



Our vision

Challenging expectations and sharing success

Waverley School

Early years Foundation Stage Policy

Name of School	Waverley School
The original policy	April 2015
Amended	September 2019
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Introduction:

At Waverley Preschool we recognise the unique characteristics of our children and understand how we can support them to learn and develop. Development Matters in the Early Years Foundation Stage aims to support children to have the best possible start in life. We have enhanced the EYFS curriculum to develop and adapt it to offer a relevant, motivating, broad and balanced curriculum for the pupils who attend Waverley School and to directly address their individual needs.

Waverley Pre-school is based across 2 sites:

Waverley @ Bell Lane - specialist provision for young children with Autism and associated learning needs

Waverley @ Honilands - specialist provision for young children with severe and profound and multiple learning difficulties.

Both sites follow the same inclusive curriculum model, with adaptations made for each group and individual within that.

The Early Years curriculum is set out in detail here: [Curriculum](#)

Starting School

See also our admissions policy: [Early years foundation stage updated May 2021](#)

When children start at school, they bring a wealth of skills. The Early Years team work closely with families to ensure that information is gathered and shared and that families are able to be involved in supporting their child to settle into school.

Home visits are completed for each pupil prior to them starting at school. Parents and carers are invited to attend school with their child while they settle in. We recognise that this will be different for each family/pupil and work flexibly to meet each child's needs.

Nursery pupils (aged 3-4 years) are offered a part-time placement of 15 hours.

Reception pupils (aged 4-5 years) are offered a full-time placement (9.00am - 3.00pm Monday to Friday).

Working with parents and Carers

We work closely with each pupil's parents/carers throughout their time at the pre-school.

This is through a range of activities including:

- Gathering comprehensive information from the family prior to the pupil starting school
- Offering daily home-school messages via class Dojo (school system for daily home-school messages)
- Posting to the class page on Class Dojo to keep families informed of what children are doing in school
- Meetings to discuss and review targets
- Parents evenings
- Sessions when families are invited to work alongside the class team to develop their own skills to support their child eg in communication or independence in eating
- Parents coffee mornings and education sessions
- Referrals to other agencies as required

Curriculum

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 a single strand of 'cognition and learning':

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

See the curriculum document for more information about learning and development and how this is delivered: [Curriculum](#)

Planning

NB: There is a detailed teaching and learning guide available for teachers which has further detailed information about the following.

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.

Topic Cycle

We operate a 2-year rolling topic cycle. These topics are used as the basis for creating play activities each half-term.

	Year A	Year B
Autumn 1	Magic	Superheroes
Autumn 2	Fire and Ice	Space
Spring 1	Songs and Rhymes	Patterns
Spring 2	Traditional Tales	Author Study
Summer 1	In the Garden	The Forest
Summer 2	Water	Around the World

Short-term planning

Teachers work collaboratively to plan sessions which they then adapt for their own group of pupils.

These plans incorporate pupils' individual targets along with general curriculum aims for each child based on previous assessment.

Planning is monitored termly and feedback given to teachers.

Assessment

Baseline assessment

When children have been in school for 6 weeks (or 12 weeks for part-time pupils), the teacher writes a baseline assessment report. This outlines observations the team have made in the first 6 weeks of the child attending school. From this report, a baseline assessment meeting is held with parents, and short-term targets are agreed which work towards the longer term outcomes on the child's EHCP.

Formative assessment

Formative assessment is carried out daily by the classroom team. It is recorded regularly using an application - Evidence for Learning.

In the Early Years, the expectation is that each pupil will have at least 2 pieces of evidence recorded per week to show their progress over time in all 4 areas of learning.

Evidence is gathered and then tagged to the school's bespoke assessment system. This is directly linked to the curriculum and records progress in the 4 areas of learning:

- Communication
- Physical and Sensory
- Personal, Social and Emotional Development ● Cognition and Learning

Summative assessment

At the end of each term, each pupil is assessed against the school's bespoke assessment framework.

On entry and at the end of their Reception Year, pupils are assessed against the 'Development Matters' framework. These results are submitted to the DfE at the end of each pupil's Reception Year. Given the complex needs of the pupils who attend Waverley school, the 'Development Matters' is not always sufficiently sensitive to demonstrate the progress the pupils have made. Therefore, it is used alongside the school's bespoke assessment system.

Target Setting

Each child has annual individual targets, which are agreed with parents, in the 4 areas of learning - communication, cognition, physical and sensory and PSED. These targets directly link to the longer term outcomes on the child's EHCP.

Targets are set at the beginning of the year and are evaluated each term. New targets are set at the end of the school year.

Pupil Progress

At the end of each term, teachers complete a 'pupil progress summary'. This draws together assessment information from the Evidence for Learning app, from observations and from the pupil's individual targets.

Following this, a pupil progress meeting takes place with the teaching team and head of centre. Pupils are RAG rated, based on the progress they are making.

Any pupils who are not making the progress we would expect are identified and additional measures put in place to support them.

Progress is reviewed and analysed termly; both for each individual pupil and also for the current cohort as a whole. This is then analysed for any patterns or trends which can inform school improvement planning.

EHCP Reviews

Annual reviews will be held once a year in order to review and update pupils' Education Health Care Plans. The main purposes of the annual review are 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;
- To review the special provision made for the child, including the appropriateness of any special equipment provided, in the context of the EYFS Curriculum and associated assessment and reporting arrangements.
- To consider the continuing appropriateness of the EHCP 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 a Speech and Language Therapist 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 regularly. Staff at the pre-school have had training to give medication to the pupils and follow all relevant recording procedures (see medication policy for more information).

We have visiting teachers for both the Hearing and Visually Impaired pupils who visit on a termly basis.

Quality of Teaching and Learning

A regular programme of monitoring is in place to ensure high quality teaching and learning. This includes:

- Writing individual GAS targets in pairs to ensure they are high quality
- Termly pupil progress meetings when each pupil is discussed and their learning analysed
- Planning monitoring and feedback to each teacher
- EFL (work scrutiny) and feedback to each teacher
- Pupil progress is analysed for individual pupils, the cohort and specific groups
- Lesson observations and feedback to each teacher
- Learning walks and general feedback to the department

Information gained by monitoring activities is then analysed for patterns and trends to inform school improvement planning.

This policy should be read in conjunction with the following policies:

- Whole school curriculum policy
- Admissions policy [Pre-school admissions policy Updated May 2021.docx](#)
- EYFS Curriculum document [Curriculum](#)
- Pre-school 'A guide to teaching and Learning' - detailed information for teachers