

Early Years and Foundation Stage Policy

A route to a positive future:

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



Brookfields
Specialist SEN School

Reviewed: Autumn 2020

Due for Review: Autumn 2021

Policy Holder: Josh Connick

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

1. Aim

- Explain how the principles of the EYFS are applied through our own, personalised Learn-to-Learn Foundation Curriculum and why we use a different approach with our learners.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). Particularly relevant are the following passages:

- Summary: **Para 3**
- Intro: **1-3, 4.1 & 6.3**
- Section 1: **1.1, 1.3, 1.4 & 1.6, 1.8, 1.9**
- Section 2: **2.3, 2.7, 2.10**

3. Delivery of EYFS Provision at Brookfields

Our provision for learners five years of age and under is commensurate to their individual Special Educational Needs. The principles that underpin the EYFS are the same used in our Learn-to-Learn Foundation curriculum:

- **Personalised learning:** keeping the individual and their pace of learning at the centre of their provision. We do this through the Annual Review and IEP/ PLP planning process.
- **Positive relationships:** using therapeutic relationships to facilitate physical and emotional regulation first and deep learning once that is achieved. We do this through multi-disciplinary work, working with families and referring to our Whole School Therapeutic Relationships and Behaviour Plan.
- **Enabling environments:** developing good relationships between home and school and using the shared practice to refine the two environments. This happens through meetings, close work with our ABSS service. It is also facilitated by a focus on: planning for Prime areas of learning accessed through a breadth of Specific areas of learning.
- **Assessment & Reporting process:** our planning and assessment process centres on the individual pupil's EHCP. For the two year olds' report, we use our discretion through the IEP review process and for the ELG report stage, we report using our own format that focuses on the prime areas depending on their own barriers to becoming prosocial.

For our learners, the most effective early provision is to use positive therapeutic relationships to facilitate skill acquisition until they become Prosocial learners. Once this is achieved then the focus can become knowledge acquisition. For any fully prosocial pupils who are five and under, we will provide a full EYFS service.

4. Other Areas outlined in EYFS Statutory Framework

Please see appendices for information on our adherence to Section 3 of the statutory framework.

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

Statutory policy or procedure for the EYFS	Location
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See Medication Policy
Emergency evacuation procedure	See Health and Safety policy
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
Behaviour Plan	Whole School Relationships and Behaviour Plan
ABSS service remit	ABSS policy

Appendix 2. List of Curriculum documents for EYFS age Brookfields pupils

Curriculum Document	Location
Learn to Learn Foundation Curriculum	T:\Curriculum\COMPLETED CURRICULUM 2018\Learning to Learn
Learn to Learn Teaching Strategies	
Learn to Learn Schemes of work	
Learn to Learn Assessment framework	

Signed:
Policy Holder

Date:

Signed:
Head Teacher/Governor

Date: