



The Clare School

Early Years Foundation Stage Policy

Statement of Policy

At The Clare School we hold the belief that good early years education is essential, as it is both a distinct stage in its own right, and a firm foundation for future learning and development.

Overall Aims

- To offer a broad and balanced curriculum which covers all seven areas of learning and experience and enables each child to reach his/her full potential whilst fostering enjoyment in learning.
- To develop the child's awareness of themselves as a person
- To encourage the child to begin to communicate
- To develop Total Communication, in which any form of communication by the child is acceptable as a platform on which to build
- To develop the child's sensory awareness
- To encourage the child to begin to interact with the world or people around them
- To ensure that each child is fully included and valued
- To provide a high quality multi-sensory learning environment
- To encourage the child to begin to show a response to learning or life situations
- To encourage the development of independence skills
- To begin to develop the child's play skills as the foundation for learning
- To help the child to overcome emotional or behavioural barriers to learning and understanding
- To begin to develop an awareness and understanding of different cultures
- To offer a safe and secure environment in which to flourish

Admissions Procedures

Children can be admitted to the Nursery within a term of their third birthday if places are available. The School/Local Authority has agreed criteria for allocating places.

Admissions for Nursery/Reception children are preceded by home or pre-school visits where possible, to allow both the child and their parents/carers to become familiar with staff. Children usually initially attend on a part time basis, (depending on their level of need), gradually increasing until they reach statutory school age when they will attend school full time. This is the term after their 5th birthday.

The Nursery/Reception Class acts as an assessment placement for all the children. Some children may stay at The Clare School for their education, while others may transfer to a mainstream school or another special school.

Teaching, Learning and Classroom Organisation

Early Years pupils (3-5yrs) are currently based within a mixed Early Years/KS1 class.

The Early Years Class provides a rich multi-sensory learning environment. All children have access to a highly differentiated, play-based, developmental curriculum as required by the Statutory Framework for the Early Years Foundation Stage (EYFS) 2012

Effective use is made of outdoors and through free flow activities and the local neighbourhood to extend the children's experience and awareness.

The curriculum follows the seven learning areas of the Early Years Foundation Stage.

Prime Areas: Communication and Language, Personal, Social and Emotional Development and Physical Development.

Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design.

Assessment

Assessment is an ongoing process, and an integral part of both class and individual planning and target setting.

Individual learning and developmental targets are evaluated and set on an individual basis, and recorded on the child's learning support plan and through individual pupil assessment folders. B squared is used to baseline and record ongoing small step progress throughout EYFS. It is also used to set targets. Baseline data will be taken within the first 6 weeks of attendance.

The Foundation Stage Profile is completed for each child at the end of the Reception Year. Pupil data is recorded against the Early Learning Goals as being Emerging, Expected or Exceeding.

Tapestry has been introduced as an interactive way to share children's experiences and achievements. Tapestry is an online learning journey, which allows photos and videos to be uploaded and observations and assessments made. Parents are sent notifications when new observations are uploaded and are able to comment.

Individual programmes are used for specific assessment, targets and records may take the form of observation of tasks or activities with specific focuses related to B squared assessment. Children will over the first half term have an individualised programme developed for them to work on individual areas for development. These will be reported on after every session and used to inform next steps and assessment in B squared and IEP's.

The progress of children with visual, hearing or multi-sensory impairments is monitored by the QTVI, QTHI and QTMSI on a regular basis.

Children may also be assessed by relevant Therapists (e.g. Speech and Language, Occupational and Physiotherapists) as appropriate.

Partnership with Parents and Carers

The school recognises the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Staff ensure that parents are well informed about the curriculum their child is experiencing through discussion, meetings, daily home-school books, newsletters and the school website. Parents are encouraged to contribute to their child's learning story, through photographs, leaflets and achievements at home but also to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life. Close partnership with the child's parents/carers is encouraged at all times.

Equal Opportunities

All children are entitled to full access and opportunities in all aspects of the curriculum regardless of their disabilities, age, gender, race or background.

Signed
Headteacher

Signed
Deputy Headteacher

Autumn 2019

This policy is to be reviewed Autumn 2021