



# **Early Years Policy**

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## **1. Introduction**

- 1.1. The following statement forms the basis of the education that is offered to pupils in the Early Years department at Chadsgrove School.

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”. (DFE, 2017)*

- 1.2. Some of the wording in this policy is taken directly from the Early Years Foundation Stage Framework document (DFE 2017). The use of it is acknowledged and ownership remains with the author.

## **2. Consultation**

- 2.1. This policy has been drawn up in consultation with the Early Years practitioners at Chadsgrove School, the Senior Leadership Team and the Governing Body.

## **3. Purpose**

- 3.1. The purpose of this policy is to describe the Early Years provision at Chadsgrove School and the principles upon which it is based.

## **4. Sources and References**

- 4.1. The following documents have been used to support the writing of this policy:
- The Early Years Foundation Stage Framework document (DFE 2017).
  - The Childcare Act 2006.
  - ‘Working Together to Safeguard Children’ (2018, updated Feb 19)
  - Keeping Children safe in Education (2019)

## **5. Aims of Early Years Provision at Chadsgrove**

- 5.1. According to the DfE (2017), the Early Years Foundation Stage should aim to provide:
- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
  - A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
  - Partnership working between practitioners and with parents and/or carers
  - Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## **6. Wider School Aims/Ethos**

- 6.1. Early Years practitioners aim to meet all of the above expectations and, in line with the guiding principles of provision at Chadsgrove School, also aim to:
- Provide a pleasant learning environment which promotes independence, effective learning, maximises potential and enables children to experience a sense of enjoyment and achievement
  - Offer a curriculum which provides broad, balanced and relevant teaching and learning programmes suited to each child’s special educational needs
  - Foster each child’s social, emotional and moral development, encouraging a positive self image and personal confidence as well as providing opportunities for pupils to learn how to co-operate and interact positively with each other
  - Prepare pupils (where this is agreed to be the best course of action) for transfer into appropriate mainstream schooling
  - Enable all staff to receive appropriate training and support in relevant aspects of the work of the school.

## **7. Roles and Responsibilities**

- 7.1. The **Governors** are responsible for
- Ensuring that this policy is regularly updated and that practice in Early Years reflects the contents of the policy.
- 7.2. The **Head Teacher** is responsible for
- The Performance Management of teachers within the Early Years Department and its Phase leader
  - Ensuring the health, safety and welfare of both children and staff within the department.
- 7.3. The **Deputy Head Teacher** is responsible for
- Day to day leadership of the department
  - Monitoring curriculum planning, provision, assessment and data analysis
  - Statutory assessments and leading the annual reviews of EHC Plans
  - Contributing to / leading Child in Need reviews and Team Around the Child Meetings.
- 7.4. The **Early Years Practitioners** are responsible for
- The day to day running of the department, including the planning and delivery of learning activities
  - Reporting any concerns with regard to the health, safety and welfare of the children
  - Maintaining accurate records of progress, including learning journals and contributing to formal processes such as statutory assessment and the annual reviews of pupil's EHC Plans
  - Ensuring that all learning activities are appropriately differentiated and personalised to meet the needs of individual children
  - Liaising, as necessary, with members of the multi-disciplinary team and parents in order to achieve best outcomes for children.

## **8. The Early Years Foundation Stage Framework**

- 8.1. Chads Grove follows the statutory Early Years Foundation Stage Framework. This framework specifies requirements for learning and development and for safeguarding children and promoting their welfare.
- 8.2. The learning and development requirements of this framework are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006. The learning and development requirements cover:
- The areas of learning and development which must shape activities and experiences for children in all early years settings
  - The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
  - Assessment arrangements for measuring progress and requirements for reporting to parents and/or carers.
- 8.3. The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006 and cover the steps that providers must take to keep children safe and promote their welfare.

## **9. Guiding Principles**

- 9.1. The four guiding principles from the Early Years Foundation Stage framework shape practice in the Early Years Department at Chads Grove. These principles are that:
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
  - Children learn to be strong and independent through positive relationships
  - Children learn and develop well in enabling environments, which are responsive to their individual needs and there is a strong partnership between practitioners and carers
  - Children develop and learn in different ways and at different rates.

- 9.2. All children attending the Early Years department at Chadsgrove School have some form of special educational need. This is generally in relation to a physical disability or complex health need and associated learning difficulties. Some children also have a sensory impairment and most have significant difficulties with communication. As such, the whole environment is well placed to meet the needs of all pupils and staff expertise with regard to meeting the needs of children with special educational needs is exceptional.
- 9.3. Early Years practitioners ensure that each child is able to learn to the best of his/her ability by facilitating appropriate curriculum access at all times. This involves but is not limited to:
- Ensuring appropriate differentiation and personalisation within all activities
  - Making appropriate provision for pupils who need to use alternative or augmentative communication systems in order to access the curriculum
  - Making appropriate provision for Information and Communication Technology devices that afford pupils greater access to the curriculum
  - Ensuring the appropriate positioning of pupils, including the appropriate use of mobility aids and seating systems.
  - Ensuring the appropriate use of other therapy aids such as glasses and hearing aids.
  - Ensuring access to physiotherapy or other essential therapies whenever this is appropriate.

## **10. Learning and Development Requirements**

- 10.1. The Learning and Development requirements cover:
- The areas of learning and development which must shape activities and experiences for children in all early years settings
  - The early learning goals that providers must help children work towards
  - Assessment arrangements for measuring progress and requirements for reporting to parents and/or carers
- Each of the above are explained in more detail below.
- 10.2. Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, to offer a settled relationship for the child and to build a relationship with their family. Parents/Carers are informed of who this is and their role explained when a child starts attending the setting.

## **11. The Areas of Learning and Development**

- 11.1. The seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:
- **Communication and Language** - this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
  - **Physical Development** – this involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food
  - **Personal, Social and Emotional Development** – this involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- 11.2. There are also four other, specific, areas through which the three prime areas are strengthened and applied. These are:
- **Literacy** - this involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
  - **Mathematics** – this involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- 11.3. At Chadsgrove, areas of learning and development also encompass specialist provision related to the specific educational and health needs of individual pupils. This may include but is not limited to the administration of medication, physiotherapy, speech and language therapy, hydrotherapy, provision of augmentative communication systems, sensory support and music therapy.
- 11.4. For children whose home language is not English, practitioners take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- 11.5. All areas of learning and development are delivered at a level appropriate to the developmental needs of the individual pupils within Early Years. For the majority of children this necessitates highly differentiated, personalised and multi-sensory learning experiences. Early Years practitioners always consider the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable learning experience.
- 11.6. Practitioners working with the youngest (and developmentally youngest) children focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.
- 11.7. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and, where possible, child-initiated activity.
- 11.8. In planning and guiding children's activities, practitioners at Chadsgrove consider the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning that are reflected in their practice are:
  - Playing and exploring - children investigate and experience things, and 'have a go'
  - Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
  - Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **12. Early Learning Goals**

- 12.1. It is intended that all pupils in the Early Years department at Chadsgrove will work towards achieving the Early Learning Goals. These are described in detail in Appendix 1.
- 12.2. It is also acknowledged that, at Chadsgrove, most pupils have significant physical, health and learning needs that result in significantly delayed development. As such, whilst we aim to maximise the potential of all pupils, achieving the Early Learning Goals may not be an appropriate expectation by the end of the Reception year. What is important is that all pupils are challenged to meet the expectations that are appropriate to them as an individual. Appropriate assessment, planning and provision all help to ensure that this is the case for every child.

## **13. Planning/Intention**

- 13.1. A three year cycle of themes operates within early years. This outlines the general content of the learning activities to be covered and ensures appropriate breadth and balance within the curriculum. A summary of this cycle of themes can be found in Appendix 2.

- 13.2. Class teachers or subject leads (as appropriate) produce medium term plans which outline the learning activities in more detail and specify the curriculum Intent, implementation and projected learning outcomes/impact.
- 13.3. Practitioners leading individual sessions determine how the medium term plans will be delivered on a daily basis considering, in more detail, elements such as differentiation and personalisation for individual pupils.
- 13.4. All planning also considers Individual Education Plan targets and Education, Health and Care Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to children.

## **14. Implementation**

### **Timetables**

- 14.1. The class teachers ensure that the timetable is broad and balanced and that all areas of the curriculum are covered. Teaching takes place through both individual and group work and much of the learning is through structured play activities.
- 14.2. The timetable reflects the Early Years Foundation Stage Framework and also takes into account additional curriculum requirements such as Physiotherapy and Speech and Language Therapy.
- 14.3. All children have their lunch in school and this is regarded as an important time for them to develop their social and communication skills.

### **Organisation of Groups**

- 14.4. Currently, one class at Chadsgrove caters predominately for Early Years children. This is 2LS. The children in this group have a range of physical, medical, sensory and learning needs.
- 14.5. Occasionally, if it effectively meets a child's learning needs, he/she may be placed within a Key Stage 1 group (3LS or 5LS) whilst still in their Reception year. When this happens, appropriate planning and differentiation ensures that the child's learning experiences continue to reflect his/her chronological age and developmental level.
- 14.6. Occasionally children remain in 2LS beyond their Reception year and, when this situation arises, effective planning and target setting ensures that the needs of these pupils continue to be met. Timetables and Individual Educational Objectives for these pupils may continue to be described in Early Years Foundation Stage terms, depending upon what is most relevant for the pupil concerned.

### **The Environment**

- 14.7. The Early Years environment is organised to meet the needs of children with physical and associated learning disabilities. As such, appropriate access to equipment is given a high priority.
- 14.8. Staff in the department endeavour to make the classroom environment as stimulating as possible for the children so that it supports and reflects the curriculum, teaching and learning. Early Years is well resourced with attractive and stimulating play equipment and materials. There are also numerous resources to aid in the delivery of the areas of learning and development and a bank of teacher resources which are continually being updated.
- 14.9. Early Years classroom areas have a mix of both carpeted and vinyl flooring to facilitate different learning activities. There is also a small 'soft play' area to enable children with limited mobility skills to play safely. In addition to the classroom area there is a carpeted communal area where the children play and where other activities such as group work take place. Within this communal area there is a small multi-sensory space equipped with soft flooring, a bubble tube, fibre optics and a projector.
- 14.10. The bathroom is adjacent to the communal area as is a large outdoor storage bay for wheelchairs.

- 14.11. The outdoor play area consists of a Multi-Sensory Playground, a gazebo, a seesaw, slide, a wooden bridge and a large mirror. To the side of the play area is a multi-sensory garden area and the pupils also have access to the forest school area at specific points during the week. The outdoor play area has a safety surface and a shaded area to keep the children protected from the sun.
- 14.12. All play materials are regularly checked, cleaned, updated and renewed due to wear and tear.
- 14.13. In addition, the children in Early Years have access to a range of shared school facilities including:
- A hydrotherapy pool with multi-sensory equipment
  - Library
  - Soft play environment
  - Nature conservation area
  - Forest school area
  - Large outdoor adventure playground
  - Specialist food and design technology areas
  - Hall
  - Trampoline
  - Sensory Maze
  - Multi-Sensory Room
  - Cycle Track
  - Music Room
  - Food Technology Room.

## **Ratios**

- 14.14. The Early Years class has a class teacher and a varying number of teaching assistants depending upon the number and needs of the children in the group at any particular time. Senior teaching assistants also work within the department at various times during the week in order to offer additional expertise and support.
- 14.15. Generally, for groups of up to 8 pupils, there is one teacher and up to 3 teaching assistants. This high staff: child ratio ensures that the very specific needs of the children at Chadsgrove are met effectively at all times.

## **15. Monitoring of Impact**

### **Assessment**

- 15.1. It is recognised that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- 15.2. Practitioners understand that assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development.
- 15.3. Ongoing or formative assessment is an integral part of the learning and development process at Chadsgrove. Detailed and thorough observations of children by their teacher and other members of staff are considered to be essential to supplement other, more formalised, assessments and to inform planning. Practitioners assess and record individual responses and progress, either by observing the child at play, during group work or in individual teaching situations. The class planning folder or individual pupil folders contain copies of these observations.
- 15.4. In addition, more 'formalised' assessments are also integral to the education of pupils within Early Years since these contribute to the formation of a clear picture of each individual child's strengths and needs. Various forms of assessments are used and may include the following:
- Statutory Assessments - including The Early Years Foundation Stage Profile which is completed at the end of the Reception year

- 'SOLAR' electronic assessments. Pupils are assessed using SOLAR within their first term at school in order to gain a baseline from which to set suitable targets and monitor future progress
- Published or nationally accredited assessment materials, for example, functional vision or auditory assessments and swimming awards.

### **Recording**

- 15.5. Each child within Early Years has a Pupil Information Folder and, each term, individual educational objectives are written for pupils based upon identified needs.
- 15.6. Written observations are maintained on an on-going basis and individual objectives are formally reviewed on a regular basis, being changed wherever necessary.
- 15.7. In addition, videos and photographs may be used to supplement written observations and record keeping in order to further demonstrate a child's skills and achievements.

### **Learning Journeys**

- 15.8. Each child has a Learning Journey which documents his/her progress over time. For children within the nursery, this is held in written form and for older pupils, it is stored electronically.
- 15.9. Learning journeys are available for carers to view during parent's evenings, reviews or at other times as requested.

### **Monitoring Progress**

- 15.10. The progress of pupils within Early Years is regularly monitored through:
  - Staff discussions – class team meetings are used to discuss planning and pupil progress and the phase leader facilitates discussions about pupils at other times
  - The moderation of pupil's work – this may include the analysis of teacher observations and video evidence
  - The tracking of termly pupil targets
  - The analysis of information and data contained within SOLAR.
- 15.11. When a child is aged between two and three and, prior to the statutory assessment process if the child is older than 3, Early Years staff review progress and provide carers with a short written summary of their child's development. This progress check identifies the child's strengths and any areas where the child's progress is less than expected.

## **16. Reporting**

- 16.1. As part of the Progress Check, the progress of pupils in Early Years is reported to parents in the Summer Term each year. Carers are invited into school to discuss the Progress Check with the class teacher. This meeting is also used to share the child's Individual Education Plan and to discuss the support that is being offered in order to help address the child's identified areas of special educational need.
- 16.2. Annual reviews of Education, Health and Care Plans and parents' evenings are held during the year and regular contact is maintained daily with parents through the Home/School diary system. Informal events are also during the year and parents/carers are always welcome to make an appointment at other times in order to discuss any worries or concerns that they may have.
- 16.3. Reports are written for other agencies whenever necessary.
- 16.4. Further information on Assessment, Recording and Reporting procedures can be found in the appropriate policy documentation.

## **17. The Early Years Foundation Stage Profile**

- 17.1. In the final term of the year in which the child reaches age five, the Early Years Foundation Stage Profile is completed for each child. This assesses the child's development against the Early Learning Goals. For pupils at Chadsgrove, the profile forms a part of the 'whole' picture of the child and needs to be viewed alongside more detailed reports written by class staff and other

professionals in order to gain the greatest understanding of the child's strengths, needs and personality.

17.2. Copies of the profile remain in the child's Individual Education Folder so that they are available to their next teacher either at Chadsgrove or in an alternative provision should they transfer school.

17.3. Early Years Foundation Stage Profile results are reported to the Local Authority as requested.

## **18. Information and Records**

18.1. Chadsgrove School maintains records, obtains and shares information, as appropriate, in order to ensure the safe and efficient management of the school, and to help ensure the needs of all children are met.

18.2. Chadsgrove School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulations (GDPR) and the provisions of the Data Protection Act 2018 (DPA 2018).

18.3. Records are easily accessible and available although confidential information is held securely and only accessible and available to those who have a right or professional need to see it.

18.4. The Data Protection Policy (Policy Number 84), Freedom of Information Policy (Policy Number 86) and School Systems and Data Security Policy (Policy Number 85) should all be read in conjunction with this policy as these describe in detail how information is gathered, used, shared and protected.

## **19. Safeguarding and Welfare Requirements**

19.1. The Safeguarding and Welfare Requirements cover the steps that providers must take to keep children safe and promote their welfare.

19.2. In accordance with the safeguarding policy that applies to the whole of Chadsgrove School, Early Years practitioners take all necessary steps to keep children in their department safe and well. This includes but is not exclusive to:

- Having a designated (and deputy designated) person responsible for all safeguarding issues
- Being alert to any issues for concern in the child's life at home or elsewhere and knowing what to do if a concern is identified
- Being able to identify, understand and respond appropriately to signs of possible abuse and neglect
- Understanding the safeguarding policy and procedures
- Having regard to the Government's statutory guidance 'Working Together to Safeguard Children'.

For further detail please refer to the Safeguarding Children policy (Policy Number 73).

## **20. Staff Qualifications, Training, Support and skills**

20.1. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, conduct and health and safety issues.

20.2. Early Years practitioners are encouraged to attend courses and other in-service training opportunities. Chadsgrove endeavours to keep pace with new initiatives and to gain benefit from them in order to ensure that the quality of learning and development experiences for children continually improves.

20.3. Early Years practitioners are supervised and supported by a phase leader who is also the Deputy Head Teacher at the school. This facilitates the development of a culture of mutual support, teamwork and continuous improvement. It also provides opportunities for staff to

- Discuss any issues, particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness.

20.4. Several members of staff at Chadsgrove hold current paediatric first aid certificates and are available to meet the needs of all Early Years pupils at all times. Other members of staff also hold First Aid at Work certificates. A list of who these members of staff are is displayed within the department. In addition there is also a school nurse on site for the majority of most school days. All children who require on-going health support have care plans in place which are overseen by the medications manager in school.

## **21. Health and Safety**

### **Premises**

21.1. Early Years practitioners and the Senior Leadership Team at the school ensure that the department, including overall floor space, outdoor spaces and 'shared' areas of the school used by older pupils, are fit for purpose and suitable for all children.

21.2. The school Health and Safety policy (Policy Number 44) applies equally to Early Years children and should be read in conjunction with this policy. School staff take all reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency. There is an emergency evacuation procedure which is regularly practised, appropriate fire detection and control equipment, fire exits which are clearly identifiable and fire doors which are free of obstructions and easily opened from the inside.

21.3. The Early Years department and equipment is organised in a way that meets the needs of children and includes:

- Access to an outdoor play area
- An adequate number of toilets, hand basins and specialist changing facilities
- An adequate supply of clean towels, spare clothes and any other necessary items
- An area where staff may talk to carers confidentially, as well as an area for staff to take breaks away from areas being used by children.
- Procedures being in place for checking the identity of visitors
- Physical security systems that prevent unauthorised persons entering or children leaving the premises unsupervised.
- The school carrying public liability insurance.

### **Medicines**

21.4. Early Years practitioners promote the good health of the children at all times. This involves:

- Responding appropriately to children who are ill or infectious
- Taking necessary steps to prevent the spread of infection
- Taking appropriate action if children are ill
- Managing on-going health needs, such as epilepsy or the requirement for enteral feeding, so that the interruption to a child's education as a result of these needs is minimised.

21.5. A whole school policy is in place for the management of health needs and medications (Policy Number 91). Practitioners in Early Years comply with this policy at all times. Appropriate training is provided for staff to administer medications or perform medical procedures (for example, suctioning or the administration of oxygen) and medicines are only administered if they have been prescribed for a child by a doctor. Please read the Medications policy for further information on these procedures.

### **Food and Drink**

21.6. Any meals, snacks or drinks provided to the children are healthy, balanced and nutritious. Staff are informed about any special dietary requirements during the pre-entry interview before a child is admitted to the school and fresh drinking water is available at all times. Meals are prepared in the school kitchen which has a Food Standards rating of 5.

### **Smoking**

21.7. In accordance with whole school and Local Authority policy, smoking is not allowed on the premises or in the school grounds at any time.

### **Accident or Injury**

- 21.8. A first aid box is available within the Early Years department and is accessible at all times. Staff follow the same procedures as all other staff in school with regard to the recording and reporting of accidents. These procedures broadly comprise the need to:
- Keep a written record of accidents or injuries and first aid treatment.
  - Inform parents/carers of any accident or injury sustained by the child and of any first aid treatment given on the same day or as soon as reasonably practicable.
  - Notify the appropriate authority of any serious accident, illness or injury to, or death of, any child whilst in their care, and of the action taken.

### **Risk assessment**

- 21.9. The Head Teacher ensures that all reasonable steps are taken to ensure that staff and children are not exposed to risks. Risk assessments are managed by the Health and Safety lead in school, in accordance with whole school policy.

### **Outings**

- 21.10. Children are kept safe while on outings through accurate assessment of the risks or hazards which may arise for the children and an identification of the steps to be taken to remove, minimise and manage those risks and hazards.
- 21.11. Vehicles in which children are being transported are adequately insured, drivers have been assessed as competent and staff are trained in safe evacuation procedures.

### **Behaviour**

- 21.12. Early Years practitioners are responsible for managing all pupil behaviour in line with the school's Behaviour Policy (Policy Number 56) which should be read in conjunction with this policy. Positive behaviour plans are implemented, following discussions with a child's parent or carer, should a child's behaviour warrant intervention.

### **Mobile Phones**

- 21.13. In line with Chadsgrove's General policy on the use of mobile phones, these are not permitted in classrooms/bathrooms or any other areas frequented by children. For further information, please see the Safeguarding Policy (Policy Number 73), Guidance for Safer Working Practice 2019 and the Code of Conduct (Policy Number 96).

## **22. Admission to Early Years**

- 22.1. Early identification, assessment and intervention is crucial for children with special educational needs and, as such, children are received into Early Years at Chadsgrove School from approximately 2 ½ years of age. Slightly older children may also transfer to Chadsgrove from other early years settings.
- 22.2. Parents or carers normally visit Chadsgrove with their child prior to making a decision on placement and most children have, or are very likely to require an Education, Health and Care Plan.
- 22.3. Many Early Years children are accepted into school on an assessment basis prior to the start of the statutory assessment process if it is felt highly likely that Chadsgrove will be the most appropriate school to meet their needs in the longer term.
- 22.4. An effort is also made to liaise with the child's placement prior to entering school and, where possible, a visit is made to that placement in order to observe the child in a familiar setting and get to know him / her a little more.
- 22.5. Parents or carers and the child attend school for a pre-placement interview with the Head Teacher, school nurse and class teacher prior to his/her placement starting.
- 22.6. There will be some flexibility, depending upon individual needs or circumstances, regarding attendance arrangements for younger children. If necessary, there will be the option to 'build up' to the allocated hours during the settling in period. It is important to recognise that our Early Years

children are very young and may need both time and support to settle in to the routines of school life and adjust to spending an extended period of time away from home.

- 22.7. Once a child has started at Chadsgrove, teachers will observe and assess him/her and decide upon individual educational objectives that also draw upon the carer's knowledge of the child and information gained from other sources such as pre-school placements and the multi-disciplinary team.

### **23. Involvement of Parents and Carers**

- 23.1. Staff at Chadsgrove believe that it is important to work in partnership with carers and value the knowledge that they have of their child. The partnership with carers is based on shared responsibility, understanding, mutual respect and dialogue.
- 23.2. Parents and carers are encouraged to be closely involved in the education of all children in Early Years and are made welcome at all times. Involvement is likely to include:
- An initial meeting as the child enters school
  - Telephone contact and informal meetings whenever the needs for this arises
  - Formal contact at school, for example, EHC Plan annual reviews, parents evenings and as part of the statutory assessment process
  - Communicating via the Home/School book
  - Invitations to sports days and other special events and celebrations.
- 23.3. Parents and carers are encouraged to become actively involved in helping to develop their child's educational programme, for example by contributing to it or carrying on work at home.

### **24. Equal Opportunities**

- 24.1. An equal opportunities policy is in place in Early Years (Policy Number 38) . There is no discrimination as a result of race, gender, disability or home circumstances. All children within Early Years are given the same opportunity to develop and reach their full potential.

### **25. Linked Policies**

- 25.1. The following policies should be read in conjunction with the Early Years Policy:
- Safeguarding Children (Number 73)
  - Assessment, Recording and Reporting (Number 43)
  - Data Protection (Number 84)
  - Freedom of Information (Number 86)
  - Health and Safety (Number 44)
  - Equal Opportunities (Number 38)
  - Schools System and Data Security (Number 85)
  - Medications and First Aid (Number 91)
  - Pupil Behaviour. (Number 56)

### **26. Monitoring and Review**

- 26.1. The Head Teacher and Senior Leadership Team are primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the phase leader and class teachers, lesson observations, learning journeys and work scrutiny activities.

## **APPENDICES**

Appendix 1 - Early Learning Goals

Appendix 2 - Cycle of Themes

## **Appendix 1 - The Early Learning Goals**

### **The Prime Areas**

#### **Communication and language**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### **Physical Development**

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### **Personal, Social and Emotional development**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## The Specific Areas

### **Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Mathematics**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the World**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive Arts and Design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## **Appendix 2 – Cycle of Themes**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	All About Me	Water	Animals
	Harvest	Winter	Clothes
	Autumn	Chinese New Year	Summer
	Bonfire Night	Pancake Day	Senses
	Eid	Living Things	
	Divali	Spring	
	Christmas	Easter	
<b>Year 2</b>	All About Me	Transport	People Who Help Us
	Harvest	Winter	Pets
	Autumn	Chinese New Year	Summer
	Bonfire Night	Pancake Day	Toys
	Eid	Materials/Shape	
	Divali	Spring	
	Christmas	Easter	
<b>Year 3</b>	All About Me	Light and Sound	Colours/Food
	Harvest	Winter	Bears
	Nursery Rhymes	Chinese New Year	Summer
	Autumn	Pancake Day	Keeping Fit
	Bonfire Night	Spring	
	Eid	Easter	
	Divali		
	Christmas		