

Policy

Policy number	PS06 Statutory Policy
Policy name	Early Years Foundation Stage
Issue date	19 th September 2018
Reviewed on	22 nd January 2019
Review date	September 2019
Owner	Senior Leadership Team

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

Portfield School follows the recommendations detailed in the Department for Education (DfE) 2017 Statutory Framework for the Early Years Foundation Stage [2017 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of EYFS

At Portfield the Early Years students are based in a building separate from the main school called Stepping Stones. The class caters for students between the ages of 3-6 years who are supported by one teacher and a number of teaching assistants. School age placements are available as well as full time and part time nursery placements.

Curriculum and Planning

The Early Years provision follows the curriculum as outlined in the 2017 Statutory Framework for EYFS and is adapted to meet the individual and unique needs of the Early Years students based at Portfield.

The curriculum provides students with the opportunity to develop their skills and knowledge in the three prime areas;

- Communication and language
- Physical development and personal
- Social and emotional development

As well as the four specific areas;

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

When planning practitioners take into consideration the three areas of the characteristics of effective learning;

- playing and exploring
- active learning
- creating and thinking critically.

The timetable is planned with a careful balance between purposeful play based learning (both child and adult led) and structured learning opportunities to ensure structure is maintained throughout the day to meet the needs of children with Autism.

See attached curriculum map. Please also refer to the curriculum policy for more information.

Assessment

At Portfield 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 then used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. To capture observations the Early Years provision uses eyLog Online Learning Journey (<https://eylog.co.uk>) to track

student's progress through the Early Learning Goals and build each student's individual learning journey which contributes to their EYFS Profile.

Each child's online learning journey is accessible to parents/ guardians via an app or website login, parents are able to upload their own observations and comments to support their student's EYFS profile.

Please refer to the marking and feedback and assessment policies for more information.

Working with Parents

At Portfield we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are able to request the most appropriate means of communication for them which can be either daily, weekly or as required through either a communication book, email, phone calls or verbal handover. Most parents and/or carers request communication through a communication book which provides a daily record of their child's food, toileting and activities completed throughout the day.

Safeguarding and Welfare Requires

Child Protection

All the information regarding child protection set out within the 2017 Statutory Framework for EYFS is detailed within Portfield Schools' current Child Protection policy – this therefore minimises the requirement to have an individual EYFS Child Protection policy.

Training and Medication

All staff employed at Portfield School (Autism Wessex) undertake a comprehensive induction program including safeguarding, manual handling, medication administration and ASD specific training. All staff in EYFS receive basic first aid with a number of staff also holding paediatric first aid qualifications.

Environment and Staffing

The Early Years environment includes an indoor and outdoor teaching space with separate toilets and kitchen. Appropriate measures are taken to manage the risks in all environments. Staffing ratios outlined in the 2017 Statutory Framework for EYFS are exceeded at Portfield as due to the student's individual needs and SEN requirements. Classes do not exceed 8 students and are supported by a teacher and at least 3 teaching assistants.

Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team every year. At every review, the policy will be shared with the governing board.

Other policies relevant to statutory framework include:

Portfield Behaviour policy

Portfield Complaints policy

Early Years Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	My School	Animals	People who help us	Food Glorious Food	Countries	Under the Sea
English	Our favourite stories	Stories linked to animals	Non-fiction texts	Factual Texts	Stories from around the world	Stories linked to under the sea
Maths (SSM)	Baseline Assessments	Shapes	Size	Time	Position	Measures
Understanding the World and Science	Exploring the school environment	Living things	Who can help me? Doctors, Police Dentists etc	Jasper's Beanstalk Planting and growing	Different communities	Materials
Computing/ Technology	Interactive technologies e.g. sensory room	ICT Toys	Computer programs and apps	Photos and videos	Typing and mouse control	Computer programs and apps
PSED Health and Self Care	Building relationships Sharing/ taking turns	Emotions	My body and self help skills	Staying healthy Making healthy choices	Me and my family (similarities and differences)	Washing and personal hygiene
Art	Colour (using, changing, mixing)	Mark making tools	Construction/ junk modelling	Painting and Drawing Skills	Materials and Textures	Combining effects and materials
Food Technology	Key skills practice: cutting, mixing, spreading, grating		Snack foods e.g. cutting fruit, toast etc	Recipes	Foods from around the world	Using cooking appliances
Physical Development	Gross Motor Play - soft play, big playground, WL Park	Gymnastics - equipment in hall	Bat and Ball Skills	Throwing and kicking skills	Sherbourne/ Dance - from around the world	Outdoor and Adventurous Activities
RE	Who am I?	Christmas & Jesus	My diverse community	Easter & New life	Religious Objects (pan religion)	Religious Places & Music

