



HEDGEWOOD SCHOOL

EYFS Policy

2020/21






September 2020



Effectiveness of EYFS

Policy and Practice

Pupils joining Hedgewood School will often have a complex communication difficulty and a majority will have diagnosis of Autistic Spectrum Condition. Our EYFS pupils will be supported to engage in learning opportunities that will provide experiences relevant to pupil need, interest and stage of development, cover all the 7 areas of learning in EYFS and target support in the following areas of:-

-  Communication
-  Social understanding
-  Social interaction
-  Foundations for Life
-  Essential Skills for Living

The learning environment is based upon learning activities designed to promote generalisation of skills and can include an adapted TEACCH approach where pupils in early stages of development are provided with a structured, predictable environment which provides security and enables pupils to 'learn how to learn' and build independence. Alongside this approach is a structured play provision which facilitates opportunities for child initiated play and support to develop social interaction, communication and imagination. Many pupils will also require support to develop independence with personal and self-care skills and are supported by familiar keyworkers who model and build trusting and respectful relationships.

Adults play an intrinsic part of learning through developing trusting and effective relationships with key pupils and facilitating opportunities for active learning through providing highly motivational activities. Our therapy teams assess and plan provision to provide Speech and Language and Occupational therapy support. Many of our pupils will require communication and sensory passports to develop skills and enable access to learning.

Classes at Hedgewood are small with between 8 to 10 pupils in each EYFS/Key Stage One class. We adopt a vertically grouped arrangement with Reception children working in classes with Key Stage 1 pupils. This allows for a seamless and smooth transition of pupils from EYFS to Key Stage One.

A key focus when entering early years provision, and on Hedgewood pupils continuing learning journey, is to develop essential skills for living which are embedded into our wider curriculum. Children in EYFS are all assessed for their

preferred means of communication and the possible difficulties and barriers to learning that may be a part of their special educational needs profile in particular relating to Autistic Spectrum Condition

Assessment of communication methods and characteristics of effective learning will determine the curriculum pathway that a young person in this special educational setting is directed to.

The curriculum pathways at Hedgewood School are organised as follows:

Essentials for Living- an approach for the most complex of learners who require intensive focus on communication, engagement and motivation and development of tolerance and safety skills to keep themselves safe and access learning.

Foundations for Life- a curriculum which offers a focus on effective communication and development of practical life skills alongside functional English and Maths.

Core Curriculum-a pathway designed to provide a broader adapted national curriculum whilst still providing development of independence and resilience to promote optimum wellbeing and health in our largely autistic population.

These pathways are identified as early as possible and alongside the 7 areas of learning and the 17 Early Learning Goals, pupils will experience a relevant and purposeful wider curriculum which caters to their individual need.

When children start in the EYFS parents and carers are asked to complete and return an 'All about Me' booklet which will provide a unique profile of each pupil's needs, recording a wide range of information, including:

- ✚ details about the child's family, their position in the family and important celebrations and events in family life
- ✚ favourite animals, objects or games, books, food,
- ✚ things that may cause anxiety, dislikes and challenges
- ✚ sensory processing needs

This information and continued partnership with parents and carers enables a holistic approach to supporting the needs of our pupils, developing skills to prepare for learning and ensuring well-being of each pupil is paramount.

Hedgewood's team of family support workers are fully embedded into the transition arrangements for pupils joining the school from entry at EYFS and at any other stage. This facilitates early intervention and support for our families to develop confidence and enhance family life.







Pupils entering school will have planned activity afternoons and family Play and Stay sessions in the Summer Term before entry.

EYFS pupils have opportunities through extended schools to attend social skills and play development clubs as well as holiday clubs held in the summer school break.

Parents are invited to fortnightly coffee afternoons and offered a range of training programmes to aid understanding and development of strategies to support their child's needs.

Assessment

Our assessment systems allow teachers to measure 'small steps' of progress, that are important steps in learning reflecting the needs and learning difficulties of our pupils. Pupils are assessed against a range of criteria dependant on their individual development profile from:-

-  EYFS profile - Development Matters Bands
-  Autism Progress
-  Bsquared Assessment System
-  Essentials for Living skills
-  Foundations for Life assessment
-  The Engagement Scale model (from Summer 2021)

Observation forms an integral part of assessment of pupil needs, learning styles and progress. Regular observations from familiar key workers identify the learning characteristics of each individual pupil, how adults facilitate engagement and learning and will inform the next steps in planning for progress. Observations are made across all the seven areas of learning in EYFS.

Pupil's attainment level is base-lined in the first half term of entry and this provides a starting point from which to measure progress throughout each stage of a pupil's educational journey at Hedgewood. Personal Curriculum Plans are set for each pupil, detailing targets for all areas of the EYFS, specific Communication and Interaction targets and Essentials for Living skills.

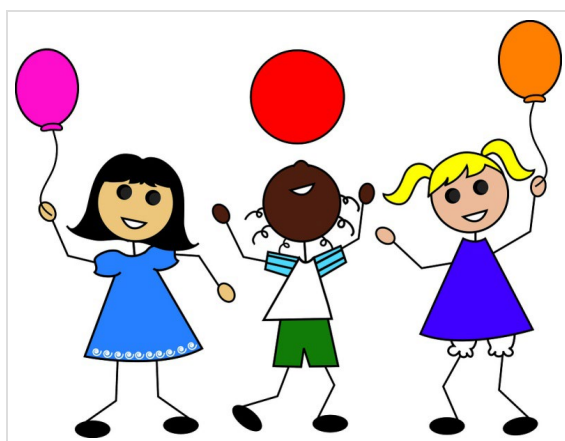
A Learning Journey is started which celebrates achievement, shows progress towards achieving targets set and evidences engagement in activities across the EYFS curriculum. Much of this evidence will be in photographic form, evidencing the very practical and creative approach to curriculum needed by our population. This Learning Journey continues throughout a pupil's school life and is a powerful example of pupil progress to be celebrated and shared with parents and external agencies.

Outdoor Learning

Pupils in EYFS and Key Stage 1 have designated outdoor learning areas. These areas have been designed to provide important sensory experiences required by our pupils as well as opportunities to engage in activities which support focussed key learning objectives relevant to each pupil's Personal Curriculum Plans, taking the 'learning outside'.

Many of our pupils will require very regular movement breaks and will access outdoor learning according to their individual profile and sensory need.

Pupils in EYFS will also have daily access to our wider playground provision including our balance trim track, cycle track and climbing apparatus.



Policies to be read in conjunction with EYFS Policy:

Whole School Curriculum Policy

Assessment and Recording Policy

Teaching and Learning Policy

Autism Policy

Communication Policy

Sensory policy

Behaviour, Wellbeing and Safety Policy

Personal and Intimate Care Policy