



Our vision



Waverley School

Curriculum Policy Document

Early years Foundation Stage

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| Name of School | Waverley School |
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Introduction:

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experiences in the early years have a major impact on their future life chances. A secure, safe and happy childhood is important in its’ own right and it provides the foundations for children to make the most of their abilities and talents as they grow up”

- Early Years Foundation Stage Profile
Department for Children, Schools and Families
2012

This policy is written by the Head of Early Years (at Waverley Pre-school) in consultation with the Governors, Head teacher and other teachers at the school. The policy is written to give a clear indication of the scope of the curriculum offered to the pupils in the Foundation Stage at the school. It is intended that this policy will be supported by and give support to the individual differentiated curriculum and assessment policies and the schemes of work in use at the school.

This policy reflects the school’s values and principles (see School Plan).

Principles:

We are committed to providing a broad, balanced and differentiated curriculum set within the framework of the EYFS through which children’s individualised learning needs are met using a multi-sensory approach. It is designed to be balanced, relevant and broadly based and aims to:

- provide opportunities for all pupils to learn and achieve.
- promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The EYFS for children is from birth to five years of age and here at Waverley pupils will stay in our Early Years provision at our Pre-school until they are 5. Occasionally we may have children in our Primary 1 Department at the Waverley main school who are under 5, and for whom this policy will apply. (the head of Primary 1 will ensure that the curriculum provided for these children is appropriate to their needs, fits into the EYFS aims, and assessment procedures include the EYFS profile arrangements).

All children begin school with a wide variety of needs, experiences, and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experiences. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

We will provide a broad and balanced curriculum, differentiated to meet each individual child's needs to develop personally, socially, emotionally, creatively and physically to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that the children at Waverley develop at different rates and have highly differing needs.

At Waverley Pre-school we aim to:

- Enable all pupils to engage with playful, motivating activities at an appropriate level for their individual needs
- Enable pupils to interact and communicate with a wide range of people.
- Enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Promote independent learning.
- Promote self-advocacy or the use of a range of systems of supported advocacy.
- Increase pupils' awareness and understanding of their local community, environment and of the world.
- Provide a wide range of developmentally-appropriate learning experiences for pupils.
- Develop self-awareness.
- Endeavour to maintain the skills that the pupils already have.
- Enable pupils to make progress from their individual starting points

Learning and Development

In the Foundation Stage learning and development is categorised into three prime areas of learning and at Waverley we feel that these three areas are the most important and essential to the development of our pupils.

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

In addition there are four specific areas of learning which we teach through topic based activities:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

We will ensure that equal opportunities are provided for each pupil to enable them access to learning and teaching styles which respond to their

individuality and recognise their personal achievements and that also reflects their cultural background.

One of the main overarching principles of the Early Years Foundation Stage Statutory Framework is that “*children learn and develop well in enabling environments, in which their experiences respond to their individual needs*”. Here at Waverley the classrooms are organised so that they are accessible for all pupils. Pupils are encouraged to access activities with as much independence as possible but due to the differing physical needs of many of our pupils most of the Free play provision is adult led with a high emphasis on pupils choice making and communication during these times. Opportunities are given to ensure there is plenty of outdoor learning and play provision.

Observation, Assessment and Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Our planning includes the principles of the EYFS and is always informed by observations that have been made on the children and take into consideration their development and learning needs.

Long Term Plans are written and give an overview of what is covered in each Curriculum Area through Topic based activities using a rolling two year Topic cycle. Topics are selected to provide breadth and balance in terms of the activities which are promoted within them.

Each class teacher is responsible for planning for their class each half-term. Short Term Plans are individual to each class and document what is being taught in each session, individual differentiated targets for each pupil that will be amended and evaluated after each session, and any specific requirements for individual pupils, resources and staff deployment. The short term plans are a working document and can be amended or changed after each session.

We make regular assessments of children’s learning and we use this information to ensure that future planning and target setting reflects individual needs. Children are assessed against the Development Matters in the Early Years Foundation stage document (but at Waverley we assess in stages rather than developmental age), as well as Routes for Learning, and all pupils will be assessed against the P-levels at the end of their reception year to provide a baseline as they move to Waverley main school site.

Evidence is gathered throughout the year in a variety of different forms to demonstrate progress and achievement.

Evidence can also be demonstrated by:

- Video clips
- Samples of work
- Evaluation sheets from lessons/sessions
- Observations
- Photographs

This evidence is stored electronically on the ipad Evidence For Learning app. This evidence is shared with parents through the form of a 'learning journey' at the baseline meeting and at the end of the year. Parents are also able to access the evidence app via email to get regular updates of their child's progress.

Within 6 weeks of a child starting school, a Baseline Assessment meeting takes place with the class teacher, Head of Early Years and parents to report on progress and to set Individual Education targets for the coming year. Baseline assessment is used to assess achievement on entry in key areas: Communication, Physical Development, eating, behaviour, friendships and cognition. Professionals work together to set targets which are challenging and appropriate for individuals. Progress is reviewed annually and assessed at the end of the Early Years.

Admission and Induction process

The LA has admission principles and criteria for placement at a special school. Admission arrangements to Waverley School are agreed in conjunction with the LA procedure. (*See admissions policy for further information*).

Once a placement has been agreed, parents/carers and pupils will have the opportunity to visit the class/department once a place has been allocated. During the Summer Term prior to starting school the following September, a home visit is undertaken by staff from the Pre-school and the Family Liaison Support Worker, where staff will spend time with the child and record important information. Following the home visit a risk assessment meeting takes place to ensure that the school is aware of all aspects relevant to the child starting school e.g. transport arrangements, nursing support, etc.

Nursery-aged children are offered either a morning session (9:00-12:00) or afternoon session (12:45-3:45), and are given an induction timetable in order that they can adjust to their new surroundings. Children should be attending every session by October half term, although this decision is based on how each individual child settles and what is felt is in the best interests of the child. This is done in consultation with the parents and carers.

We operate an "open door" policy that will allow parents and carers to spend time in class with their child while they settle and this allows parents and carers to discuss concerns and developments in an informal manner.

Annual Reviews

Annual reviews will be held once a year in order to review and update pupils' Education Health Care Plans or Statement of Special Educational Needs for those pupils who have not yet had their Statement converted. The main purposes of the annual review are to:

- To assess the child's progress towards meeting the objectives specified in the EHCP and to collate and record information that the school and others can use in planning their support for the child;
- In the case of the first annual review, to assess the child's progress towards meeting the targets agreed and recorded in the Initial Review; and in the case of all other reviews progress towards the targets in the IEP set at the previous review;
- To review the special provision made for the child, including the appropriateness of any special equipment provided, in the context of the National Curriculum and associated assessment and reporting arrangements.
- To consider the continuing appropriateness of the EHCP or Statement in the light of the child's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the statement or whether to make any amendments;
- If the EHCP or statement is to be maintained, to set new targets for the coming year: progress towards these targets will be considered at the next review.

Multi Agency Working

At Waverley a range of professionals support the pupils by providing direct therapy as well as support and training to colleagues who work with the pupils in class. Research has shown that when professionals work together in this way, pupils with learning difficulties make better progress.

The multi-disciplinary team consists of physiotherapists and technical assistants who advise on a wide range of physical needs and work closely with the school staff. A full time Occupational Therapist (O.T) who advises on a wide range of issues including equipment, sensory integration/modulation, hand splinting and visual perception and fine motor activities. We have two Speech and Language Therapists who work closely with the class staff to ensure that a total communication environment is achieved. The therapists visit the pre-school on a weekly basis and are available in between times to problem solve as required.

There is full time nursing support in the school and as well as playing a role in the welfare of our pupils. the nurse co-ordinates the clinics for the Consultant Community Paediatrician, school dentist and the Dietician. The nurse is based at Waverley main school site but visits the pre-school on a weekly basis and is always available to support. Staff at the pre-school have had training to give medication to the pupils and follow all relevant recording procedures.

We have visiting teachers for both the Hearing and Visually Impaired pupils and those with multi-sensory impairment

This policy should be read in conjunction with Intimate Care policy, Whole School Curriculum policy, Admissions policy and PMLD Curriculum policy.