



Early Years (EYFS) Curriculum Policy

Date Published	May 2024
Version	2
Approved Date	May 2025
Review Cycle	Annual
Review Date	May 2026

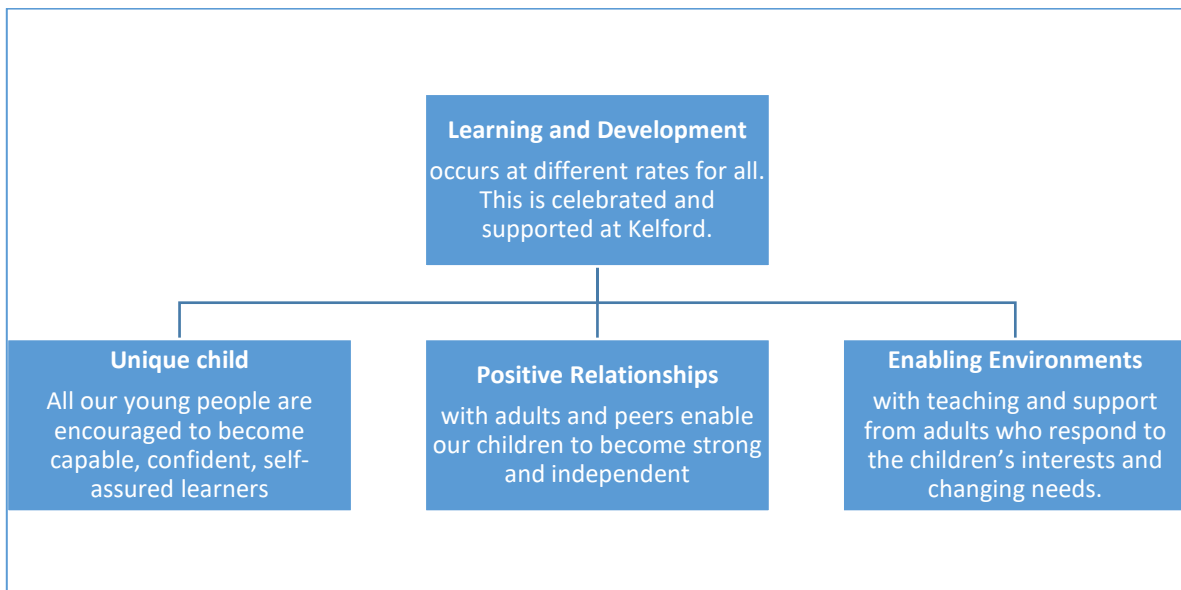
An academy within:



“Learning together, to be the best we can be”

1. Context

- 1.1. At Kelford School, children and their families are at the centre of everything we do. We pride ourselves on working closely with families to lay the foundation for children’s future learning and development through a personalised learning programme which takes into consideration the strengths and interests of each child. All our young people are individually guided through the Early Years Foundation Stage learning and development programmes alongside highly personalised targets taken from individual Education, Health and Care Plans. This holistic approach will thus enable exploration, development, achievement and success at the very start of their educational journey. When compared to mainstream schools within our local community, Kelford School’s Early Years cohort is unique due to complexity and size.
- 1.2. The four guiding principles outlined in the Early Years Foundation Stage Statutory Framework underpin our Early Years offer.



2. Intent

- 2.1. At Kelford School, we are passionate that every child and young person has the right to be ‘the best that they can be’. We aim to create a safe, secure environment where staff acknowledge each child’s unique needs and competencies and use these to plan rich, stimulating and appropriate learning experiences.
- 2.2. The school intends to ensure that the EYFS principles underpins what we do and what children learn. The characteristics of effective learning namely;



playing and exploring, active learning and creating and thinking critically will be integral to ongoing observations, assessments and planning for next steps.

- 2.3. EYFS and SEND (Special Educational Needs and/or Disabilities) are intrinsically linked. The principles involved in ensuring quality provision for those with SEND are similar to the principles that underpin EYFS. It is necessary for all staff involved in delivery to be knowledgeable about, and aware of potential difficulties a child may be facing. This means early years practitioners are able to respond early to concerns and work with other professionals as required.
- 2.4. At Kelford school we work collaboratively with other professionals, such as physiotherapists, speech & language therapists, occupational therapists and Educational Psychologists. Their advice and reports are incorporated into the child's bespoke school offer.
- 2.5. Supporting children with SEND in early years is essential. Early identification, followed by providing effective provision, improves a child's long-term outcomes. Effective provision includes high-quality teaching and making reasonable adjustments in order to remove barriers to learning.
- 2.6. During the Early Years, we focus on creating an environment where children can practise and develop their skills, interests, knowledge and understanding using a blend of motivating adult and child-initiated activities to promote learning. The balance between these varies depending on the child's individual requirements.
- 2.7. In order to achieve our aims, we will always:
 - Provide a flexible learning environment structured to support everyone.
 - Provide an active learning curriculum based on the needs of each child.
 - Offer a curriculum which is inclusive, relevant and child-centred and which encourages opportunities to explore, observe and discover the environment around them, supported by skilled adult interaction to extend and enhance learning opportunities.
 - Recognise that communication; the ability to attend to, understand and reciprocate language is vital for our children and the precursor of all learning. Communication is therefore at the heart of all we do and shapes the environment both indoors and outdoors.
 - Encourage confidence, independence and self-esteem by teaching the skills that will provide and help future learning throughout school.
 - Ensure all children are able to access the Educational Programmes as set out in the EYFS Statutory Framework.
 - Value and recognise the role of families as primary educators to their children and to establish and encourage a strong partnership between home and school.
 - Encourage an awareness and respect of others, their school and wider community environment.

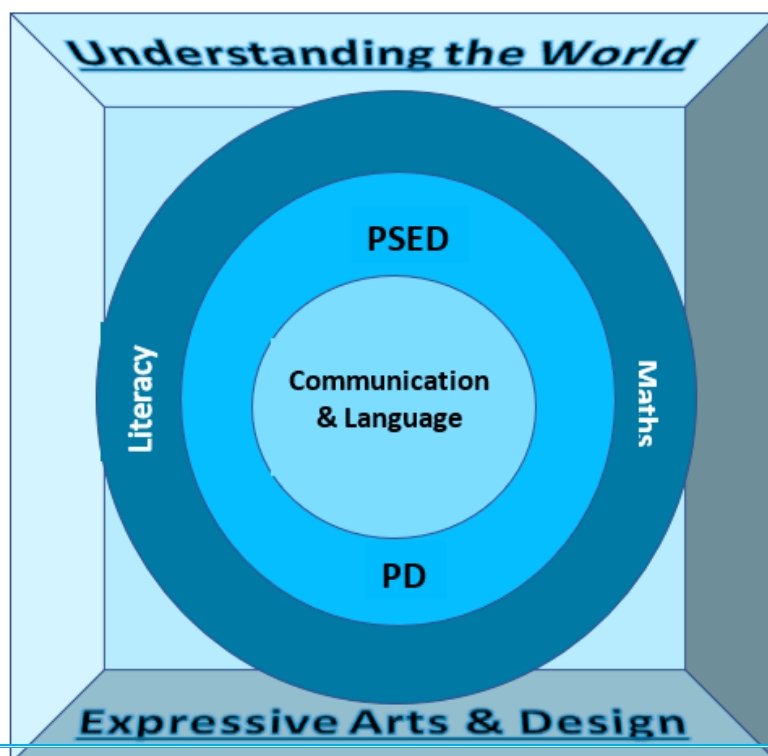
- Support and develop our practitioners to allow them to extend, enhance and facilitate learning in the Early Years.

3. Admissions

- 3.1. Families are encouraged and welcomed to visit the school. They are given information about how the school supports children with SEND.
- 3.2. Once consulted by a local authority, the school has 15 calendar days to review the consultation documentation and provide a response. The school may arrange visits during this time.
- 3.3. Upon receiving confirmation of placement at Kelford, the Assistant Head Primary, or another appropriate member of staff specifically assigned to do so by the Head teacher, will contact the family to discuss and agree admission arrangements.
- 3.4. Admission arrangements could include visits to the child's current school, home visits, transition visits to Kelford and any other reasonable adjustments to support a successful transition.
- 3.5. Kelford School has a separate admissions policy which should be read in conjunction with this policy.

4. Learning and Development Requirements

- 4.1. The Learning and Development Requirements consist of the following elements:



Learning begins with the prime areas from the EYFS Statutory Framework (2024) (personal, social and emotional development, physical development and communication and language) at its centre. Communication sits at its core, playing a pivotal role in enabling and developing skills across all learning areas.

The specific areas of Literacy and Maths make up the outer core of the foundational skills. This means that children will begin working on skills and knowledge in these areas from the beginning, with deepening focus as their skills in the prime areas develop.

These foundation skills are framed within contexts taken from the specific areas of Understanding the World and Expressive Arts & Design.

We divide our curriculum into the following areas:

- Essential/foundation skills & knowledge (C&L, PSED, PD, Literacy, Maths – the circular areas of learning & development);
- Experiences, themes and contexts for learning (UtW, EAD – the ‘frames’ for learning).

4.2. At Kelford School all faculties have embedded the EYFS principles within their curriculum and developmental progression trackers, so that the Foundation Stage element underpins what we do and what children learn. EYFS learners experience quality and consistency in their Early Years journey based on a secure foundation of learning. Their curriculum entitlement and personalised outcomes will interconnect within each curriculum theme to maintain value and relevance for every individual. Faculties will have developed each strand of the curriculum in the following way:

Faculty	Subject	ELG
Communication, Language and Literacy	English	Communication and Language / Literacy / Physical Development
Mathematics/STEM	Mathematics	Mathematics
STEM	Science	Personal Social and Emotional Development / Understanding the World
Personal Development	PSHE	Understanding the World / Physical Development / Expressive Arts and Design
Physical Development	PE	Physical Development

Faculty	ELG
Creative & Expressive Arts	Expressive Arts and Design
World Around Us	Understanding the World



4.3. In addition, EYFS will underpin Kelford School's spiral thematic curriculum in the form of pre-formal units. These are fully integrated into teaching and learning across mixed year groups and within our continuous provision offer. Current school themes have been grouped together so that young people joining Kelford in EYFS can begin their journey alongside their peers.

Five units to rotate over three years	EYFS Theme (pre-formal unit)
Evolution and revolution & Time Travellers. We are the champions.	Past Present and Future
Our Beautiful Planet & Shaping our World. Out of this world	My World and Beyond
From Field to Fork & Animal Kingdom. Changes	Growing and Changing
Glorious Galleries & From Stage to Screen. The Carnival	Curious and Creative
Celebrate the World & Where We Belong. Power to the people	My Place in the World

5. Educational Programmes and ELGs (Curriculum)

5.1. Educational Programmes are designed by teachers according to the needs and interests of children in each class. The following planning methods are used to shape activities and educational programmes:

- Curriculum maps are used to plan activities within each of the seven areas of learning. Teachers will choose a stimulus of interest or significance to the children and plan activities around these. It is important that children are exposed to a range of themes and stimuli that are exciting and engaging whilst simultaneously offering knowledge and understanding of all of the seven areas of learning.
- Individual Learning Plans (ILPs) identify the skills and/or knowledge and understanding that is of importance to the development of each child. Teachers and practitioners will observe children against these targets and plan opportunities (both child and adult initiated) to enable them to work towards and ultimately achieve each target.
- Continuous Provision Plans provide an overview of the opportunities within the environment for children to develop their skills within all seven areas of learning. Adults working in provision will support children through high quality interactions to facilitate, extend and communicate their understanding and skills. Both child and adult initiated activities may take place within Continuous Provision. Adult initiation to encourage children to



use different learning areas may be necessary for children who are uncertain on how to engage with their environment and resources.

- Adult Directed Activity Plans are constructed according to the individual needs of the child. For some children, it will be relevant to have access to some group adult directed time with their peers. For others, it may be necessary for adult directed time to be one to one with an adult to better support development. A blend of these approaches is often used for children throughout their Early Years journey at Kelford.

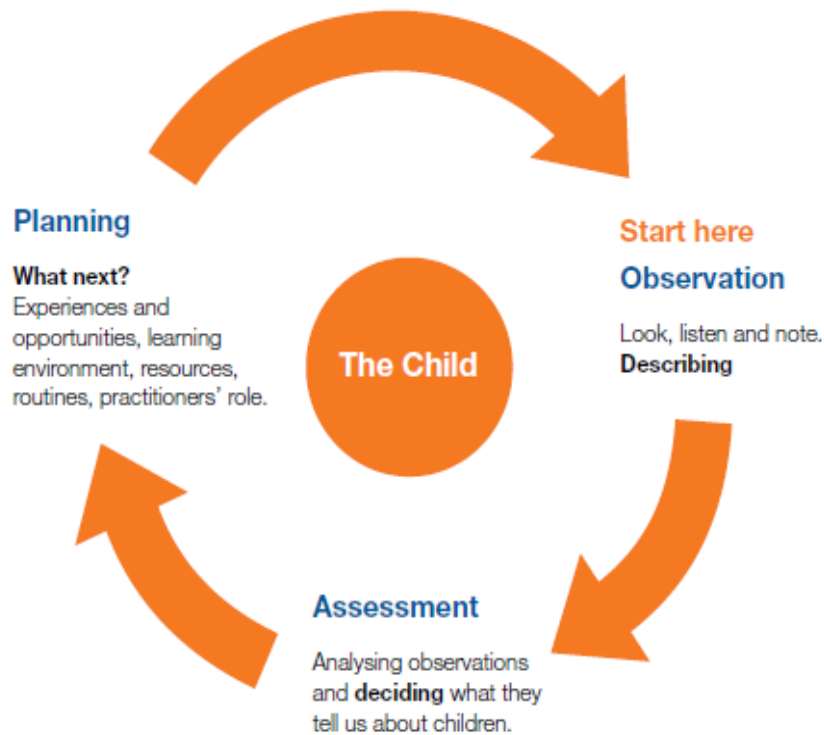
5.2. In classes where EYFS learners are placed, the Early Learning Goals are referred to within planning in order to ensure that all of these areas are being covered wherever the child is on their journey towards these.

6. Assessment Arrangements

6.1. Learning and development is recorded using Evidence for Learning (EFL). Staff can record both long and short observations alongside photographs and videos, whilst tagging in the EYFS pathway targets to support assessment. Photographs and videos are used to support observations and to capture 'magical moments' for families.

6.2. Within EYFS, emphasis is placed upon high quality interactions between staff and children, therefore requiring staff to keep recording to a minimum while working with children.

6.3. Observation, Observation, Assessment and Planning within EYFS is geared towards the children's interests. We plan first hand experiences and provide opportunities for challenges appropriate to the age and stage of each child. In the EYFS, assessment of attainment and progress is primarily based on observation, discussion, questioning and evidence of children's independent learning alongside adult led activities. Observations are undertaken by all practitioners who work with the child. During observations the adults carry out 'in the moment' teaching to move children on in the seven areas of learning. Children also have access to areas of continuous provision that enhance and further the learning opportunities available for them. Observations are recorded in a variety of forms; photographic, video and annotations which are uploaded onto the child's Evidence for Learning account.



6.4. Individual Learning Plan assessments take place three times each year. This a whole school assessment method which aims to provide a holistic and personalised approach to learning and development throughout school. ILP targets are assessed at the end of each cycle by the teacher who will either assess the target as 'initiated,' 'working towards' or 'achieved.' Targets are either continued or reset depending on whether they have been achieved, are working towards or are still at the initiated level of assessment. In the case of the latter, it may be that the target set needs to be revisited at a later stage and is not currently appropriate. EFL is used to supplement the ILP assessment process so that teachers can ensure that they are planning appropriate adult/child-initiated activities for each learner.

6.5. The Reception Baseline Assessment (RBA) is a statutory assessment requirement which takes place at the start of a child's final year in the Early Years Foundation Stage (FS2). As a school, we use our in-depth understanding of our children's need to determine whether the material within the RBA is suitable. Whilst the RBA material is designed to be accessible to children with additional needs, in many cases, our children are unable to access the content provided. In this case, we will 'disapply' children on an individual basis. Where it is thought that a child could potentially access the materials, the RBA would be carried out within the first six weeks of the FS2 year. The assessments are short, practical, play based activities.

6.6. The Early Years Foundation Stage Profile (EYFSP) is a statutory assessment that takes place at the end of a child's FS2 year. It is only ever completed once and is used to inform national data information. The EYFSP does not affect or



impact on a child's targets unless they are working at this level.

Children are recorded as either 'emerging' or 'expected' against each ELG. Where children are emerging at the end of FS2, it may be appropriate to continue to take targets from the EYFSP into Key Stage 1.

6.7. Reporting to families is essential in ensuring that they are kept up to date and informed of their child's progress. Each day, a home-school diary is written to communicate achievements, routines and progress to each family. This offers a two-way communication option where families are invited to record achievements and messages from home. Annual review meetings take place each year to discuss the progress made against the EHCP long term targets and to form new ones where appropriate in partnership with the family and other agencies involved. End of year reports celebrate the achievements of each child across the year and allow families to receive photographic and written evidence of their child's individual learning and development. Class Dojo also allows teachers to share observations with families so that they can be kept up to date on the learning and achievements that are happening day to day. Families are also able to share achievements from home via this method.

6.8. Statutory Assessment arrangements in EYFS are as follows:

- *Reception Baseline Assessment* – this is completed at the beginning of Foundation Stage 2, if it is accessible to the learner.
- *Early Years Foundation Stage Profile (EYFSP)* – this is completed at the end of the Foundation Stage 2 year. Each ELG is highlighted as either 'Emerging' or 'Expected.'

7. Welfare Requirements

7.1. Safeguarding children and Child Protection is covered by the whole school Safeguarding Policy and should be adhered to.

- Safer recruitment ensures that, through the relevant whole school HR policies and procedures, staff are suitable to work with children and young people.
- At least one person who has a current Paediatric First Aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The school holds a list of staff who have a current PFA certificate.

7.2. Key Persons are assigned to each child in an Early Years class. This key person will usually be the class teacher or in some instances, it may be a Level 3 or Level 4 practitioner.



7.3. In line with DFE guidance and standards, staffing arrangements must meet the needs of all children and ensure their safety. The school ensures that children are adequately supervised, including whilst eating, and decide how to use staff to ensure children’s needs are met. Children must usually be within sight and hearing of staff and always within sight or hearing. Whilst eating, children must be within sight and hearing of a member of staff.

7.4. As a designated Special School, Kelford maintains high ratios of adults to children in order to fully meet individual needs. The EHCP process and review allows all stakeholders to input into the level of provision required to meet need, including the adult to child ratio. The current class where EYFS learners are placed has a ratio of 6 adults to 8 pupils. Statutory guidance as outlined below shows the qualifications that must be held by staff working with pupils in EYFS as a minimum:

2-3 year olds (N1)	1:5 1 Level 3 (full & relevant) ½ all other staff Level 2 (full & relevant)	
3-4 year olds (N2)	<u>Option 1</u> 1:13 1 Level 6 and 1 Level 3 (full and relevant)	<u>Option 2</u> 1:8 1 Level 3 (full & relevant) Half all-other staff Level 2 (full and relevant)
4-5 year olds (Reception)	1:30 Adult must be a teacher*	
*The headteacher will decide who has the skills and expertise to cover for short-term absence (including PPA).		

7.5. Health welfare requirements are covered by whole school health related policies.

7.6. Food and drink – Fresh water is always available. In order to encourage communication of needs, children may be encouraged to positively engage with an adult using an appropriate form of communication to request a drink. Alternatively, children may have access to water bottles sent in from home if needed. Children are offered healthy snacks at appropriate points in the day. Where children have sensory needs relating to food and drink, staff will encourage and promote healthy eating and drinking using a small steps approach using motivational foods and drinks that are not high in sugar. Any allergies are highlighted by the class team and taken into consideration when preparing snacks.



- 7.7. Accidents and injuries are covered by whole school risk assessment policies and procedures. All child accidents and injuries are recorded using CPOMS and an accident form is also completed. Parents are informed about the nature and cause of the injury in an appropriate way, via telephone call, face to face, written in the home-school diary as well as receiving a copy of the accident form.
- 7.8. Managing children's behaviour is covered by the whole school Positive Behaviour Support (PBS) policy and ethos. School has a dedicated team of PBS leads and coaches who can support classes where required. Team Teach training is provided for all staff and the module designed to support 'smaller people' is delivered for staff working in the primary department.
- 7.9. The safety and suitability of premises, environment and equipment is covered by whole school risk assessment, premises and health and safety policies. Our EYFS classroom fulfils the minimum spatial requirements as set out in the Early Years Statutory Framework. The class also has continuous access to outdoor areas.
- 7.10. Risk assessments are conducted following the whole school policy on risk assessments. All classes have a general classroom risk assessment, individual child risk assessments and individual child swimming risk assessments as standard. External visits are risk assessed by teachers and signed off by a Senior Leader Evolve is used to support this process.
- 7.11. As a specialist setting, both our Early Years classes pay full regard to the SEND Code of Practice 0-25 (2014).
- 7.12. Information and Records are covered by relevant whole school policies.

8. Roles and Responsibilities

8.1. The following staff are subject to this policy:

- **Teaching Assistants and Practitioners** will support and facilitate learning following the EYFS and whole school policies, forming positive relationships with children and engaging in high quality interactions throughout the school day.
- **Class teachers** will plan, deliver and assess children according the EYFS and other whole school policies. They will act as a key person for children and families so that positive relationships with both families and children are nurtured. Teachers will take a lead in engaging children in high quality learning experiences and interactions, providing a safe, organised learning space which supports the development of all learning areas.



- **Early Years/Primary Assistant Headteacher** will review the EYFS policy as required and ensure that this is shared with staff at all levels. They will provide supervision for key members of staff and ensure that appropriate CPD is provided. The lead will ensure that curriculum planning is completed and covers all the required areas of learning and development and that there is evidence of a balance of adult and child-initiated activities. The lead will also ensure that families are kept updated on their child's progress and achievements.
- **Headteacher** will line manage the EYFS/Primary Assistant Headteacher, providing them with the resources and skills needed to ensure the EYFS policy is implemented.
- **Nexus MAT** will performance manage the Headteacher and ensure local governance arrangements are in place and are effective.