



Grangewood School

A learning community

Early Years Policy

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V.02	September 2024	Additional contents: curriculum update, Safeguarding and working with parents

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

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1. Policy Statement

This policy outlines the aims of the Early Years Foundation Stage (EYFS) at Grangewood School.

2. Aims

This policy aims to ensure:

- Every child is seen as a unique and special individual having the right to grow up safe, healthy and achieving their personal best
- An inclusive environment that offers every child the opportunity to learn in ways that best suit them and to progress at their own pace
- 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/or carers
- Children are given the opportunity to access a broad and balanced curriculum that gives them a wide range of knowledge and skills needed for good progress through school and life

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3. Admissions Policy

Children are referred to us by Local Authorities, often when their EHCP is in the final stages of being written. Most of our children come from LB Hillingdon. When the Local Authority make a referral, it is called a consultation and they ask Grangewood School to consider if we can meet the needs of the child involved. Senior staff from Grangewood will assess the child, usually in their current educational setting, but it might also be at home or even at Grangewood. That staff member uses their experience to decide if Grangewood can meet the current needs of the child and makes a proposal to the Head teacher. If they agree that Grangewood can meet the needs of the child, Grangewood will let the Local Authority know that we are happy

to offer a place. If parents decide to take up that place, Grangewood will be named on the child's EHCP. We would then expect the child to start in Early Years the following September. Before the child starts in September we hold an online meeting for the parents and carers the preceding May. Followed by a short after school 'stay and play' session for children and parents to come and have an informal look around the Early Years area. In September we have a brief period when the children take turns to come into school (staggered entry) to allow the children to get used to school in smaller groups.

4. Structure of the EYFS

Grangewood School pupils are likely to spend one year following the curriculum in EYFS including Reception and Year 1. For those children in Nursery they will spend two years following the EYFS curriculum.

5. Learning and Development (Curriculum)

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Implementation

We use and follow the Early Years Foundation Stage framework to inform and guide our curriculum delivery through adapting the seven areas of learning and development.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- Seven curriculum areas form the Foundation Stage curriculum used in all Early Years settings. The prime areas, which focus on basic skills; Personal, Social and Emotional Development (PSED), Communication and Language and Physical Development. The expressive areas then focus on bringing depth and creativity into a

child's life; Literacy, Understanding the World, Maths and Expressive Art & Design.

The principles of the EYFS 'Characteristics of Effective Learning' are used as a basis for planning and delivering the curriculum as well as observing starting points and progress for all pupils.

<i>Playing & Exploring</i>	<i>Pupils explore and experience things and 'have a go'</i>
<i>Active Learning</i>	<i>Pupils engage and keep on trying if they encounter difficulties, and enjoy achievements</i>
<i>Creating & thinking critically</i>	<i>Pupils have and develop their own ideas, make links between ideas and develop strategies for doing things</i>

Pupils learn through a variety of group, paired and individual tasks incorporating time for exploring and discovering through play. Sessions are repeated across the week and term to encourage pupils to build routines, expectations and begin to anticipate learning and tasks. All pupils are given the opportunity to experience learning in these areas through continuous provision, access to outdoor spaces and through targeted intervention

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Pupil's learning intentions are based around the outcomes in their EHCP to ensure that learning is relevant and personalised. This learning builds on individual strengths and interests, enabling progress through sensory learning, play and discrete highly specialised teaching.

Long term planning

To support this breadth of learning, pupils explore a termly EYFS theme, which repeats every year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me & My Family	Celebrations & The World Around Me	Under the Sea	Minibeasts	Transport	Shops & Shopping

6. Assessment

Assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Development Matters⁶, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements.

We complete statutory assessments in line with all UK Early Years settings, which is essentially a baseline assessment in October and a Profile (which shows progress) in June.

Within the first 6 weeks of pupils starting at Grangewood School they will be baselined on our online learning journal platform Tapestry. This gives teachers a measure of where the pupils are in their learning journey and what they need to move towards next.

Targets for Reception pupils are not set out at the beginning of the year, our Cherry Garden Assessment format is used to measure where the pupils are in their learning journey. Those children in Year 1 have targets set in September in line with their EHCP outcomes.

Through formative assessment, we use our knowledge of the child to adapt our planning and teaching to ensure they reach their full potential and goals. Formative assessment of children's learning is undertaken on a daily basis and is used to ensure that future planning reflects identified needs.

Assessment in EYFS is both through written and photographic observations of child-initiated activities, as well as planned and structured adult-led activities. This evidence is captured through online learning journals on the platform Tapestry.

7. Working with Parents

At Grangewood School, our aim is to establish and maintain good working relationships with parents and carers. Our staff team and Family Services Co-ordinator work hard to maintain effective communication to and from parents in a wide variety of ways. This

may include phone calls, face to face meetings, communication via Home-School link book and Tapestry. Our Family Services Co-ordinator holds regular coffee mornings and parental workshops for our parents and/or carers to attend.

8. Multi-professional approach

At Grangewood we have a range of professionals who support the class staff. These include speech and language therapists, physiotherapists, occupational therapists, creative therapists, visiting specialist teachers for the visual and hearing impaired and an educational psychologist. Programmes written and devised by these specialists are integrated into the daily routine as required. When appropriate, individual joint parent and therapist sessions can be set up with a therapist for parents working with their own child. We believe a multi-professional approach is crucial to a child's development and therefore our therapists and teachers will do joint sessions with the children in small and larger groups.

9. Preparing for life in School

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The overall aim of our EYFS provision is to enable all children to achieve their potential and be ready to transition into their Key Stage 1 (KS1) Hub. In our KS1 Hub we have high expectations of our children. In order to help them be ready for this, we will be aiming to teach them to be attentive, ready to learn, to understand that for some activities they should sit with their peers and adults and that their school adults give consistent instructions in a calm and respectful way. Sometimes, when the children are given the opportunities of a structured setting they progress exceptionally quickly and we would always be open to considering the possibility of an alternative provision if necessary.

10. Safeguarding

All staff working in the EYFS are up to date with safeguarding policies and procedures in accordance to the Eden academy guidelines.

11. Health and Safety

All staff are aware of issues concerning health and safety and are regularly trained. Resources are monitored before, during and after use, with appropriate risk assessments in place. The curriculum is designed to promote good health, including learning opportunities focused on mental, physical and oral healthy.