



We Are All Special Here

Meadowfield School

Early Years

Foundation Stage

Mission statement and overview of provision

Meadowfield School Early Years Foundation Stage

Our Mission

At Meadowfield School our mission is to provide an enabling environment which promotes the learning and development of each unique child. Through building positive relationships our aim is to foster the characteristics of effective learning in each child.

As Early Years practitioners we aim to provide children with an environment in which they have opportunities to:

- Develop their communication
- Use their senses to explore the world around them
- Learn through active play and exploration
- Develop confidence, persistence and resilience
- Extend skills/abilities by testing them out in a range of situations
- Foster curiosity in the world around them
- Initiate, carry out and review their own interests
- Have access to a range of resources that stimulate their thinking and creativity
- Seek challenge and learn from mistakes
- Progress by building on existing knowledge and understanding
- Express choices, ideas and feelings
- Enjoy learning and have fun
- Recreate their experiences

We recognise the unique nature of nurturing the learning of very young children with specific needs and develop our practices and procedures with this in mind.

We are committed to the values and principles that underpin the Early Years Foundation Stage and Every Child Matters.

The Early Years Foundation Stage at Meadowfield School

Context

At Meadowfield School the EYFS Department consists of two reception classes and the Observation and Assessment provision. The O&A provision is managed on a day to day basis by the Teacher in Charge.

The Early Years Foundation Stage curriculum and supporting guidance sets out the statutory entitlement for children aged from birth to the end of Reception Year. At Meadowfield School all children receive their entitlement to an EYFS curriculum. Teachers use the statutory and non statutory guidance to plan for, teach and assess each child, carefully scaffolding their experiences to promote learning and progress.

Teaching and Learning

The Early Years Foundation Stage establishes expectations for children to achieve by the end of Reception Year. At Meadowfield School children work towards these expectations through a mixture of teacher directed and planned play sessions. Teachers write medium term plans with a topic theme considering the developmental stage of each child and their next steps in learning. Weekly plans are developed from these, setting smaller targets to be achieved and assessed. Play activities are planned on a weekly basis to reflect children's interests and their skills to be developed.

Teacher directed planning for the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design incorporates the Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development. These also incorporate spiritual, moral, social and cultural learning. Planned play opportunities allow children to develop the characteristics of effective learning which are embedded in the early years curriculum.

The Learning Environment

Our Early Years classrooms are adapted to meet the unique needs of each child whilst giving them the opportunity to experience all aspects of the curriculum. Our classrooms have their own secure outside areas which are used to promote learning in all curriculum areas. Children can also benefit from additional spaces such as the adventure playground, the garden, the sensory room, the soft play room, the library and the hydrotherapy pool.

Assessment in the Early Years Foundation Stage at Meadowfield School

Children in the EYFS at Meadowfield School are assessed in accordance with statutory requirements as set out in the EYFS Profile Handbook.

Using the B Squared Early Years program a baseline of performance is established for each child using a combination of transfer information from pre-schools, attendance at meetings and observation during the settling in period.

Observations of learning are noted and recorded on Tapestry by all staff as they work with and observe the children. These observations are used to track each child's progress by informing the B Squared program. In Terms 2, 4 and 5 pupil progress meetings are held to discuss rates of progress and write interventions where needed on a class provision map.

We carry out internal moderation using the exemplification materials to ensure consistency in judgments and we also moderate with other schools through the Early Years Special School Forum. The EYFS is moderated annually by the Local Authority to verify that the judgments teachers make about children's learning are consistent with national exemplification. Towards the end of the academic year the EYFS Profile is completed and the data sent to the Local Authority.

Behaviour and Safety

Meadowfield EYFS has risk assessments to manage any identified risks to the children in the environment. These are reviewed bi-termly or sooner if necessary. Where they are needed behaviour management plans are written and agreed with parents, these are reviewed each term. The well-being of pupils is also monitored (see below).

Well-Being and Involvement

The Leuven Scales of Well-being and Involvement are used each term to monitor how children are accessing learning. Where needed an action plan is put in place using the Leuven model to address any difficulties a child may be experiencing.

Spiritual, Moral, Social & Cultural

This is evident in curriculum planning mainly through the areas of PSED and Understanding the World. A range of cultures are represented daily by a variety of resources, for example costumes for role play, stories and songs from other cultures. Daily time for reflection is identified on the timetable and an assembly is held weekly.

Pupil Voice

Pupil voice is embedded in the curriculum and routines of the day. It is evident in pupil's choice making through a variety of mediums e.g speech, symbols, objects of reference, gesture and photographs. These opportunities are available across the day and in a variety of contexts.

Key Person

Each child has a named key person. Their role is to meet the child's learning, development and care needs while responding sensitively to the child's feelings, ideas and behavior. The key person also contributes to the child's assessment.

Transition Arrangements

Transition arrangements at Meadowfield School have been developed to achieve a positive, safe and secure start for children entering either the O&A or Reception and for children moving into Year 1.

Once given a placement at Meadowfield School Reception teachers visit each child in their pre-school settings. The teacher in charge of the O&A makes home visits. Teachers also attend any Team Around the Child meetings that have been arranged and the school nurse will be involved where necessary. Children entering reception classes receive one induction visit in July followed by a part time start in September, increasing gradually until full time attendance is achieved by the end of the fourth week.

Children entering Year 1 classes will receive at least one transition session in July where they will meet their new teacher, teaching assistants and experience their new classroom environment.

Both new and existing reception children receive a transition book to help them become familiar with the changes to come.

Other Agencies

Early Years staff work with a range of other professionals to support each child's learning and development; these will include speech therapists, physiotherapists, occupational therapists and specialist teachers. Therapy programs will be integrated into class routines and reviewed by the individual services. We also attend a variety of professionals meetings.

Parent and Carer Liaison

As Early Years professionals we recognise that working in partnership with parents and carers is crucial to the development of each child.

To develop positive relationships there are many ways in which we liaise with parents:

Contact books. These provide a daily method to relay messages to and from home.

Telephone conversations

Initial Planning Meetings

These take place during the first term and are a forum to discuss with parents and carers the provision that has been put in place to meet their child's needs.

Home Learning

Each term activities are put on the school website under Early Years 'Home Learning' for parents and carers to do at home with their child. These activities reflect the topic for the term and support the learning taking place at school. We seek the views of parents regarding their child's learning throughout the year.

Unique stories

The observation record taken from Tapestry together with specific pieces of work and information form the Unique Story for each child. This record of their time and achievement in the EYFS together with contributed observations made by parents is sent home once children have made their transition.

Class 'open day' sessions

These are held three times a year to enable parents to participate in their child's learning in a school context.

Termly progress meetings in the Observation & Assessment provision

Parent Consultation Evening

This is used as an opportunity to share the curriculum with parents. Early Years teachers demonstrate a range of strategies used in class to develop children's learning.

Personal Centred Reviews

Relevant professionals are invited to attend a review of the Education, Health Care Plan where each child's progress and achievement is celebrated and new targets are set.

LAC and PEP reviews.

Staff Development

Early Years teachers support mainstream colleagues through the LIFT process. Where a child in the O&A also attends mainstream provision the Teacher in Charge supports those settings to ensure consistent teaching and learning strategies which support individual needs.

We are committed to the continuous development of knowledge and skills within the Early Years department. All teaching assistants receive training on the EYFS curriculum, Well-Being and Involvement, making observations and recording on Tapestry. Other training is identified through the appraisal process or as particular needs arise.