting practitioners to understand the pre-requisite skills young children need to acquire in order to achieve each assessment point
- ensuring that the achievements of all children can be recorded in a common format that enables children's progress to be recognised and celebrated

- providing continuity in the areas of early transition and inclusive practice
- building on existing good EYFS practice in assessment; using practitioners ongoing records, evidence and observations

This document is used in conjunction with the following documents:

- Early Years Foundation Stage Profile handbook
- Curriculum Guidance for EYFS
- Development Matters

The following documents have also been referenced for specific groups of children:

- 'Routes for Learning' (for learners with PMLD; ISBN reference 0750440570)
- MOVE- (Movement Opportunities Via Education)
- Affective Communication Test
- Learning Journeys: Switch Skills Progression Road Map (2011 Inclusive Technology Ltd)
- PECS

The Leuven Well-being and Involvement scales.

Baseline assessments include The Leuven Well-being and Involvement scales, these are reviewed throughout the year.

The Leuven Well-being and Involvement scales have been developed by a team based at the Research Centre for Experiential Education (Leuven University - Belgium) under the supervision of Dr. Ferre Laevers.

The tool focuses on two central indicators of quality early years provision: children's 'well-being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development. Using the Assessment of Well-being and Involvement Scales Laevers has created a 5 point scale to measure both well-being and involvement. If there is a consistent low level of well-being and or involvement, it is likely a child's development will be threatened. The higher the levels of well-being and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of well-being and involvement, we know that deep level learning is taking place. The evaluation starts with assessing the levels of well-being and involvement using the tables. The procedure is simple and can be compared to 'scanning'.

Observe the children individually or as a group for about two minutes then give a score for wellbeing and/or involvement using the five-point scale. Unless children are operating at 4 or 5, learning will be limited. It is unrealistic to suggest that children will be operating at levels 4 or 5 all of the time as levels will fluctuate throughout the day. However, it is useful to observe how well practitioners tune in to the children's levels of well-being and involvement and respond to low levels sensitively. Even a low level of well being or involvement can become a learning opportunity which can result in higher levels.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Millwood, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this there are safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2017, at Millwood we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. We have a school nurse on site who is the main person to administer any medication however training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Millwood a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2017)
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). As of September 2017, the majority of teachers and teaching assistants are either paediatric first aid trained or first aid trained.

- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding procedure and policy.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Joanne Hurst
September 2017