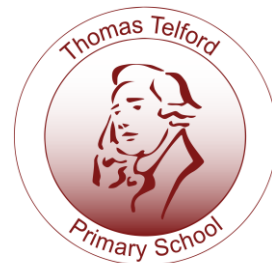


# Thomas Telford Multi Academy Trust



## Foundation Stage Policy Redhill Primary Academy and Thomas Telford Primary Free School



September 2025

## Policy for The Foundation Stage

**“The ladder of education can never be secure unless that first rung is firmly in place”**

**Rosemary Peacocke**

### MISSION STATEMENT

The Early Years team at RPA and TTPFS and recognise that each child is an individual; that all children are creative; that all children need to succeed. We believe learning is maximised when it takes place in an environment enriched with support, encouragement and assistance. We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, become better thinkers and independent learners by asking questions, solving problems and make thoughtful decisions.

*As outlined in the ‘Statutory Framework for Early Years Foundation Stage’:  
‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.’*

### VISION, PHILOSOPHY AND AIMS

Children joining our nurseries or schools will already have learnt a great deal and they come to us with differing experiences and prior learning. We aim to continue to give children a good start in their learning journey by providing a curriculum which addresses their educational, cultural, spiritual, moral, physical and social development. Establishing partnerships between families and schools underpins future learning. We promote quality teaching, modelling, and learning in a calm, caring and engaging environment where children feel safe and are encouraged to succeed. Children are supported to become independent and to develop a love of learning. Children will develop their learning through individualised, carefully planned, meaningful learning opportunities. We provide a safe, supportive and inviting environment, where children are encouraged to be enthusiastic learners. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

We adhere to the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021 through Birth to 5 Matters and Development Matters. 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.

The Early Years Foundation Stage Curriculum incorporates learning through play, through practical experience, through exploration and enquiry, through reflection and discussion, through working both as an individual and with others.

We 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**
- **Principles into practice**

## **FOUNDATION STAGE CURRICULUM**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected.

The curriculum is the means by which children's learning is stimulated and through which a range of skills are developed. We see The Early Years Foundation Stage Curriculum as a very important step in the process of learning.

In our early years we provide opportunities for:

- intellectual development through structured learning experiences, which start from what the child already knows, their interests, understands and can do.
- physical development through play and manipulative activities.
- responding to their needs for achievement and their urge to discover and solve problems.
- rich varied experiences which enhance language development.
- helping the children to establish their own identity and to form positive relationships with their peers and with adults.
- the gradual growth of independence.
- equal access to the whole curriculum for each child regardless of race, gender, disability or social group.

In our Early Years provision, we provide a safe, imaginative and accessible learning environment, both indoors and outdoors, for all children. Our environment is set up so that child-initiated and adult-led activities can take place, be sustained for varying lengths of time within contexts which offer opportunities for developing positive attitudes, the learning concepts, developing independent learning and the acquisition of skills.

## **CHILDRENS LEARNING**

At RPS and TTPFS we adhere to the EYFS Characteristics of Effective early childhood learning **Playing and Exploring, Active Learning, Creating and Thinking Critically** which support children's learning across all areas.

### **Playing and exploring – engagement**

#### Finding out and exploring

Showing curiosity about objects, events and people  
Using senses to explore the world around them  
Engaging in open-ended activity  
Showing particular interests

#### Playing with what they know

Pretending objects are things from their experience  
Representing their experiences in play  
Taking on a role in their play  
Acting out experiences with other people

#### Being willing to 'have a go'

Initiating activities  
Seeking challenge  
Showing a 'can do' attitude  
Taking a risk, engaging in new experiences, and learning by trial and error

### **Active learning – motivation**

#### Being involved and concentrating

Maintaining focus on their activity for a period of time  
Showing high levels of energy, fascination  
Not easily distracted  
Paying attention to details

#### Keeping on trying

Persisting with activity when challenges occur  
Showing a belief that more effort or a different approach will pay off  
Bouncing back after difficulties

#### Enjoying achieving what they set out to do

Showing satisfaction in meeting their own goals  
Being proud of how they accomplished something – not just the end result  
Enjoying meeting challenges for their own sake rather than external rewards or praise

### **Creating and thinking critically – thinking**

#### Having their own ideas

Thinking of ideas  
Finding ways to solve problems  
Finding new ways to do things

#### Making links

Making links and noticing patterns in their experience  
Making predictions  
Testing their ideas  
Developing ideas of grouping, sequences, cause and effect

#### Choosing ways to do things

Planning, making decisions about how to approach a task, solve a problem and reach a goal  
Checking how well their activities are going  
Changing strategy as needed  
Reviewing how well the approach worked.

### **PRIME AREAS**

#### **What Personal, Social and Emotional Development means for children in The Foundation Stage at RPA and TTPFS:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Throughout the daily routines and provision in nursery we promote good communication between children and their peers and between staff and the children, creating an environment where children feel confident to talk about their needs, wants and feelings. Our key groups enable children to quickly build up relationships with peers and staff. We pride ourselves in building positive relationships with parents so that we are working in partnership to provide the best possible start to their child's educational journey. We carefully plan small, focused activities through 'Jigsaw' to support and encourage children to become confident in understanding their feelings and feelings of others, making good friendships, co-operating and resolving conflicts peaceably.

- Each child is regarded as being special which is vital for their physical, social and emotional health and well-being.

- They are acknowledged and affirmed by important people in their lives (teachers and adults working in Foundation Stage) which leads to them gaining in self-confidence and inner strength through secure attachments with these people.
- Close relationships lead to the growth of **managing self**-promoting a sense of belonging which allows children to explore the world from a secure base.
- Adults in our Foundation Stage are good role-models and give children opportunities for interaction with others so that they can develop positive ideas about themselves and others, **building relationships** in a secure environment.
- The children in our care are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, they can develop strategies to cope with new, challenging or stressful situations thus helping them learn skills of **self-regulation**.

### **What Physical Development means for children in The Foundation Stage at RPA and TTPFS:**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Fine Motor:** We carefully plan a variety of activities both inside and outside to support the development of these skills for example threading, hanging out clothes / pictures on a washing line, peg boards, tweezer activities through collecting natural objects such as leaves, drawing , painting to name just a few.

Through research carried out by the Early Years team in the development of early writing we came across 'Funky Fingers' which is a series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills). We do this each morning for 10 minutes.

**Gross Motor:** We have opportunities for children to develop their gross motor skills through the use of bikes, climbing frames and a wide range of small equipment to encourage mastery of movement and balance. We also have planned PE sessions where we will focus on dance, ball skills and moving in different ways for example.

### **What communication and language means for children at RPA and TTPFS:**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

It is about children becoming communicators, with a focus on **listening and attention**. Children are given many strategies to encourage the acquisition of these skills. These skills develop as children interact with others, listen to and practise **speaking** using language, extend their vocabulary and experience stories, songs, poems and rhymes.

**Language for Thinking** - is when children use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Questioning is key to understanding so practitioners are skilled to challenge and promote **reasoning**.

Our daily **phonic sessions** are essential to acquiring reading and writing **skills** through the **ELS** phonic scheme.

**Reading** - is about children understanding and developing a love of stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

**Writing** - is when children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

**Handwriting** - is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters. These are taught within families with a focus on starting points and orientation.

### **What Mathematics means for children at RPA and TTPFS:**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers, the relationships between them and the patterns within those numbers. We ensure that we include opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

The focus of this area is on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

**Numbers and numerical patterns**– our children are given many experiences that enable them to know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems. The environment provides independent learning for numeracy with easily accessible resources promoting challenge and mathematical problem- solving.

**Calculating** is embedded in our provision and develops an awareness in our children of the relationship between numbers, quantities and amounts, using key vocabulary and models to support their understanding. We provide children with opportunities to apply their skills through exploration, problem solving and carefully selected, rich mathematical tasks.

**Shape, Space and Measures** - is taught through discussion about shapes and quantities with appropriate vocabulary encouraging children to use their knowledge to develop ideas and to solve mathematical problems.

#### **What Understanding the World means for children in The Foundation Stage at RPA and TTPFS:**

Children are given opportunities to use their knowledge and skills in this area to solve problems, generate new questions and make connections across other areas of Learning and Development.

Through learning about **People and Communities** children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear. Our children are taught to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others. Within our multicultural community children have regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.

A wide range of opportunities are given for them to become aware of and interested in **the world** and the **past and present** by exploration and investigation. They can investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work. By practical application of their knowledge and skills there is promotion of their self-esteem which allows them to make decisions about what to investigate and how to do it.

**Technology** plays a very important part in the lives of our children today, so a high emphasis is placed on ICT with children finding out about and learning how to use appropriate information technology such as computers and programmable toys that support their learning.

## **What Creative Development means for children in The Foundation Stage at RPA and TTPFS:**

Creative development fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The children have the opportunity to explore and develop their creativity both indoors and out with variety of different media and medium. Children have opportunities to role play and dress up through the role play and home corner areas. We follow the school art programme to develop skills which will be refined as they continue into reception and then year 1.

**Creating with materials** - is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.

**Being Imaginative and expressive** is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings. The way they represent their experiences is unique and valuable. This area is about children's independent and guided explorations of sound, movement and music. Children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design, and art.

We believe that creativity is about taking risks and making connections and is strongly linked to play. It emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe, making new ideas as they follow independent learning.

## **PLANNING AND ORGANISATION**

In order to fulfil their full potential, the children in our Foundation Stage will be involved in a variety of activities throughout the day. These compose of child-led activities, adult directed play or exploration activities, focused whole class, guided small group teaching and independent learning. When planning, we follow the Early Years Foundation Stage Curriculum. There are set times when children are required to plan, do, review, - initiate an activity independently or in partnership, to work for a sustained period and review their work. This develops the children's positive learning behaviour, confidence, independence and sense of self-worth. The child uses pictures showing what he/she plans to use or do during work time. Resources are made accessible, and the children are provided with ample

space for them to undertake an activity. This develops the children's levels of independence when selecting and managing resources. Practitioners then develop critical thinking, by providing resources into the continuous provision of all seven areas of learning, both inside and outside.

Staff take into account 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, 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.

## **ENVIRONMENT**

We firmly believe that the environment is key for the development of independent learning. Children need a rich and engaging environment to enable them to apply skills. Both Nursery and Reception classes are set up with areas of learning in the class bases and corridor (and nursery building) with duplicate areas outside in our Outdoor Classroom.

Writing /Mark making area

Maths area

Construction

Listening area

Quiet reflection area -comfy and relaxing with cushions and EAL resources

Small world play

Expressive arts areas

- for painting
- for music
- for Design and Make

Sand play/wet and dry

Water area

Snack table

Investigation area

Role-play and Imagination area

Physical development area

Book corner

Literacy area

Malleable area e.g., clay, playdough.

The Outside area is available at all times and is a fantastic opportunity to do large scale activities with all areas of learning in evidence. Weekly Forest School in Reception and Welly Walks in Nursery (Mud Kitchens) allow the children to explore nature, seasons and weather in many different ways as well as applying learning from all areas in an imaginative way, whilst exploring the school grounds.

During the three terms in reception the organisation will change with more unstructured and child-initiated play in the Autumn Term with short, focussed activities to highly structured and longer teacher focussed sessions during the Summer term, thus preparing children for readiness for Year One. In Nursery our rising threes

(Nursery 1) have a smooth transition into Nursery 2, and ultimately leave our Nursery 'School ready'.

## **ASSESSMENT**

### **Observation and Assessment**

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and staff continually assess the children's needs and informing practitioners of the individuals next steps. Everyone is encouraged to contribute, and discussions take place between teams. Intervention is quickly put into place should concerns be raised about a child's progress or whether they are on or off track.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). 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')

All guided group work is differentiated to enable progress to be made by all groups of learners. Children's progress will be at different rates and individual achievement will vary. However, all children should be able to follow a curriculum which enables them to make maximum progress towards desirable outcomes. Children whose achievements exceed the early learning goals will be provided with opportunities which extend their knowledge, understanding and skills.

Assessments in our Foundation Stage depends upon accurate observations in order to give adults an insight into what children can do and what relevant and motivating learning opportunities should be presented next to the child, we employ the 'Look, listen and note' technique so that judgement of a child's learning and development is based upon skills, knowledge and behaviour that they demonstrate consistently and independently. We continually observe the children and record the WOW moments to share with others. We use Arbor to track children's progress from beginning through developing into secure in all areas. Progress is recorded and reported to parents termly.

Derived from the Early Learning Goals the set of 17 scales capture and describe children's attainment by the end of Foundation Stage. Incidental assessments are found in many situations and arise from child-initiated play. These are recorded through the '2 build a profile' programme. These inform our provision and the next steps in each child's learning journey. We also observe in teacher-initiated situations in order to ensure a whole picture of the child ensuring that all children are observed and assessed regularly. The development of the child as a learner is assessed alongside the seven areas of learning.

Children are actively encouraged to engage in their own assessment. We use success criteria in guided focused activities and through a colour coded sticker the children assess how they feel they achieved thinking carefully about whether they need more support or not. Observations are then used as an indicator of age and stage the child is working on and where they are within that stage: emerging, expected, exceeding.

Pre-school information initially informs planning and is an indicator of each child's stage of development. Children enter reception from numerous pre-school providers, so we endeavour to visit prior to entry to gain an insight as to the needs of individual children. We have established a Nursery as part of Redhill Primary Academy and this has greatly improved transition. Thomas Telford Primary Free School will have a Nursery opening on the same site in September 2026. We also belong to a network of feeder pre-school providers and child minders enabling communication about individual children prior to entry.

During the first weeks in school, the Early Years practitioner will make a series of observations to assess the child's development in all areas and track each child on the Ages and Stages Development Matters thus identifying gaps. This works alongside the national standardised 'Baseline Assessment' which focuses on reading, writing, understanding and mathematics. Rigorous tracking is used to ensure that all children progress and that the gaps in learning are identified and addressed.

At the end of the year the parents receive a detailed report on all areas of learning and the progress made in each area. They also are also informed of the child characteristics of a learner. This is also shared with the Reception Teachers and the Year 1 teachers. The learning journey book, writing and mathematics books are all detailed records of each child's learning journey whilst in reception class and photographs, notes of observations and anecdotes become a treasured memento.

Moderation occurs with Telford and Wrekin moderators, and staff at both schools continually attend CPD, locally and nationally, and monitor provision and expectations against local and national targets. All staff attend relevant CPD to keep updated in EYFS developments and initiatives.

## **TRANSITION**

Through our EYFS transition programme we enable children to positively experience our Early years settings (whether Nursery or reception classes) providing many opportunities for the children to visit and take part in events prior to starting. '*Big Friends*' help reception children to settle in and older children support Nursery children in play. Dinnertimes, assemblies, music and theme days enable transition to be smooth for nursery children. The transfer of information by staff during network meetings and documentation enable important passing on of information linked to individual children prior to start date, thus enabling provision to be put in place immediately e.g., SEN support should it be needed. transition into Year One is systematic with *A Smooth Move* programme of sessions and sharing across phases.

## **PARENTS AS PARTNERS**

We believe the involvement of parents and the recognition of their children's development play a crucial role in the children's learning. We encourage parents to participate as partners in supporting their children's development and are proud of our approachable reputation. We offer weekly drop-in sessions where the parents can come and celebrate the children's work, see what they are doing and chat to the teacher if they have any questions of queries.

We acknowledge that:

- The partnership needs to be based upon shared responsibility and understanding.
- The need to recognise the role that parents have already played in the early education of their child, and that their continued involvement is crucial to successful learning.
- The importance of opportunities for learning being continued at home e.g., reading and sharing books, explanations on homework about what and children have been learning during each week with extension opportunities built in for parents to enhance/ reinforce this learning at home.

Provision is made for parents to:

- Informally 'chat' to teachers /key workers about any aspect of their child's time at Redhill, and to feel at ease to approach any adult in our Foundation Stage team to discuss any issue.
- Our Home link books provide a good two-way communication. In Nursery we also provide communication between split settings, so we get a better picture of the whole child.
- Open mornings weekly where parents can pop in at the beginning of the school day to look at the children's work and are asked to leave a celebratory comment.
- Attend induction meetings (sessions in Nursery) to learn about the ethos of the whole school. Attend a workshop on the early years curriculum with The Foundation Stage Manager and team, which outlines how we teach children to read and write, and the types of activities children will encounter in numeracy and problem solving.
- Attend phonic workshops.
- Meet with the children's teacher in the first few of weeks in school, to discuss how the child has settled in and how the profile will develop throughout time in Foundation Stage. In Nursery Progress Checks at Two and Baseline assessments are discussed.
- Have informal and formal opportunities to discuss the findings of observations: their children's strengths and areas of development, whenever required. Meet their children's teachers formally once a term to discuss their child in regard to school, (Nursery) progress, areas for development and general well-being. This is also an opportunity to express concerns.
- Parents are encouraged to read with the children for pure enjoyment in the early stages and to find regular opportunities to tell stories and read to or listen to your child read. The children's reading journals provides a detailed guide to helping their children learn to read and the reading rockets encourage children to read at home. Guided reading (and sharing books in Nursery) promote engagement with quality stories.
- Be invited to help on educational visits.
- Attend whole school workshops on curriculum and educational issues.

- Parents across Foundation Stage are invited in to see their children at work and play. They can participate in a numeracy/literacy morning, open afternoons and assemblies.
- Transition meetings help parents understand the next stage in their child's journey into Year One, to dispel any misconceptions and to clarify expectations in next step of education for both children and parents reading at home, and encourages participation in the related activities.
- Parents are invited to join in with a variety of themed activities such as easter crafts and family member sports days to encourage and build relationships between parents and staff.

## **EQUAL OPPORTUNITIES**

We have an inclusion and equal opportunities policy. It provides a rich environment for EAL, both Gender especially focusing on Boys, SEN, and Minority Groups. Clear and timely liaison with the SENCo , EYQT's, LSATs , SL and other outside agencies enable children to develop and have intervention and support to progress.

## **SEND**

We have clear arrangements in place to support children with SEND and disabilities. We aim to:

- 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
- Ensure that in addition to the two specific points in the EYFS for formal assessment, there will be monitoring and review of progress throughout the early years
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the schools with parents and support parents in seeking any help they or the child may need
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the schools' own actions are not helping the child to make progress
- Work in partnership with parents and other agencies to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed

We take a graduated approach to working with children with emerging concerns and their

families. This approach includes:

- Planning for the four areas of need, communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs
- An analysis of the child's needs including whether we should seek more specialists help from health, social services or other agencies
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCo, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCo, key person, the child's parent(s) and any other professionals involved, agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

We adapt our provision to suit the needs of the child. We have a wealth of experience with the use of TEACH as a teaching method. We ensure that there are visual supports in place, clear timetables and now and next cards to support with the daily routines as part of our day-to-day practice.

## **ICT**

It is our aim to include ICT in every lesson when possible. This is done using ICT as a teaching resource, with activboard sessions to support the input of a lesson. Our children are introduced to programmes in whole class inputs, and then use these independently. Children are taught how to use a camera, listening station, Dictaphone, photocopier, programmable toy- 'beebots'. We also have planned ICT sessions to support children in the basic skills needed to access computers, laptops and other resources.

## **SAFEGUARDING**

Our safeguarding procedures are written in detail within the safeguarding policy. All staff are aware of this and receive continual CPD and updates through staff meetings and training with outside agencies.

We promote good oral health, as well as good health in general, in the early years, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

## **SUCCESS CRITERIA**

Our targets in Foundation Stage are to improve outcomes for all children, increase the percentage of children to achieve a Good Level of Development. In Nursery children are tracked to ensure they are on track to attain a GLD by end of reception and to reach ARE. We focus on all aspects of CLL with a high emphasis on the acquisition of phonics which will enable children to progress in writing and reading in preparation for the Year One phonics screening test. Problem solving, reasoning and calculating are also an area of focus with emphasis on Number using characteristics of effective learning: concentrating, keep on trying, having own ideas, developing reasoning and acquiring skills.

Success will be measured by progress as indicated in our tracking systems and analysis of the children's achievements with both local and national moderations.

Our main indicator of success however is that children enjoy school, and parents work happily in partnership with us to help their child achieve their potential by progressing in their learning journey.