



# Early Years Foundation Stage (EYFS) policy



<b>Approved by:</b>	Aymeline Bel	<b>Date:</b> January 2022
<b>Last reviewed on:</b>	Spring 2023	
<b>Next review due by:</b>	Spring 2024	

## 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

Our Early Years department comprises of four classes made up of Reception, year 1 and year 2 students.

## 4. Curriculum

Our early years setting follows an adapted 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

A range of different strategies are used to teach children at Queensmill School including TEACCH, PECS, Makaton and SCERTS. An emphasis is placed on communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors are also key as progress in these areas enable progress in others. All children in the EYFS have input from a speech and language therapist and occupational therapist.

### 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 focus on two key areas- social communication and emotional regulation. Development in these areas enables our children to make the most progress as they move through the school.

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.

Staff in the EYFS team work collaboratively to produce schemes of work adapted from the EYFS national curriculum. These schemes of work are thematic and often centred around particular areas of interest for our children.

## 4.2 Teaching

All our teachers receive training in a range of autism specific teaching strategies and interventions, including SCERTS, PECS and TEACCH. The school day is structured for children with the support of visual timetables and predictable, structured activities. This encourages children to feel more safe and secure and enables them to learn more effectively. Children's emotional and sensory needs are supported through regular access to our sensory suite, use of sensory circuits and through direct teaching on emotional regulation using Zones of Regulation. Teachers and teaching assistants work in partnership with a range of professionals including a speech and language therapist and occupational therapist.

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. Children are encouraged, and supported, to engage in learning and activities that will support the development of key life skills including regular visits to the community.

## 5. Assessment

- A baseline assessment is taken against key skills at two weeks and then again at 6 weeks.
- Assessment is taken in communication using the phases of the Picture Communication System (PECS) and critical communication skills
- A baseline review for parents and carers is held for each pupil after the first six weeks of trust
- Autism specific PLP (Personal Learning Plan) 'I can' statements targets are written for each child in their first term at trust and reviewed on an on-going cycle
- All EYFS children have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes are then written for each child and reviewed on an on-going cycle. Assessments are taken against these. Therapists also collaboratively write PLP targets with class teachers.
- Photo and video recording profiles are also completed for each child, to assess progress with I-Can statements and PLP targets
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Children are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.
- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.

- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.
- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.

## 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.

On a daily basis, parent communication takes place via email, phone and a child's 'Home-School Book'. A teacher or teaching assistant will write in a child's home school book each day to inform parents of their child's mood, eating and activities during the day. Parents are encouraged to write in the book daily to inform the class team on anything happening at home that may impact on a child in school (for example, how they slept).

Parents and/or carers are kept up to date with their child's progress and development. Parents receive half termly achievement documents with photographs and work samples of their child. Parents are also consulted, and sent, copies of their child's personal learning plan for each term- as well as a review of the previous term's targets. Parents and/or carers are invited to their child's Annual Review each year in order to discuss their progress in depth and set outcomes for the future.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through topic based learning and target setting around personal care. Each class works with an occupational therapist who support in this area. Classes cover a range of areas including:

- Healthy eating and developing food tolerance
- The importance and routine of brushing your teeth
- Toileting

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **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 children with medical conditions policy
Emergency evacuation procedure	See health and safety policy

Statutory policy or procedure for the EYFS	Where can it be found?
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

## 8. Monitoring arrangements

This policy will be reviewed and approved by Aymeline Bel, Head of School, annually.

At every review, the policy will be shared with the governing board.

### ATTACHED DOCUMENTS

Appendix 1: EYFS Baseline Assessment

Appendix 2: EYFS Observation sheet including the learning characteristics

**EYFS Baseline Assessment**

**Name:**

**DOB:**

**Date of Admission to Trust:**

**Date report completed:**

Area	Comments Within 2 weeks	Comments Within 6 weeks
<p><b>Social communication with adults and peers</b></p> <p><u>Information provided by class teacher</u></p> <p><i>Does the child interact with adults and peers? In what way? For what purposes?</i></p> <p><i>How spontaneous are these interactions?</i></p>		<p><b>Please see SLT report for more details on communication</b></p>
<p><b>Attitude to learning:</b></p> <p>Participation and attention in trust activities</p> <p><u>Information provided by class teacher</u></p> <p><i>Is the child able to sit, participate in activities and respond to instructions?</i></p> <p><i>How much support is needed?</i></p> <p><i>Which situations does the child participate most?</i></p> <p><i>How does the child respond to instructions?</i></p> <p><i>How does the child manage with transitions?</i></p> <p><i>What transactional supports are needed?</i></p>		

<p><b>Sensory needs, behaviour and emotional regulation</b></p> <p><u>Information provided by Occupational Therapist</u></p> <p><i>Does the child have difficulties regulating their emotions? How does this present? What triggers these behaviours?</i></p> <p><i>Does the child:</i></p> <ul style="list-style-type: none"> <li>- seek or avoid;</li> <li>- have difficulty recognising or responding to</li> </ul> <p><i>sensory experiences (movement, body position, tastes, sounds, smells, visual and tactile information)? How does this impact participation and performance in a range of activities (e.g. learning, mealtimes)?</i></p> <p><i>Does the child present with sensory processing difficulties? Sensory processing is how we recognise and respond to information from our body and the environment (e.g. frightened, upset, painful, passive)</i></p> <p><i>Does the child demonstrate anxiety? How does this present? What helps reduce their anxiety?</i></p>		
<p><b>Self-care skills</b></p> <p><u>Information provided by Occupational Therapist</u></p> <p><i>How independent is the child in their self-care activities? (getting dressed, eating, toileting, washing and grooming, organising belongings) Consider steps within the task (activity analysis) – how much support is given to: recognise need to go to toilet, walk to toilet, undress, sit, clean?</i></p>		
<p><b>Motor skills</b></p> <p><u>Information provided by Occupational Therapist</u></p> <p><i>How is the child's posture? (e.g. sitting/standing)</i></p> <p><i>How is their mobility-walking around trust, using stairs?</i></p> <p><i>How are their gross motor skills-using P.E. and playground equipment?</i></p>		

How is their hand use and fine motor skills- e.g. grasp of tools?		
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**Curriculum Areas (EYFS) – Information provided by class teacher unless otherwise noted.**

<b>Communication and language</b> See SLT report
<b>Physical development</b> See motor skills section above.
<b>Personal, social and emotional development</b>
<b>Literacy</b>
<b>Mathematics</b>

**CONCLUSION**

Based on our baseline assessment, The Queensmill Trust is considered a suitable placement to meet XX's educational needs. In order to support XX to reach his/her potential in all trust-based activities, he/she requires:

- A trust environment where staff are trained in Autism and the use of Autism specific strategies to support access to learning including: PECS (Picture Exchange Communication System); TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and Sensory Integration approaches;
- An Individual Education Plan that directly addresses the triad of features of autism and sensory issues;
- Differentiation of trust activities to meet individual learning needs;
- Close liaison between parents and trust staff;
- A small class group with high staffing ratio and opportunities for 1:1 teaching;
- A low arousal environment both in the classroom and throughout the trust;
- Low arousal behaviour from staff;
- Access to a workstation for independent work;
- An individualised Occupational Therapy programme;
- Speech and Language Therapy intervention to include both direct and indirect work with communication supported and extended throughout the trust

**EYFS Observation Sheet**



<b>Context:</b>	Alone	Pair	Adult/Child	Small Group	Large Group
	Personal/Social/Emotional		Communication & Language		Physical
	Literacy		Mathematics	Understanding of the World	Expressive Arts & Design
<b>Initiated By:</b>	Adult			Child	
<b>Adult Support:</b>	None	Minimal	Some	Much	

### Characteristics of Effective Learning:

<b>Playing and exploring – engagement</b>	<b>Active learning – motivation</b>	<b>Creating and thinking critically – thinking</b>
<ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>

### Observation: Learning Objective

### Evaluation:

### Next Steps:

Please write a description of how the child learns in the following areas

<b>Playing and Exploring</b>	
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**Finding out and exploring**

**Playing with what they know**

**Being willing to 'have a go'**

**Active Learning**

**Being involved and  
concentrating**

**Keeping trying**

**Enjoying achieving what they set  
out to do**

**Creating and Thinking  
Critically**

**Having their own ideas**

**Making links**

**Choosing ways to do things**