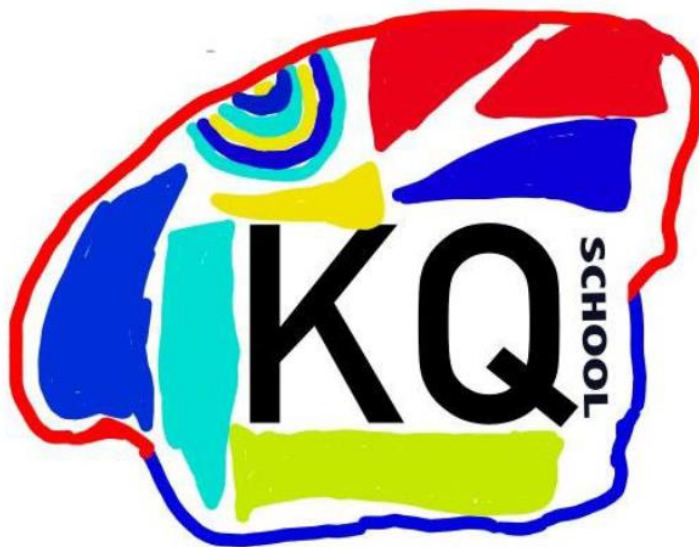




EYFS Policy



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Currently Kensington Queensmill has two class groups it would consider as 'Early Years', each comprising of no more than 10 children.

Due to each child's autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point when they join school many join at an early age are still working towards the goals and development markers within the EYFS framework. When considering 'Early Years' Kensington Queensmill may include those in Years 1 and 2 depending on their current presentation and development.

Since September 2023 we have opened our Kensington Queensmill Resource Base provision (KQRB), where we have an EYFS class comprising of no more than 5 children currently with the idea to expand. Due to the profile of the pupils who attend our KQRB, the class is working towards and accessing the EYFS framework where possible.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. This is in addition to a focus/consideration of the child's autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point when they join school.

Staff also 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 experience. Where a child may have a special educational need or disability, outside of that typically experienced in the school's specialist setting, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for life after school.

A range of different strategies are used to teach the pupils at Kensington Queensmill including TEACCH, PECS, Makaton and SCERTS. An emphasis is placed upon communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors is also key as progress in that area enable progress in others. All children in the EYFS have input from a speech and language therapist, and occupational therapist.

5. Assessment

At Kensington Queensmill, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests, learning styles and autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

The first 6-8 weeks of a Reception-aged child beginning at Kensington Queensmill School are crucial. This is the child's first-time entering school and while they have much to learn to navigate their new school environment, staff members also have much to learn about the new child. In the commencing 6-8 weeks school staff dedicate much time to getting to know the new child and supporting his/her full-time transition into school. This settling in period is known as the baseline period.

Through their daily observations and direct work in class, teachers informally assess the Reception-child's initial social-communication and emotional regulation capabilities and they also assess students' response and ability to access classroom activities. These observations are summarized and documented in a baseline report written by the teacher. Therapists may provide information about the presentation of the child's autism in a separate report where it has been identified that they will contribute to the baseline review in this way.

Baseline review reports are then collated and shared with parents/carers and other key professionals, ahead of a short meeting held at school. Teachers highlight, in the meeting, any notable achievements that the child has already made since transitioning to KQ; parents/carers provide information from the home perspective. Baseline meetings are an opportunity for staff to welcome new parents/families, to begin building professional relationships with them and to agree on key priorities for the Reception-aged child, moving forwards. Therefore, from an assessment perspective, the baseline review is an informal assessment of the child's current presentation and a chance to refine priorities that will inform future planning and assessment for that child uniquely. This process for baseline is favoured over administration of the Reception Baseline Assessment (RBA) for multiple reasons. Most significantly, the RBA is not an autism-specific measure. It has been designed and normed against typically developing populations of Reception-aged children. While the RBA has previously been trialled with autistic Reception-aged children attending Queensmill School, it was found that the assessment was largely inaccessible for them. The RBA materials underwent modifications to make these more accessible for autistic students; however, in doing so the standardised test materials were altered. Not only is this against guidance provided by RBA, but it meant that any results obtained could not be considered against normative data due to differences in materials used. An additional concern was that taking children out of class to administer the test was confusing and distressing for them. Due to the comprehension difficulties experienced by young autistic children, they did not understand why they were being removed from class to take part in activities in another room. Indeed, it is a requirement of RBA that children must complete the assessment individually in quiet and isolated areas. Given that these autistic children already had much change to manage with the transition to a new school and new class, it was felt that it was unfair to remove them from class for testing as this meant another change for them to manage and during a time where staff wanted them to settle. Lastly, the data obtained from the testing that was carried out was not considered meaningful for school staff: results told staff that students had deficits in verbal expressive communication and vocabulary and that were performing at levels lower than the average Reception-aged child. This result was hardly surprising when considered within the context of autism. For the reasons described above, RBA is not carried out with Reception-aged students at The Queensmill Trust. New Reception children are disappplied from the RBA annually in favour of our autism-specific baseline approach.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Additionally, the following assessment procedures are in place for Reception-aged students new to the school:

- New Starter PLP with four 'I can' targets designed to support the child to settle in (Relationships with Staff, Relationships with Peers, Communication, Sensory/Environment). Children work towards these targets with personalized supports in place during the baseline period October – December.
- EYFS PLP for spring and summer terms focused on My Learning (EYFS curriculum: Literacy, Mathematics, Physical Development) and My Autism targets (Autism curriculum linked to both SCERTS and EYFS: Joint Attention, Symbol Use, Mutual Regulation, Self Regulation)
- Emotion Regulation Support Plan (ERSP) which includes details about each child's risk factors (triggers), signs of dysregulation (how they present when dysregulated) and transactional supports (how staff can help when they are dysregulated)
- Communication Profile which includes details about how each child communicates and why
- Annual Review of the Education Health Care Plan (EHCP) conducted by the child's teacher, therapists and parents/carers
- Teacher's annual progress report documenting the child's strengths and needs/areas to develop in My Learning subjects and My Autism domains
- Therapists annual progress report – Speech and Language and Occupational Therapist
- All EYFS pupils have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes

are then written for each child and reviewed on an on-going cycle. Assessments are taken against these. Therapists also collaboratively write PLP targets with class teachers.

- Photo and video recording profiles are also completed for each child, to assess progress with I-Can statements and PLP targets
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All Early Years Foundation Stage practitioners have the chance to work with and observe and assess the other pupils in the EYFS during activities to ensure judgements are sound. (Every week for one afternoon, teachers and children change groups for clubs so that teachers can observe all children in the EYFS.)
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Pupils are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.
- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.
- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.
- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Monitoring arrangements

This policy will be reviewed and approved by the Head of School and Chair of Governors every two of years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

EYFS Profile 2024 handbook	https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy and first aid policy
Emergency evacuation procedure	See health and safety policy and building evacuation plan
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy