



Meeting Individual Needs

Houghton School
Early Years Foundation Stage
Intent, Implementation and Impact Statement

Intent

At Houghton School we aim to provide a curriculum which is rich in awe and wonder and gives the children memorable and enjoyable experiences which ensure that they foster a lifelong love of learning. We recognise that all of our children are unique, and we work hard to ensure all children's individual needs are met so that they can reach their full potential.

Our curriculum is child centred, and we follow the children's interests and each child's individual Educational Health Care Plan (EHCP), together with adult directed activities which focus on promoting a language rich environment through a multi-sensory approach. We recognise the importance that Speech, Language and Communication is a key area of focus and a whole communication approach is fully utilised, providing the best opportunities for our children to develop social skills and enable them to learn to the best of their ability. These activities are carefully sequenced and planned through an exciting, creative and play-based curriculum.

We believe that consistent routines are key and recognise the correct balance between adult directed and uninterrupted child-initiated play ensures the best outcomes for children.

We recognise the importance of warm and positive, professional relationships between staff and children and value the relationships with parents and carers and the vital role they have as their child's first educators.

We recognise the crucial role that early year's education has in providing firm foundations upon which the rest of a child's education is successfully based.

We intend to provide a stimulating learning environment both indoors and outdoors that provides exciting opportunities, exploration, promotes challenge, perseverance, confidence and independence.

Implementation

At Haughton School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundations Stage and actively safeguard and promote the welfare of all our children. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.

We prioritise creating a language rich environment through the use of Singing Hands which incorporates Makaton signing and nursery rhymes and songs, carefully selected quality texts which help support our creative curriculum and providing time for quality interactions between adults and between peers. We recognise that each child is individual and therefore all need a bespoke approach to their communication needs being met. Trained staff will use where appropriate Makaton, Picture Exchange Communication System (PECs), Intensive Interaction, visual symbols, photographs and objects of reference, Colourful Semantics, Word Aware, Attention Autism, Listening with Lucy and augmentative and alternative communication.

Children are supported and encouraged to work together and share their feelings and they have a dedicated PSED lesson each week following the scheme, Jigsaw.

Skilled adults ensure that they are present to support children with their interests and narrate, ask and answer questions and scaffold the children's learning when and where appropriate.

Children are encouraged to foster a love for books and develop their early reading skills, therefore they are placed in areas around the classroom, regularly changed in the book basket and when our topic changes each half term. All children have a picture book and a book with words in when they are ready. Comments in reading diaries are present to help parents and carers know how best to support their child's reading at home. We follow the progression of the DfE validated Twinkl Phonics programme in school. We also use this session to promote the correct pencil grip and the correct letter formations. We provide the children with lots of fun activities which help to develop their hand strength, in order for them to complete self-help tasks and early mark making, writing, drawing and painting activities.

We want our children to be confident with Mathematics and we provide daily opportunities for the children to join in singing and signing whilst using number nursery rhyme sacks. They are taught Mathematics through adult directed teaching which follows a clear plan which is differentiated and has some links to the White Rose Maths scheme, together with exciting exploration within the learning environment. Where possible we aim to incorporate real life opportunities and for example the children are encouraged to take part in regular cooking sessions where they read the recipes, weigh and count the ingredients and follow instructions whilst taking turns and talking or signing about what they are doing. Our outdoor environment ensures that our children are enabled to develop their muscles through physical play and enjoy learning to ride tricycles and balance bikes, play in the mud kitchen and large sandpit, build and climb whilst using loose parts and low-level climbing equipment along with other stimulating and exciting activities.

The curriculum is taught through topics and through a creative curriculum and multi-sensory approach which is enhanced through trips and visitors coming into school, class enhancements and exciting provocations. However, all planning is

flexible and responsive to children's interests and needs so plans can be changed and adapted dependent on children's interests.

Children each have a Key Person in Badgers Class and have a focus week once a month where observations are collected and uploaded on to their online learning journal via Tapestry on to the Cherry Garden assessment section. Skilled and trained staff in the 'Planning in the Moment' approach observe, teach in the moment and assess where these children are at in the moment with their learning. WOW moments are recorded on to gold stars and displayed on our WOW board and uploaded on to the children's learning journals. However, quality interactions are highly valued and therefore the children have less photographs and videos uploaded so that these interactions are not compromised.

We appreciate the importance of parental engagement, and we are fully aware of the vital role parents and carers have in their children's education. We strive to build strong partnerships between home and school. Parents and carers have a home/school diary which is regularly written in to ensure they know how their child is doing in class on a regular basis. We ensure that we contact parents through phoning and emailing as well, as and when appropriate. Parents and carers receive topic overviews, Word Aware vocabulary information linked to each half termly topic and weekly class newsletters to inform them of what their child has been learning and regular updates on the dedicated Badgers class area on the school's website. Parents and carers are also able to access their child's online learning journal through Tapestry on a daily basis, which offers next steps of learning and help to support them with their child's learning at home. Parents and carers can also share any experiences and learning which has happened at home too. All children are closely monitored and referred to outside agencies if necessary and early interventions are then put in place for children who need them.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Cherry Garden Branch Maps on Tapestry if they are in EYFS or iASEND if they are in Year 1. These judgements are made on the accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform

planning and next steps in teaching and learning for all children throughout the year.

The EYFS and Class 1 teachers work closely together to ensure smooth transitions take place and similar teaching and learning approaches are followed with the children as they move into Class 1, particularly in the Autumn term. This ensures that the children are able to settle quickly into their new classroom and begin their learning with their new class smoothly as they are familiar with this teaching and learning style and ethos.

Impact

We measure progress and children's learning across the year through formative and summative assessment which are based upon the teacher's knowledge of the child and evidence collected on the children's online learning journals. Our curriculum and delivery ensure that most of the children make good progress from their starting points. The EYFS Lead meets with the teachers from Classes 1, 2 and 3 to discuss the first assessments of pupils who have transitioned from Badgers Class (EYFS) into either of these classes, to ensure that judgements are robust.

The teaching and pedagogy are reviewed and evaluated regularly to ensure that best practice is in place to ensure that our children receive the best education and support we can give to them and they leave us happy and well supported to continue the next steps of their learning journey.

The Early Years provision is included across all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, Jayne Jeffries, Head teacher, Gill Knox and the EYFS Link Governor, Jayne Stevens.