



EARLY YEARS VISION

To maintain an outstanding EYFS provision and develop a strong culture of empowerment for parents.

Where were we?

- ✦ The Early Years provision was previously housed in a separate building (Garratt House) away from the main school.
- ✦ There was ample teaching space available, with a kitchen, bathroom and therapy space along with a garden.
- ✦ We were also lucky enough to have a sensory room.
- ✦ Once Acorn class moved over to the main school, our provision was a little disjointed. Our classroom and playroom were in separate locations.
- ✦ There was an issue of inconsistent staff with a lot of agency staff filling gaps.

Where are we now?

- ✦ Our Early Years environment is designed to provide all pupils an irresistible invitation to join in with a range of learning activities through a combination of daily access to continuous provision activities and adult led sessions. The use of the IPC Early Years units provides a wide and balanced range of subject coverage. (Evidence- Acorn's timetable) **O**
- ✦ Pupils remain within the same learning environment and with familiar staff into Year 1. This natural transition allows pupils to continue to feel safe and have staff who understand their needs. These pupils continue to have access to continuous provision sessions whilst developing their increasing academic understanding and needs. **O**
- ✦ All progression of pupils is monitored from their baseline through the use of session targets, SOLAR, individual WOW files and Link Priorities. These strategies of monitoring allow a reduction in written observations that can withdraw staff from interacting with pupils. Staff have shown greater understanding in recording meaningful detailed progress and identifying next steps. **G**
- ✦ All pupils show sustained and good progression through their time within the Early Years' setting and their transition into Year 1. The use of SOLAR allows staff to evaluate areas of need/development and success of all pupils. (Evidence Achievement reports 2017-18) **O**

- ✦ The 2 additional continuous provision environments (Early Years' Playroom and Early Years' garden) are highly stimulating. Each of the continuous provision areas are organized daily by staff to incorporate children's interests as well as enrich with activities that address all areas of the EYFS framework as well as linked with the curriculum topics and generalising skills learnt in adult led activities. (Evidence- Continuous provision plan) **O**
- ✦ All staff understand the importance of child centred learning and understand their role of educators to all pupils. This provides a consistent team of class teacher, SSAs and therapists who all work towards the same goals and understand the pupil as an individual. Regular team meetings and target discussions take place with all staff involved. **O**
- ✦ Parental involvement and engagement is encouraged by all team members and SLT. Parents are welcomed to attend activities throughout the school year to build relationships with the school team. Interactions are continued upon a daily basis through home school communication books as well as IEP and EHCP meetings over the year. All pupils in Early Years have a photo book which they take home weekly to show the activities they are undertaking at school. **G**
- ✦ All areas of the Early Years environment is risk assessed by the class teacher, class team and site manager on a daily basis. A robust system of identifying potential risks to each pupil through individual risk assessments means that pupils are kept safe and secure in their play. All pupils' with medical needs such as allergies have a care plan which is shared with all of the team and activities are adapted to be sensitive to these needs. (evidence- Individual Risk Assessments and EYFS risk assessment) **O**
- ✦ Pupils with behaviours that challenge are supported by a key small team of staff from the whole class team to provide consistency and generalization of strategies to aiding their ownership of positive behavior strategies and as necessary Positive Behaviour Strategy Plans are written by the whole team. **O**
- ✦ Pupils entering the Early Year's environment are supported daily by the Zones of Regulation[®] to begin expressing their emotions and regulation needs from an early stage to encourage ownership and understanding of their self-control as well as their social understanding of interactions with others. (evidence- Pupils' WOW files/ Link Priorities) **O**
- ✦ The SLT and Governors are committed to providing the best environment and resources for Early Years and the recent redevelopment works have allowed the Early Years provision to become a self-contained unit which promotes safe transitions and free flow to activities. The value of Early Intervention and adapted transition into whole school activities is recognised by the whole school community which allows a calm and planned transition of all pupils into the wider school community. **O**

Where do we want to be?

EY 1 The learning culture of the Early Year's staff to be consistently high across the whole team with a strong understanding of assessment for learning with the ability to capture learning within the Early Years Curriculum model.

EY 2 Development of a bespoke parental support package that will enable home and school to work effectively and consistently for each child.

EY 3 Own school EYFS framework designed for pupils with SEND and inconsistent profiles to ensure recorded progress matches actual progress.

How will we get there ?				
Target	Action	Lead	Timescale	Impact (by July 2019)
The learning culture of the Early Year's staff to be consistently high across the whole team with a strong understanding of assessment for learning with the ability to capture learning within the Early Years Curriculum model.	<ul style="list-style-type: none"> Lesson observation week to focus on the school marking policy, use of support assistants and independent learning. Training for class team on outcomes of lesson observation week. (Understanding progression steps in English and Maths / grading pupil's on SOLAR). Develop a class action plan to improve the use of the school marking policy. <p>Evaluate impact of action plan and identify and implement additional support strategies for staff that require improvement to eliminate within class variation.</p>	Sandy	November 18	<ul style="list-style-type: none"> Score of high good 2a in the work scrutiny/ lesson observation aspects of the Teacher Evaluation Schedule. Lesson observation scores and learning walk scores for support assistant teams to average a solid 2b by the end of the year. 80% of support assistants identified as requiring improvement in the area of assessment for learning in the Autumn term to have made at least one step of improvement by the end of the academic year. <p>Learning walks and "wow files" will evidence the growing class "learning culture" as the year progresses.</p>
		Melanie Eleni	November 18	
		Melanie Eleni	March 19	
Development of a bespoke parental support package that will enable home and school to work effectively and consistently for each child.	<ul style="list-style-type: none"> Home visits <ul style="list-style-type: none"> - Initial home visit -6 week follow up phone call -Further home visit if necessary Devise bespoke packages of support for parents as a result of the Home Visits e.g. style of home/school communication best suited to them, support for diagnosis acceptance, helpful strategies and resources. Parent Liaison <ul style="list-style-type: none"> -Provide support and information about services available within their local authority. -Provide a regular drop in session tailored to parents' needs, e.g. information on benefit entitlement, respite care, process of getting a diagnosis, help filling in forms 	Melanie Eleni Jill Carolyn Sam	Autumn 2018/ Spring 2019	<ul style="list-style-type: none"> Parents will feel supported, happy and confident. Parents will be willing to try different strategies. Parents will feel like part of a supportive community. Parents will trust in us as a school to provide the best care for their child and support for their family. Pupils will benefit from a positive home school partnership with both school and parents delivering the same strategies to support learning and development. Pupils will feel the value of diagnosis acceptance as parents will feel supported in their child's care needs.
			Summer 2019	
			Autumn 2019	

	-Teaching parents the value of play in their child's learning and development.			<ul style="list-style-type: none"> Resources and strategies given to parents will in turn aid the progression of their child's learning.
Own school EYFS framework designed for pupils with SEND and inconsistent profiles to ensure recorded progress matches actual progress.	<ul style="list-style-type: none"> First curriculum area to be adapted: Communication and Language - Speaking 	Melanie Eleni	Summer 2019	<ul style="list-style-type: none"> Children will be clearly baselined in the area of communication and the strategies used will result in clear, identifiable progression.