



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Early Years Foundation Stage Policy

**Approved by Full Governing Board: December 2024
Next review: December 2025**

Introduction

The Federation of Westminster Special Schools caters for a wide range of special educational needs within two schools, Queen Elizabeth II Jubilee School and College Park School.

Both schools cater for children and young people between the ages of 4 and 19 years.

College Park School caters for children and young people between the ages of 4 and 19 years who have autism and complex learning difficulties within the severe range.

Queen Elizabeth II Jubilee School caters for children and young people between the ages of 4 and 19 years who have severe or profound and multiple learning difficulties, where the majority of pupils are not engaged in subject specific learning.

All children and young people are operating below age related expectations in all aspects of their education.

There is a very small minority who function at a higher level within certain subjects. Detailed information on the Early Years Foundation Stage Policy for each school is provided below, as follows:

- Appendix 1: College Park School (including satellite provision at Hallfield and Pimlico)
- Appendix 2: Queen Elizabeth II Jubilee School

This policy will be reviewed annually or more frequently where changes in legislation require this.

APPENDIX 1

Early Years Foundation Stage (EYFS) Policy College Park School



Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from November 2024.

At College Park School, we believe that every child deserves the best possible start in life and support to reach their potential. We provide a positive and welcoming environment where children are supported according to their individual needs. College Park School adhere to the statutory guidance set out in the SEND Code of Practice 2015.

The four EYFS overarching principles are at the core of our practice:

- Every child is unique
- Positive relationships help children to progress
- Enabling environments help children to learn with their own individual interests and needs
- Learning occurs at different rates for each child

In accordance with the statutory framework for the EYFS, we ensure that we provide:

- Quality and consistency, so that every child makes good progress.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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.

At College Park School, all children will be given a settling in process when joining the EYFS according to their individual needs. Learning takes place through a range of sensory, play and exploratory activities which incorporate children's interests and motivators. The learning and development requirements are met through implementation of the seven areas of learning and development:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At College Park School we adhere to the EYFS statutory assessment requirements. Ongoing assessment is an integral part of learning and developmental process. At College Park school staff undertake the Reception Baseline assessment within the first six weeks that a child starts reception. At the end of the reception year, staff complete the EYFS Profile based on the early learning goals for each child and report results to the Local Authority.

The safeguarding and welfare requirements cover the steps that we take to keep children safe and promote their welfare.

In addition, College Park School EYFS provision aims to:

1. Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment.
2. Include all children and their families in our provision, making reasonable adjustments where needed.
3. Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required.
4. Provide personalised activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children.
5. Ensure that all members of staff have sufficient Autism training.
6. When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review.
7. Hold review meetings with parents at the agreed times and agree any changes or adjustments to support.
8. Plan for the four areas of need, communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs.
9. Collaborate with Speech and Language and Occupational Therapists when assessing needs, setting and reviewing the outcomes.
10. Implement the interventions or programmes agreed, including assessing the child's response to the action taken.

EYFS curriculum is complemented with a number of autism specific teaching methodologies in order to promote development and learning of young children with autism.

They include:

Intensive Interaction that is used to support the development of early communication.

Attention autism which promotes the development of attention.

SCERTS is implemented to support the development of social communication and emotional regulation.

AAC supports the development of language and communication.

TEACCH program is implemented through use of visuals and structured teaching.

Makaton is used throughout the day to support communication and comprehension.

Sensory Diets and Sensory Circuit are designed to support sensory processing difficulties that our children might experience.

Safeguarding and welfare procedures

The EYFS staff follow the school safeguarding policy and health and safety requirements. We develop positive relationships with our children so they can feel secure in their learning environment. We want our pupils to be healthy, safe and secure and their individual needs met.

APPENDIX 2

Early Years Foundation Stage (EYFS) Policy Queen Elizabeth II Jubilee School



Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from November 2024.

1) AIMS

This policy aims to ensure that:

Children of Reception age in the Early Years Foundation Stage at QEII School make the best possible start in their school life.

Reception age children access a personalised curriculum that is broad and balanced and highly responsive to individual strengths, motivations and needs. Each child's Education Health and Care Plan will form the golden thread supporting this personalisation.

In this we have regard to the Statutory Framework for the Early Years and Foundation Stage November 2024 and the SEND Code of Practice 2015.

In the EYFS we aim to provide:

- quality and consistency so that every child makes good progress
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- multi-disciplinary practice to support the development and delivery of therapy plans and care/medical needs to support and promote learning
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Working closely with parents/carers, families and other professionals who may already know the child well is central to planning a successfully early school experience for every child/young person at QEII school.

3. Learning and Development Requirements

QEII can admit children with an Educational Health Care Plan who are of Reception age. There is often a small number of children in this age group and they are usually in classes with peers in the Key Stage 1 age/phase.

Reception age children will broadly follow one of our curriculum pathways depending on their strengths and needs:

- Pre-formal/ Profound and Multiple Learning Difficulties (PMLD) pathway
- Informal pathway; which may lead, over time, to the semi-formal pathway which may lead, over time, to accessing aspects of the school's formal curriculum pathway.

At this early stage of development and sometimes during their first access to formal education, careful consideration will be given to develop personalised learning opportunities for each child. The focus will be on establishing strengths, motivations and communication strategies, stress and coping strategies and addressing health and therapy needs so that every child is happy in school and ready to learn.

4. Areas of learning and development (our curriculum)

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework adapted to the specific and complex learning difficulties of children at QEII.

The guiding principles of the Early Years Foundation Stage framework sit precisely within our curriculum approach at QEII:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of learning and development. Children develop and learn at different rates and all learning is celebrated.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

Three areas are 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

Communication and language
Physical development
Personal, social and emotional development

In the informal curriculum these are mapped to specific curriculum areas:

- Communication and language - My Communication
- Physical development – My Health and Well Being
- Personal, social and emotional development – My Health and Well-being, My Play and Leisure

The Pre-formal/PMLD curriculum has an entirely person centred and holistic approach with the key elements also mapping closely to the EYFS framework:

- Communication & Social Relationships
- Physical
- Sensory
- Self-Determination & Supported Independence
- Cognition & Challenge
- Well-being
- Creativity

Within our curriculum we also support the four specific areas of the EYFS framework, through which prime areas are strengthened and applied, through a personalised approach for each child:

- literacy
- mathematics
- understanding the world
- expressive arts and design

At QEII school we place particular value on the role of play and the opportunities presented by the creative/expressive arts for all children/young people.

Play, positive relationships and developmentally appropriate routines enable children to feel happy, safe and secure enough to be able to engage in learning.

We aim to create calm, purposeful, stimulating and supporting learning environments at school and share strategies with families.

We work collaboratively to plan, do assess and review learning, individualising the curriculum using the child's Person Centred Plan, EHCP and therapy goals.

Families, teaching staff and therapist work together to develop a full picture of children's motivations and to develop strategies and learning environments that prioritises well being from the earliest stages, to equip children with as much personal autonomy as possible and their voices heard.

From the earliest years we are thinking about how preparing children for the best possible outcomes into adulthood.

These aims are for all children regardless of ability, gender, ethnicity, religion or culture.

Full details of the curriculum and pedagogical (specialist) approaches can be found in our curriculum statement.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. – recognising the additional support needed for children with complex SEND to initiate activities.

Best practice for the education of children with complex SEND forms the basis of the plan and review cycle with 3 processes overlapping to support this:

- Child's voice
- Curriculum pathways
- Specialist pedagogies (teaching strategies)

Staff respond to each child's emerging needs, interests and communication preferences, guiding their development through warm, positive interactions.

3. Assessment

At QEII School ongoing assessment is an integral part of the learning and development processes, as part of the plan, do, review cycle.

Assessment is ipsative – determining a child's progress based on their own earlier work.

The principles of the engagement model inform our practice across the school including in the Early Years Foundation Stage.

Staff observe child's achievements, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will complete a baseline assessment - this is unlikely to include the Reception Baseline Assessment (RBA) due to the complexity of child's needs although statutory reporting will be completed.

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

- Demonstrating emerging skills expected levels of development
- Reaching expected levels

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 as appropriate. EYFS profile data is submitted to the local authority.

4. Working with parents/carers and families

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents of our children will be the key resource for us in learning about each child's strengths and needs.

We recognise parents/carers and families as the experts in their child's strengths, motivations, communication strategies and needs.

Parents and/or carers are kept up to date with their child's progress and development by regular communication with their class teacher.

Prior to admission to school visits to the family home, by families to school, to current settings will all take place to support a personalised transition plan. This will include working with school based nursing and therapy teams – who will in turn liaise with their colleagues in relevant community and Early Years services.

The child's class teacher is their allocated key person who helps to ensure that their learning and care is tailored to meet their needs. They support parents and/or carers in guiding their child's development at home and help families engage with more specialist support as appropriate.

5. Safeguarding and welfare procedures

Safeguarding and promoting the welfare and well-being of our children is paramount in all aspects of our work. Full details are set out in the Federation Safeguarding Policy and related documents, which pay particular regard to the additional vulnerability of those with additional educational needs.

We promote a holistic approach to health and well-being personalised to each child's strengths and needs.

This includes, but is not restricted to:

- Safe and healthy eating and drinking practices and choices and meeting health care needs
- Physical therapy needs and development priorities
- Promotion of child voice and the concepts of assertion and consent
- Good health and hygiene, including oral health (We follow statutory guidance for safety around supervised tooth brushing.)

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed at least every year or as required in line with changes in guidance of practice.

At every review, the policy will be ratified by the Federation governing board.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and evacuation procedures
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