

EARLY YEARS POLICY

Education Services (Schools)

Attendance: Early Years Policy	Issue date: September 2018	Version No: V0.2
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Policy Control/Monitoring

Version:	V.01
Approved by: (Name/Position in Organisation)	Carole Harder CEO May 2019
Date:	
Accountability: (Name/Position in Organisation)	Head of Schools
Author of policy: (Name/Position in organisation)	Katie Murray Head of School
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Associated National Guidance	

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Document status

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The document can only be classed as 'Live' on the date of print.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

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Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V0.1	September 2018	Katie Murray Head of PHS	Approved	Regulatory requirement
V0.2	September 2020	Katie Murray	Approved	Regulatory requirement

Roles & Responsibilities

Role	Responsibility
Chief Executive	Overall responsibility
Heads of Education Services	To ensure the appropriate the deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.
All staff	Adherence to this policy.

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1. Introduction

This policy outlines the philosophy and the practices followed in the Early Years classes at our Schools in order to support the particular learning needs of our youngest pupils.

2. Purpose

At Percy Hedley we recognise that the Early Years is a key period for development of the child's whole personality. Every child develops uniquely and we aim to provide learning opportunities based on their individual interests and needs. Our whole school key drivers; Communication, Functionality and Independence and Wellbeing are embedded within the ethos of the EYFS. These drivers ensure pupils are learning in a safe, secure environment and have access to a curriculum which develops key characteristics on which they can build on in later years. Parents play an essential role in the early years and we aim to work collaboratively alongside parents, drawing on their wealth of knowledge and expertise. A transdisciplinary team provides a child centred approach to learning ensuring that therapy is fully integrated within the daily routine.

We currently provide an Early Years setting for children with cerebral palsy and associated disorders. Pupils are aged approximately 3 – 7 years old, however due to their complex presentations, are working below their chronological age. Pupils may work within the EYFS framework for longer allowing us to respond to their developmental needs, whilst also incorporating age appropriate activities. The philosophies of Conductive Education are adopted within the EYFS, however as some pupils have complex learning difficulties and disorders, the traditional CE method has been adapted to incorporate sensory strategies and other appropriate methods.

We recognise that assessment is at the heart of promoting children's learning and is therefore a continuous process to inform the next steps for each child. We work in collaboration with parents and other professionals to ensure that the child's needs are fully met and there is a consistent approach between home and school.

3. Scope

This policy is applies to all members of the school community (Teachers, Therapists, Support Staff, Parents, Pupils and members of the schools' Governors).

4. Principles

4.1 Aims

Within the EYFS we aim to

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- Provide a child centred approach to learning enabling all pupils to thrive and make progress.
- Provide a stimulating environment where pupils feel safe and secure and have all their needs met.
- Work collaboratively with parents to ensure a consistent approach at home and in school.
- Work in partnership with other professionals and external agencies.
- Promote British Values to teach pupils about the world they live in and their role within society.
- Adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.
 - 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
 - **Children develop and learn in different ways and at different rates**

4.2 What is a child centred approach?

The child centred approach places the child at the heart of the all of the work that we do. It ensures that the focus is on their individual needs and brings everything together to support the development of the whole personality. At Percy Hedley, we recognise the unique qualities of each child and this guides how we assess, plan and deliver the curriculum.

4.3 The Transdisciplinary Team

The school team consists of specialist teacher/conductor, physiotherapist, speech and language therapist, occupational therapist, special support assistants (SSA's), specialist music teacher and nursing team. To be transdisciplinary, everyone must work not only together but across the disciplines. A child centred approach ensures that the team comes together to ensure an integrated delivery of the curriculum and therapy.

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4.4 Parents/Carers

Parents/Carers play an essential role in their child's development and must be seen as part of the transdisciplinary team. Their input is valued and gives the school team an insight into pupil's lives outside of school. In the early years, we work hard to develop close working relationships with parents.

Information is shared on a daily basis through the home- school contact to inform parents of the pupils' activities and learning throughout the day. Parents are encouraged to use the contact to let us know about events and activities the children have accessed at home, so we can share and discuss these with the children in school.

In order to establish and maintain home –school links, parent coffee mornings, workshops and home visits are offered throughout the year.

4.5 School for Parents

Within the Early Years class, we also offer a weekly pre-school session for parents to attend with their child. This is a free service for children with cerebral palsy and other neurological disorders.

4.6 Conductive Education

Conductive Education (CE) is the central philosophy of the department. CE is a holistic integrated educational system which aims to support the development of the child as a whole. There are several underpinning principles of CE which guide our work within the department;

- Everyone can learn and that learning is conscious and active
- Action needs to be meaningful and structured by intentions
- Social interaction is key and learning together promotes intention in the individual
- Clear and consistent expectations and collaboration with others to determine goals
- Experience of success at each step is essential

Within the Early Years, we have an increasing number of students with complex learning difficulties and disabilities (CLDD). A traditional Conductive Education method would not be best suited to these pupils yet elements within the CE programme have proven of great benefit.

A traditional task series is not always beneficial to use with these pupils as processing delays and sensory impairments mean we cannot make use of the group or rhythmical intention. However, pupils complete a movement programme in which

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they work collectively on the same task at the same time, yet at their own pace and with facilitation as necessary. The programme follows a highly structured and repetitive routine, enabling children to anticipate and associate movements with particular songs. We encourage active movement at all times and encourage pupils do to as much as they can independently.

The daily routine and continuity of staff and activity, allow our pupils to make sense of the world around them and to develop as much control as they are able. All activities and sessions are based on developing the pupils' personality and an individualised targeted approach of the curriculum.

(Please see the Conductive Education Policy for further information)

4.7 Curriculum

There is an emphasis on the three prime areas of development within the early years; Physical Development; Personal, Social and Emotional development and Communication and Language. Pupils will also have experience of the four specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The integrated therapy approach supports pupil's development by ensuring learning experiences incorporate elements of each of the prime and specific areas.

Pupils within the Early Years are assessed using iASEND and this informs on the appropriate starting point for the curriculum. Pupils mainly follow curriculum maps A and S which are devised from the Early Years Outcomes document. (See curriculum maps for further details).

Pupils at 'A' follow a sensory approach to the curriculum. They have access to a wide range of experiences which promote awareness and interest in themselves, familiar people and their immediate environment. Repetition is a key feature of the curriculum allowing pupils to develop consistent response to experiences and to generalise these in different situations.

Pupils at 'S', follow a topic based curriculum. Learning experiences are carefully planned which develop the characteristics of an effective learner. For example, pupils are supported to find out and explore, play with things that they know, and be encouraged to 'have a go'. Pupils are encouraged to be 'Active Learners' by being involved and concentrating, persevering in challenging tasks and to enjoy their achievements. There is a greater emphasis on pupils becoming creative and critical thinkers, by having their own ideas, making links between the things they know and by choosing their own way to do things.

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4.8 Assessment and Reporting

Within the EYFS assessment is:

- A continuous process.
- To report on effort and achievement of pupils.
- A shared process which is understood by the transdisciplinary team and parents.
- To identify previous learning in order to inform future planning and outcomes.
- Objective, based on identified success criteria and include appropriate evidence.
- Appropriate to the stage of development.

Assessment within the EYFS can include

4.9 Pre-Admission Assessment

Pre-admission assessments are undertaken to indicate the child's developmental stage on entry into school, therefore identifying previous learning, which will inform future action. This is viewed as a shared process involving: the child, the transdisciplinary team, parents, and other professionals.

4.10 Ongoing Assessment

Pupils are assessed informally on a daily basis and this is tightly linked to planning, to inform future targets. Each pupil has an activity plan for different elements of the curriculum, e.g. Communication and Language, Mathematics, Physical Development. The success criteria and the basic skills the pupil will show to demonstrate achievement is detailed on the plan. The assessment comments are precise and link directly to the success criteria, enabling the staff to evaluate whether a target has been achieved.

4.11 Observation

Observing pupils is a key part of the assessment process and will take place continuously throughout the day. Observations can be of the pupils playing independently, interacting with another pupil or interacting with an adult.

Observations and assessment of children allow the staff to:

- Intervene and structure an activity, thus enhancing the quality of learning.
- Identify the difficulties the children may be experiencing in specific situations and provide an alternative.
- Indicate pupils ability to persevere on a task.
- Inform future planning and outcomes.

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4.12 EHC Outcomes

All pupils at our Schools have an Education, Healthcare Plan (EHCP).

Within the EHCP each pupil has a set of proposed outcomes, which cover areas of Education, Health and Social Care. At Percy Hedley, outcomes are set within the transdisciplinary team and take into consideration all area of development. They are reviewed on a termly and annual basis as part of their EHCP review.

4.13 Early Years Profile

Pupils are assessed at the end of their Reception Year against the EYFS Profile. This documents whether pupils are Emerging, Expected or Exceeding in relation to the Early Years Outcomes.

This information is shared with the Local Authority and is available to parents on request.

4.14 iASEND

Pupils are also assessed using iASEND. This is a whole school assessment tool which is used to find a baseline for children starting school and to support the setting of appropriate outcomes. Each pupil has an iASEND file which documents their progress and is evidenced through various assessment techniques, e.g. written observations, pieces of work or photographs.

4.15 Feedback Policy

The Early Years Feedback policy is based on pupil attainment as outlined by the school's iASEND summative assessment.

Feedback will be in the form of a celebration and will be exclusively positive, verbal and immediate. Information with regards to pupil progress will be shared regularly with parents either through meetings, telephone calls, letters, e-mails or reports.

Teacher feedback and pupil target setting is a combination of immediate verbal comment and written comments in workbooks/files. With regards to the latter the member of staff will use a green and purple pen. The green pen will identify with a **smiley face icon** where 'good work' has taken place in relation to the lesson's learning objectives. Where a **purple star** is drawn a 'next step target' will be highlighted that is linked to the pupil's future progress. All written feedback will be signed and dated by the relevant member of staff. Support will be given, where necessary, to ensure pupils can read and understand written feedback.

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Independent pupil self-assessment will depend on the child's ability to reflect on their learning. Those who have such skills will have regular access to a self-assessment chart that highlights the lesson's learning objective and comments made linked to the learning that has taken place. Those pupils who are still developing these skills will be supported by staff to reflect on their learning as well as the giving of verbal feedback to the teacher. Pupils will record their self-assessment on written work by drawing the appropriate shape (triangle / circle) to identify whether they are ready to move on to new learning or more practice is needed.

4.16 British Values

Within the Early Years we recognise the importance of promoting British Values and ensuring that they underpin our activities on a daily basis.

For our youngest pupils in school, promoting British Values is about the children first developing their awareness of themselves, their family and their friends. Pupils have opportunities to develop their early social skills which may be a simple interaction between adult and pupil, learning to work in a pair or a small group, turn taking and sharing toys.

Pupils also have opportunities to become more aware of their place within the school environment and of themselves as part of the wider local community. This includes joining in whole school activities such as assemblies and special events. We also have regular visits to local areas, such as the library, shops, beaches and parks. These activities are planned within the curriculum and link to termly topics.

4.17 Safeguarding

Safeguarding of pupils is the responsibility of all of the staff within the Early Years Department. We follow the whole school safeguarding policy and all staff attend annual safeguarding training and updates.

4.18 Staffing

The Early Years team consists of:

- Conductor/Teacher
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- 3.5 Special Support Assistants (SSA's)
- 1 Lunchtime assistant
- Input from Teacher of the Deaf

4.19 Qualifications

We have one qualified Paediatric First Aider with Defibrillator training.

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All SSA's have a recognised First Aid qualification.

All staff attend weekly signing sessions focussing on functional classroom and topic vocabulary.

4.20 Staff Training

Training needs are identified through the performance management process. Additional request for training are considered within the context of the school development plan.

5. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Chief Executive, supported by Heads of Education Services. The effectiveness of the procedure will be formally reviewed and monitored as a minimum on a bi-annual basis to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate.

6. Associated Policies & References

Conductive Education policy

Child Protection Policy

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