



Kemball School

"We can because we try"



EYFS Policy 2023-24

**To be read in conjunction
with the Staff Handbook**

**Read alongside the pathway
standards for the relevant pathway**

‘We can because we try’

The prime aims and purposes of Kemball School are:

- * To maximise each pupil’s potential by enabling him/her to achieve as much independence as possible and to enjoy a quality of life which is both stimulating and rewarding.
- * To create a positive and professional environment which is achieved by offering a broad, balanced and relevant curriculum catering for the needs of the individual.
- * To promote a supportive partnership involving pupils, parents, professionals and others concerned with the life of the school.

Our Curriculum Statement of Intent

At Kemball School our aim is to develop independence and the skills needed for learning and life.

The curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning to maximise pupils' engagement and support progress. We strive to deliver wide and varied learning experiences that support the development of the prime areas of the EYFS. We recognise pupils' prior learning, provide practical experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

The curriculum has been designed in line with EYFS statutory framework, and the non-statutory guidance in Development Matters. The topic based approach provides stimulating learning experiences and links concepts in a meaningful way. The current EYFS classes are within the Engagement and Multi-sensory pathways and beyond EYFS, pupils may remain within these pathways or move into the Progression pathway according to need. This meets the needs of our different cohorts of pupils ensuring that they access the learning experiences that are relevant and appropriate to them.

Impact

Our curriculum enables the pupils to make outstanding progress in all areas of their learning so that they can move onto Post 16 provision and a life beyond school. Our pupils leave Kemball with the communication, confidence, self-help and life skills that support overall independence. Functional accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

Vision

The EYFS at Kemball School focusses on developing the foundations for learning and works towards building concentration, interaction, communication, engagement and independence. Our aim is for children to build the skills to enable them to be confident and independent learners as they move through the school. We place a heavy focus on the prime areas of learning- Communication and language, Physical Development and PSED.

Principles

Four guiding principles should shape practice in the EYFS:

- 1- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- 2- Children learn to be strong and independent through **positive relationships**
- 3- Children learn and develop well in **enabling environments** with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time
- 4- Children develop and learn at different rates

Early childhood is the foundation on which children build the rest of their lives. At Kemball School we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The early years are the crucial time for developing children's enjoyment of learning, their engagement and motivation.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Our aims

The UN convention for the rights of the child state that children have a right to education without discrimination and that education should ensure children respect and understand the rights of others.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Kemball School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including any additional educational or medical needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do and their interests, assessing their individual needs and helping each child to progress. The interests of the children form a large part of the curriculum as we understand that this has a positive impact on the way that children learn.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions, along with the voice of the child.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide a range of experiences for all children, whatever their needs.

Effective Early Years Education

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon seven features of effective practice

- 1- The best for every child
- 2- High quality care
- 3- The curriculum
- 4- Pedagogy- the way we help children to learn
- 5- Assessment- checking what the children have learned
- 6- Self-regulation and executive function
- 7- Partnership with parents

1- The best for every child

At Kemball School we believe that all children deserve to have an equal chance of success. Therefore, all children, regardless of special educational needs and/or medical needs will be supported as appropriate to enable them to access the curriculum fully. This includes children in our multisensory EYFS class and those that are more able and those with specific learning difficulties and disabilities. The EHC Plans for all children at Kemball identify targets in up to 5 specific areas (including Preparation for Adulthood) and underpin the planning and curriculum for EYFS at Kemball.

We value the diversity of individuals within the school. All children at Kemball School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

2- High quality care

The child's experience must always be central to every practitioner. At Kemball School we believe that children thrive when they are well cared for and have their basic needs met. This puts them in the best possible position for learning. We are responsive to and encourage many forms of communication (including AAC) used by the children and we respond appropriately. This incorporates both verbal and non-verbal communications.

We understand that children are learning to be independent and we encourage this, whilst also acknowledging that sometimes this can lead to frustration which is exhibited in different behaviours. We strive to look for the communication behind the behaviours. Transitions such as coming to school are big steps for small children (and their parents) and we support appropriately through our induction process.

During the Term prior to starting at Kemball School the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Where possible and if felt that it is needed, foundation staff or Home school link worker will visit each child in their home environment.
- Each child, along with a 1:1 from their setting if appropriate, will be invited to spend some time at Kemball School during transitions, in order to familiarise themselves with both the school and the foundation stage class and staff.
- Coffee mornings are held on a termly basis as we like to encourage parents to come and visit their child in class.

3- The curriculum

The EYFS curriculum at Kemball School is tailored to the needs of the children in the cohort at that particular time. Whilst our curriculum is structured to give children the skills to make progress towards the Early Learning Goals as set out in the statutory framework, our curriculum also works towards meeting seven curricular goals for the end of EYFS and the children may meet these in a variety of ways. These curricular goals are:

Communication and language: Communicate wants and needs (individual communication method)

PSED: Become a confident learner alongside classmates

PD: Use their body to complete a task

Literacy: Join in with storytelling (sequencing, symbols, emergent writing, drawing, switches etc)

Maths: Use mathematical skills in real life situations

EAD: Create artwork

UTW: Explore (notice, comment on) the world around them (people, culture, environment)

Curriculum maps (See Appendix 1) detail the skills that are taught in order to meet these goals and the strategies we use to implement these based on the children's level of learning. It is worth noting that learning will look very different across Doulton 1 and Spode 1 due to the very different needs of the pupils. Pupils often have varying needs which will mean they may excel in some learning areas more than others. Kemball school recognise the need to maximise potential in all areas and celebrate exceptional attainment.

The curriculum is run on a two-year cycle of topics that change half-termly. These give the children opportunities to access a broad and balanced curriculum whilst developing skills required for continued learning. We use Development Matters as our non-statutory guidance. We also respond to the interests of the children and build these into our weekly plans.

Learning and development takes place within seven areas of learning. These shape our curriculum. They are all important and are inter-connected. The prime areas of learning are particularly important for building a foundation for children's learning, curiosity and forming relationships.

The prime areas of learning are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

We also support children in four specific areas through which the prime areas are strengthened and applied.

The specific areas of learning are:

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

PRIME AREA: Communication and Language (C and L)

The development of children's language (receptive and expressive) underpins all seven areas of learning and development. Children in EYFS communicate in a variety of ways including, spoken, AAC, gestural, through facial expressions, vocalisation and action. Children's back and forth interactions form the foundations for language and cognitive development. A language rich environment is crucial. By commenting on what children are interested in or doing and introducing new vocabulary, practitioners build children's language skills. Being read to frequently and engaging them actively in stories, rhymes and poems give children the opportunity to thrive. At Kemball School we use a Total Communication Approach to language development (see communication policy) and incorporate activities such as Intensive Interaction and TACPAC into our curriculum as appropriate.

The Early Learning Goals for Communication and language are focussed on

- 1- Listening, attention and understanding
- 2- speaking

PRIME AREA: Physical Development (PD)

Physical activity is vital for children's all round development and health, irrespective of any physical disabilities. Gross and fine motor experiences develop incrementally, starting with sensory exploration and the development of strength, co-ordination and positional awareness. At Kemball we support children to develop their core strength, maintain their range of movements, stability, balance, spatial awareness and co-ordination through a variety of gross motor activities both indoor and outdoor. These include access to specialist equipment such as walkers, standing frame, wedge, achieve bed, sensory diet equipment, adapted trikes, walking programmes, suitable PE games e.g. boccia and parachutes. Developing these gross motor skills provide the foundations for developing healthy bodies and social and emotional wellbeing.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Children at Kemball School have repeated and varied opportunities to explore and play with small world, puzzles, arts and crafts, sensory play including a-frames, the use of tools and access to a variety of tools that make fine motor activities accessible where they may otherwise not be e.g. table top scissors.

The Early Learning Goals for Physical Development are focussed on

- 1- Gross motor skills
- 2- Fine motor skills

PRIME AREA: Personal, Social and Emotional Development (PSED)

Children's PSED is crucial for children to lead healthy and happy lives and is fundamental to cognitive development. At Kemball School we believe that strong, warm and supportive relationships with adults enable the children to learn how to understand their own feelings and the feelings of others. They are supported to manage emotions (using AAC, positive touch and sensory diet techniques as appropriate) develop a positive sense of self and to show perseverance when faced with challenges. Adults guide interactions with other children in order to teach children how to make friendships, co-operate and resolve conflicts. Adults support them to manage their personal needs such as eating and toileting. Classes have a timetabled session to focus on 'preparation for Adulthood learning' where a focus is on the individualised targets to begin their journey towards independence.

The Early Learning Goals for PSED are focussed on

- 1- Self regulation
- 2- Managing self
- 3- Building relationships

SPECIFIC AREA: Literacy (L)

Language comprehension develops from birth when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and

songs together. At Kemball we understand the importance of the enjoyment of sharing books and we support this through a regular sensory story session alongside daily story/rhyme time. This would encourage early reading skills such as tracking, locating sounds and story sequencing. At Kemball we recognise that phase 1 phonics play is an important part in the development of sound recognition and exploration. This is therefore built into the curriculum and includes instrumental sounds, body percussion, rhyme and alliteration and sounds in the environment. Pupils access RWI phonics daily starting with sensory exploration of sounds and leading onto developing early reading and writing skills. This can lead on to word reading including decoding and recognition of familiar words e.g. their name. At Kemball School we realise that for some children this would include the 'reading' of symbols. The development of writing begins with early mark making and children are given opportunities to make marks in a variety of ways and with a variety of tools (adapted where necessary). For those children for whom physical limitations prevent handwriting, but are able to compose there is the opportunity to use alternative methods of recording. Literacy has strong links to fine motor development.

The Early Learning Goals for literacy are focussed on

- 1- Comprehension
- 2- Word reading
- 3- Writing

SPECIFIC AREA: Maths (M)

At Kemball School we encourage children to develop a secure base of mathematical knowledge and vocabulary from which mathematical development is built on. Children are given opportunities to develop spatial reasoning skills across all areas of mathematics including shape, space and measure. We have a strong focus on the use of manipulatives and give children frequent and varied opportunities to build and apply their understanding including problem solving. This includes taking maths out into the real world e.g. visiting the shops.

The Early Learning Goals for Maths are focussed on

- 1- Number
- 2- Numerical patterns

SPECIFIC AREA: Understanding the World (UTW)

Understanding the world involves guiding children to make sense of their physical world and their community. We recognise that due to the nature of the needs of our children they may not have the same opportunities in their home lives to experience a wide variety of activities that typically developing peers may. The frequency and range of children's experiences increases their knowledge and sense of the world around them. This may include visits to parks, museums, zoos as well as visiting adults such as the animal man or Morris Dancers. Listening to a broad selection of stories will enhance their understanding of our culturally, socially, technologically and ecologically diverse world. We provide children with a range of activities related to their culture both through our curriculum and through the inclusion in whole school events such as RE days and Cultural Studies week. Children are taught to respect the natural world

and take part in activities related to Eco schools, as well as having access to the sensory garden and forest area around the school grounds.

The Early Learning Goals for Understanding the World are focussed on

- 1- Past and Present
- 2- People, culture and communities
- 3- The natural world

SPECIFIC AREA: Expressive Arts and Design (EAD)

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. At Kemball School we are conscious of the sensory needs of our pupils and children are encouraged to explore within their tolerance levels and programmes are put in place to increase childrens' tolerance of sensory experiences where appropriate. We offer children a wide variety of activities for them to see, hear and participate in as this is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We recognise that the frequency, repetition and depth of their experiences and fundamental to their progress in interpreting what they hear, respond to and observe.

The Early Learning Goals for EAD are focussed on

- 1- Creating with materials
- 2- Being imaginative

Special Days

Throughout the year we have a number of special days where the children have the opportunity to take part in activities that link to many of the areas of the EYFS. Activities are carefully planned to increase children's knowledge, understanding of and engagement with a particular topic or area of learning, and to provide fun and engaging experiences that they may otherwise not have the opportunity to access. These include (but are not limited to)

RE days (2 days per half term)
Cultural Studies week
MHWB afternoons
World Book Day
Making Music day
Educational Visits

Planning (see appendix 2 for pro-formas)

All planning should be on the same format within EYFS. Pro-formas can be found in the appendices. Planning is to be put onto the Kemball planning cloud and is inclusive of off timetable events such as Mental Health and Wellbeing days, History day etc.

It is the expectation that all classes include alternative communication within their planning and day to day execution of lessons so that the children are able to communicate their understanding of a range of concepts. This can be supported through the use of switches, communication boards, PECS, PODD book or individual communication systems.

Each class should have a teacher file containing all of the planning and relevant comments. Although the majority of recording will be done on the Evidence for Learning app or in books, the teacher file will additionally comment upon absences, medical appointments, interventions and engagement (particularly where there have been problems with engaging in activities with specific pupils). This will support teachers in editing their planning for future weeks and any editions to next activities can be handwritten in the file.

Each child in the EYFS needs an individual pupil file which will contain the pupils' individual medical, EHCP, risk assessment and contact information alongside reports from external agencies.

Eco documents are kept on the online system and should be updated each month with evidence for each of the chosen areas for the class, e.g. Marine, Recycling and Transport. Documents should contain evidence of how the class have explored this aspect of the ECO topics.

Each class has a School Council, ECO and E-safety representative and evidence for each of these should be stored in a folder or on the system as appropriate. This is the responsibility of the representative adult for the class.

4- Pedagogy

At Kemball School we believe that children are powerful learners and that every child can make progress in their learning with the right support. Adults join in with the children's play in order to support and extend children's learning. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn.

To be effective, the early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). Early years experiences should build on what the children already know and can do. There should be opportunities for

children to engage in activities planned by adults and those that they plan or initiate for themselves. Well planned, purposeful activities and appropriate support by practitioners will engage children in the learning process as well as activities and continuous provision linked to the individual interests of the children. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioners.

These are the characteristics of effective learning through which the children will develop their skills:

- Playing and exploring.
- Active learning.
- Creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

5- Assessment

Assessment is about noticing what children can do and what they know and using this to plan their next steps in learning. We undertake baseline assessments within the first two weeks of term in order to assess the children's level of development and to inform planning. We also undertake Statutory Reception Baseline Assessment as appropriate. At the end of the Foundation Stage we report on whether the children have met the Early Learning Goals and this data is submitted to the appropriate body. Effective assessment requires practitioners to understand how children learn and develop. At Kemball School we know that our children do not always follow a typical pattern of development due to the nature of their disabilities / learning difficulties and so we move the children's learning forwards in small steps in relation to their own abilities. We believe that assessments should not take adults away from the children for long periods of time. Assessment is recorded in a variety of ways to best inform both staff and parents of the progress made by the children. Next steps for each child are set at the end of the half term based on the work that they have already done and should be substantial enough to be worked on over the course of the next half term. Children should be set one next step for each area of the EYFS curriculum and these should be targets that can be worked on in daily classroom activities. These will be recorded in a separate PLG on evidence for learning to be archived at the end of each half term with targets to be continued or edited during assessment week.

Floor books (Doulton 1 electronic with OOR)

Evidence for learning (weekly)

- 1 x maths
- 1 x literacy / communication
- 1 x PSED (including preparation for adulthood targets)
- 1 x Topic
- 1 x general progress / characteristics of effective learning

Evidence for learning half termly

- Sensory story
- RE (2 x RE days per half term)
- 1 MHWB afternoon per half term
- Music (twice per half term)
- PE / physical (twice per half term)

Evidence for learning (ad hoc)

- WOW moments
- Progress towards EHCP targets
- Next steps

Phonics assessment – termly and placed in class phonics folder

Big Write – Professional judgement is used to decide if a pupil is at the level where they can participate in Big Write

Staff recording the evidence should use the comment template for the area of learning in order to ensure consistency. These can easily be found on the app.

Comments should be clear to the point, recording exactly what the child has achieved within the session and tags should be used to record the session and tag the related areas. Where a tag has been added, E.g. Geography, the connection to the activity should be clear and be seen within the comment so that subject leaders are able to see the connection between the activity and their subject when filtering.

For the sensory story, comments should be clear and comment on the child's work as a whole, even if the photos/videos do not record every aspect of the activity. E.g. a sensory story may have ten activities but we would only photograph/video three, however, all ten should be commented on to show progress over time. Please use the recording template for this.

Now I know statements

At the end of the half-term, staff are to complete 'Now I know' statements for each pupil. These are to be placed into the ROA file and a copy sent home. These should focus specifically on what the individual pupil's achievements. These must not be generic statements for the class.

6- Self regulation and executive function

Executive function includes the child's ability to hold information, focus their attention, regulate their behaviour and plan what to do next. We recognise and acknowledge that for the children at Kemball School these can be difficult and often require adult intervention, direction and modelling in order to achieve.

These abilities contribute to the child's growing ability to self-regulate: focussing their thinking, regulating strong feelings, being patient for what they want and bouncing back when things get difficult. For our children communication plays a huge role in their abilities to do this and appropriate communication methods are modelled and taught, alongside appropriate play behaviours. For example, during circle time we may use an Aided Language Display to discuss how we are feeling. Children learn to be patient through the use of now and next boards and turn taking activities supported by familiar adults.

Augmented and alternative communication (AAC) is a priority for EYFS at Kemball school and should be provided through a variety of methods in line with the whole school Total Communication approach. Where a child is able to access formal AAC, it is the expectation that an individual communication should be in place and maintained by class staff. Facial expressions and body language may be a pupils primary mode of communication and therefore staff must respond appropriately to this at all times. Where appropriate Boardmaker symbols should be used and also these should be evident across classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Timetable symbols are specific to each pathway although can be adapted depending of the overall needs of the class.

Some children working at a lower level may also use Objects of Reference to support visual timetables (particularly if they have a visual impairment).

Communication boards and switches should be used where appropriate to support understanding and assist responses. Where appropriate Makaton signs should be used to support the learning and understanding of the children and should be integrated into the teaching input and questioning of the staff.

Vocalisations and verbal communication is encouraged at all times and pupils have access to activities such as TacPac and Intensive Interaction to support this.

Individual communication systems should be adapted to the needs of pupils and can include Makaton, PECs, Communication books, PODD books and electronic systems. Communication can be supported through Speech and language therapists and assistants and may be included on individual communication plans. Please be aware that referrals can be made at any time and can be found in the pigeon holes or Meeting Room 2. Any additional support required seek advice from Eleri Holmes our Communication lead.

All classes are installed with a sound field which can be used to support those in the class with hearing aids.

We know that some children will require additional strategies in order to learn to regulate their behaviour and they may access activities such as the sensory diet room. We teach and encourage pupils to use the Zones of Regulation to monitor and regulate their feelings as independently as possible where it is appropriate. We also hold half termly Mental Health and Wellbeing afternoons

If a class requires support or advice around sensory diets and sensory regulation, please speak to Emily Buttery. There is a Sensory diet room in the secondary wing with items for meeting sensory processing needs. If you have a child in your class who requires a specific time slot for the sensory diet room, then please speak to Emily Buttery and this can be added to the timetable. The sensory diet room is also available daily from 10.30-1.30 for any additional pupils who require access to this equipment. The sensory diet room can be used at other times but please be aware that individuals whom have already been identified may be using it at this time.

There are also a range of sensory processing support items which can be used throughout the school day and in individual classes. These include the use of chews, rocking chairs, gym balls and weighted cushions or blankets amongst others and can be used in class to support sensory processing needs. If you feel that a child in your class requires one of these items, please speak to Emily, and she will recommend an appropriate support. These should be returned to Emily if and when they are no longer required so that other pupils may access these.

In the EYFS, we are aware that many of our pupils have sensory diet needs and this can influence both engagement and behaviour. Where possible, sensory needs should be met within class and where appropriate, a small sensory diet area may be required within the classroom or pod to allow for breakout and immediate meeting of sensory needs.

If a child in your class is displaying sensory seeking or avoidance behaviours and you require additional support, please see Emily to book a visit from the Occupational Therapist to provide a report and suggested sensory diet activities.

All staff will follow the school behaviour policy. Emily Buttery is behaviour lead and can discuss any behaviour concerns or queries with staff. Pupils with individual behaviour needs will have an individualised behaviour plan. (see behaviour policy) For high risk behaviours, children may also require an individual risk assessment. Each class should have an appropriate system in place to reward good behaviours.

The school uses behaviour watch to log any specific behaviour incidents. Staff will have individual log-ins. Any significant behaviours should be recorded as soon as possible following the incident by the staff member who was involved. If any pupil was injured then an accident form will also need to be completed on behaviour watch. If staff members are injured, there are accident forms located within the main office. Please ensure that logs of behaviours are checked for additional notes added by the pathway lead as this may impact future practice or behaviour plans.

The school uses CPI as a safe holding technique as a last resort. Only trained staff members will use CPI. If CPI is used to hold a pupil, parents will be informed.

7- Partnership with parents

We recognise that parents and carers are a child's first and most enduring educators and we aim for parents and carers to work closely with us in school. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will hold a parent coffee morning early in the year to enable parents to see how their child has settled in their new class and to meet the staff involved with their education. This will be repeated termly.
- By the end of Autumn 2 parents will be informed who their child's key worker is, although the class teacher retains overall key-worker responsibility.
- We encourage open communication with parents which allows parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home. This may also be done by posting videos / resources on Class Dojo
- A report is sent out with the Annual Review Paperwork and parents are invited into school to discuss this report.
- Parents are kept informed of all happenings in the school by regular termly school newsletters.
- Parents are invited to various assemblies and functions throughout the year.

Communication with parents should be professional at all times. Staff should ensure they are in a private space should difficult conversations surrounding medical needs/behaviours be being discussed. There is an expectation for a termly coffee morning to be held within class/school space. This is normally an activity with pupils followed by a discussion with parents.

The main form of communication on a daily basis is via Class Dojo. Photos and videos of pupils can be shared in this way with parents. Other pupils should never be included in photos unless permissions have been sought (GDPR). Staff should write on Class Dojo daily, Dojo should only be used at appropriate times – for example not during lesson times.

Staffing

All classes will be assigned with the appropriate number of staff for the needs of the class at the beginning of the year. EYFS classes will take account of ratios and Qualifications of staff as set out in the Statutory Framework Document. In the event

of the absence of members of staff, the pathway lead or SLT will assess individual class needs and move members of staff as appropriate to cover where most needed. If your class is particularly low on numbers, please ensure that you inform the lead for the day as this will allow staff to be moved to where they are most needed.

Teachers have annual performance management meetings with a 6 monthly review of targets. Support staff also have an annual target setting meeting with the pathway lead and a review following 6 months. Class teachers also meet with the support staff in their room to assist in target setting.

Timetable

The EYFS timetable should contain the following:

- Sensory story x 3 (minimum)
- Communication and Language, Maths x 4
- Topic x3
- Music x 1
- PHSE x 1 sessions (preparation for adulthood)
- Physical development session x 1 (minimum)
- Phonics x 5 weekly
- Timetables may also include communication session, TACPAC, Light room, soft play, library time

Timetables are to be approved by the pathway lead and should be sent at the beginning of each term (unless amended before this time).

Classroom environment and displays

All classes should have a day board in class with appropriate symbols for the day. This should include a Boardmaker timetable (ask Eleri for EYFS specific symbol sizes) and the day of the week but can be adapted to fit the needs of the class. This can be made sensory for the EYFS and could include items such as colour/texture of the day. Textured days of the week, scent for the day, colour of the day, music of the day are as follows:

- Monday- red/strawberry/samba
- Tuesday- purple/grape or scented bubbles/ opera
- Wednesday- orange/orange/calypso or reggae
- Thursday- Green/herbal scent/classical
- Friday- Yellow/Floral scent/happy pop music

Classroom cupboards and displays should be labelled using Boardmaker symbols and be clearly displayed so that the children can see these.

All classes should also have a RWI display and RWI resources readily available as appropriate to the needs of the class. EYFS classes should also have a display outside their classroom displaying the work or ethos of the classroom. This could be linked to the topic. EYFS classes should have a reading or book area and may need a sensory area depending upon needs. In addition, some classes may benefit from a role play area and this should be adapted to promote communication and engagement.

All displays must be purposeful and fixed correctly. Blue tack must not be used on the walls and there should be no hanging items due to setting off the alarm system.

Classrooms should be kept as tidy as possible throughout and always be left with sides as clear as possible at the end of the day to allow for cleaning staff to clean properly. It is the class staff's responsibility to ensure that the personal care bins are taken into the corridor at the end of the day and also that the changing beds are disinfected.

Educational visits

For the EYFS, it is the expectation that we have regular visits and community walks in order to enrich the experiences of the children. We expect the children to access AT LEAST 1 trip and 1 community walk a half term depending upon the weather. These should be educational in focus with a meaningful link to the curriculum. This could include walks to the local shops, cafe, park and post office as well trips to historical sights, theatres, garden centres and places of worship amongst others.

Trips offer enrichment to the curriculum and offer real life experiences that bring the topics to life. For many children, this also contributes to building independence and PSED skills by developing awareness of staying safe with an adult and building skills such as shopping, social skills and awareness of the world around us.

APPENDIX 1
Communication and language

End of EYFS Intent: To communicate wants / needs				
Key skills across EYFS (intention)	Key vocab for children working within birth – 3 year old development	Key vocab for children working within 3-4 year old development	Key vocab for children working at Reception Level	Implementation
<ul style="list-style-type: none"> Listen and attend for 6 minutes (2), 8 minutes (3), 12 minutes (4) Listen to and locate sounds Pay attention to and begin to copy facial expression Understand and begin to use key vocabulary Develop and convey preference Make intentional vocalisations Communicate in own way Show enjoyment of and join in with familiar stories, songs and rhymes Learn new vocabulary 	<p><u>Single words</u></p> <ul style="list-style-type: none"> Basic needs Family Feelings Colours (for preference) Core vocab e.g. more, stop, help Objects that meet a need e.g. cup Toys <p><u>Simple instruction</u></p> <ul style="list-style-type: none"> Movement words Come, go Start, stop More, finished All gone Help <p><u>Who, what, where</u></p> <p><u>Speech sounds</u> P,m,b,w Mama, baba Babbling</p>	<p><u>Concepts</u></p> <ul style="list-style-type: none"> Colours Basic prepositions Expansion of movement language Textures Appearances Animals Pronouns <p><u>Two word instructions</u></p> <ul style="list-style-type: none"> Verb and noun (get your coat) Now and next (Get your coat then stand at the door) Verb and adjective and noun (Roll the blue ball) <p>Plurals</p> <p>Past tense</p>	<p><u>Questions</u></p> <ul style="list-style-type: none"> Who, what, when, where, why <p><u>Descriptions of events</u> Language of</p> <ul style="list-style-type: none"> Time Place People Adjectives Nouns <p><u>Story related language</u></p> <ul style="list-style-type: none"> characters settings events imitation, innovation, invention <p><u>Tenses</u></p> <ul style="list-style-type: none"> past present future 	<ul style="list-style-type: none"> Attention grabbing activities Daily story time (10 consistent books) Baby sensory on IWB Signing sessions (sing and sign / songbag/ choice board- 10 consistent rhymes / songs) Mr Tongue Action rhymes / Peepo games News time Communication support during key times of the day Links to PSED (finding own coat, bag etc) Small world / role play/ pretend play including provocations and motivators Music and movement Simple books and stories Story massage Tac Pac / Tac pac stories Key word emphasis Tuff trays exploring key concepts Sensory stories Intensive Interaction Use of sequencing strips in key areas

				<ul style="list-style-type: none"> • Day board activities • Total communication approach
<p><u>Key texts for repetition over the year:</u> Handa's surprise, the Gruffalo, The big red bath, Elmer, The tiger who came to tea, Bad tempered ladybird Giraffe's can't dance, Animal bop, Kitchen disco, Peter's pebbles, Sharing a shell, Rainbow fish, Monkey puzzle, little polar bear, funny bones, gruffalo's child, Dear zoo, the odd pet, jack and the beanstalk, six little chicks, nursery rhymes, 3 billy goats gruff, Charlie cook's favourite book, 3 little pigs</p>				
<p><u>Sensory stories:</u> A squash and a squeeze / in every home on every street Goldilocks/ the everywhere bear Rumble in the Jungle / animal boogie Hungry Caterpillar / up in the garden down in the dirt Black book of colours / magical paintbrush Magical Beach / our beach Peepo Stickman Argh Spider Jasper's beanstalk Each, peach, pear plum Red Riding Hood</p>				

Physical Development

End of EYFS Intent: To use their bodies to complete a task				
Key skills across EYFS (intention)	Key skills for children working within birth – 3 year old development	Key skills for children working within 3-4 year old development	Key skills for children working at reception level	Implementation
<ul style="list-style-type: none"> • Tasks in prone • Changing position • Moving to music • Exploring space • Moving in a variety of ways • Being aware of bladder / bowel urges and acting on them where appropriate • Grasp and release • Development of manipulation • Development of hand-eye co-ordination • Independence in self-help skills 	<ul style="list-style-type: none"> • Prone skills and rolling skills • Sit without support. • Crawling, pull to stand, cruising • Simple movements to music. • Fit themselves into spaces • starting to kick, throw and catch balls. • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Learn to use the toilet with help, and then independently. • Reach out for objects • Eat finger food and develop likes and dislikes - Try a wider range of foods, tastes and textures. • Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. • Build with a range of resources. 	<ul style="list-style-type: none"> • Movement, balancing and riding and ball skills. • Negotiating apparatus • Skip, hop, stand on one leg and hold and pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use and remember sequences and patterns of movement which are related to music and rhythm. • Use a comfortable grip with good control when holding pens and pencils. • Use one handed tools and equipment, for example, making snips in paper and scissors. • Start to eat independently and learning how to use cutlery. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed 	<ul style="list-style-type: none"> • Refined movements in: <ul style="list-style-type: none"> - Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Ball skills including precision and accuracy <ul style="list-style-type: none"> - Throwing - Catching - Kicking - Passing - Batting -Aiming • Use a range of tools competently, safely and confidently. • Begin to develop a handwriting style • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Tooth brushing - Sensible amounts of 'screen time' 	<ul style="list-style-type: none"> • Fine motor activities • Walking / rolling / sit-stand programmes • Access to adapted bikes / trikes • Access to accessible playground • Access to KS1 climbing frame / slide • Hydrotherapy • Rebound therapy • Soft play • Adapted resources e.g. table top scissors, pencil grips • Mark making activities • RWI • Toileting programmes • Preparation for adulthood targets (EHCP) • Specialist cutlery and crockery

	<ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, • Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> - Having a good sleep routine - Being a safe pedestrian • Further develop the skills they need to manage the school day successfully <ul style="list-style-type: none"> - Lining up and queuing - Meal times • - Personal hygiene 	<ul style="list-style-type: none"> • Food based messy play • Sensory play • Potties, toilet training seats • Opportunities for music and movement e.g. action songs • Handwashing programme
<p><u>Everyday activities related to physical development</u> Use of standing frames, acheeva beds, orthotics and appropriate seating depending on the needs of the pupils Appropriate facilitation from staff members</p>				

PSED

Intent: To become a confident learner alongside their classmates				
	Implementation	Key vocab for children working within birth – 3 year old development	Key vocab for children working within 3-4 year old development	Key vocab / concepts for children working at reception level
<p><u>Non-curriculum</u></p> <ul style="list-style-type: none"> • Key worker system in place • Class dojo • Parents as partners • Coffee mornings • During all learning activities adults will gradually increase the number of resources so that children do not become overwhelmed and are not given resources that do not closely match their 	<ul style="list-style-type: none"> • Topic: all about me • Adults to name, explore and respond to emotions shown by children • Time given to build trusting relationships with key adults through play activities • Variety of games and activities requiring sharing of resources with support • Well managed transitions through use of visual timetable, sensory cues, OOR • Consistent routine with opportunities for 'spontaneity' built in (special activity symbol for timetable) • Visits in the local community • Visits to other places related to topics e.g. zoo, farm, museum • Road safety activities (related to rules and boundaries) • Children to do 'jobs' e.g. fetching the fruit / milk 	<ul style="list-style-type: none"> • Staff names directly involved e.g. in room, dinner ladies • Friends names in class • Simple feelings: happy / sad and how we know e.g. you are smiling: you must be happy • Yours / mine • No / stop • More / finished 	<ul style="list-style-type: none"> • Staff names of other familiar people e.g. headteacher, music teacher, swimming instructor • Friends names including those that the travel with • More elaborate feelings e.g. worried, angry • Activity names • Resource names related to self e.g. knife and fork, coat, bag • My turn / your turn 	<ul style="list-style-type: none"> • Wide variety of feelings • Ask for activities / items that help them self-regulate • Names of objects that help them manage their own needs e.g. related to self care • Express feelings and the feelings of others
		<p><u>Self-care</u> Self care is a priority for our pupils and will be developed in line with pupils individual skills. This may include but is not limited to...</p> <ul style="list-style-type: none"> • Eating and drinking with carefully differentiated resources • Potty training / helping with changes e.g. given time to loft bottom up for pad • Inclusion of preparation for adulthood targets from EHCP 		

ability and next step	<ul style="list-style-type: none"> Object permanence activities e.g hide and seek 	<u>Related texts</u> <ul style="list-style-type: none"> Rainbow fish Elmer Colour monster 	
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Literacy

End of EYFS Intent: To join in with storytelling (sequencing, symbols, emergent writing, drawing, switches etc)				
Key skills across EYFS (intention)	Key skills for children working within birth – 3 year old development	Key skills for children working within 3-4 year old development	Key skills for children working at reception level	Implementation
<ul style="list-style-type: none"> Listen and attend for 6 minutes (2), 8 minutes (3), 12 minutes (4) Listen to and locate sounds Show enjoyment of and join in with familiar stories, songs and rhymes Make marks Handle books appropriately Recognise / identify / use letters of importance to them (e.g. in their name) Sequence familiar stories / rhymes 	<ul style="list-style-type: none"> Pay attention to songs and rhymes, joining in with sounds, rhythm and some words Sharing a book with an adult Exploring picture books Book handling skills- board books, lift the flap books Repeat words and phrases from familiar stories (inc AAC) Ask questions and make comments about a story / book (total communication approach) Pay attention and responds to the pictures or the words. 	<ul style="list-style-type: none"> Print has meaning Print can have different purposes How we read print- left to right, top to bottom Page sequencing Develop their phonological awareness including recognising words that begin with the same sound, words that rhyme Learn new vocabulary through their enjoyment of stories and rhyme Emergent writing Write / type / order letters of some or all of their name. 	<ul style="list-style-type: none"> Develop their phonological awareness including – single letter sounds, blending, digraphs Read simple phrases and sentences made up of words with known-letter sound correspondences Read some common exception words Build confidence and fluency in reading by re-reading books Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences 	<ul style="list-style-type: none"> Topic- nursery rhymes Books included in topic activities as appropriate RWI phonics as appropriate Pre-reading activities e.g. matching / sequencing Attention grabbing activities Daily story time (12 consistent books per year) Simple books and stories (board books, feely books, lift the flap) Story massage Tac Pac / Tac pac stories Key word emphasis Sensory stories Use of sequencing strips

	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, symbols • Make marks using tools • Make marks that may represent their name 		<ul style="list-style-type: none"> • Begin to use a capital letter and full stop. 	<ul style="list-style-type: none"> • Stories with repeated refrains • Sensory mark making • Outdoor mark making • Mark making / reading opportunities in other areas e.g. shopping lists in role play area • Wide variety of tools for mark making including adapted pencil grips • Letters and sounds activities • School library
<p><u>Key texts for repetition over the year:</u> Handa's surprise, the Gruffalo, The big red bath, Elmer, The tiger who came to tea, Bad tempered ladybird Giraffe's can't dance, Animal bop, Kitchen disco, Peter's pebbles, Sharing a shell, Rainbow fish, Monkey puzzle, little polar bear, funny bones, gruffalo's child, Dear zoo, the odd pet, jack and the beanstalk, six little chicks, nursery rhymes, 3 billy goats gruff, Charlie cook's favourite book, 3 little pigs</p>				
<p><u>Sensory stories</u> A squash and a squeeze / in every home on every street Goldilocks/ the everywhere bear Rumble in the Jungle / animal boogie Hungry Caterpillar / up in the garden down in the dirt Black book of colours / magical paintbrush Magical Beach / our beach Peepo Stickman Argh Spider Jasper's beanstalk Each, peach, pear plum Red Riding Hood</p>				

Maths

End of EYFS Intent: Use mathematical skills in real life situations			
Key skills across EYFS (intention)	Key concepts for children working within birth – 3 year old development	Key concepts for children working within 3-4 year old development	Implementation
<ul style="list-style-type: none"> To explore number To explore shape To engage in activities related to capacity, measure, space To use fine and gross motor skills to aid them in understanding mathematical concepts To use maths skills in everyday scenarios To use maths skills in play To develop understanding of mathematical language 	<ul style="list-style-type: none"> Object permanence Understanding that we count things 1:1 correspondence Counting (not accurate) Combining objects Filling and emptying containers Exploring space Exploring shapes Exploring patterns Number rhymes 	<ul style="list-style-type: none"> Subitising Rote counting past 5 1:1 correspondence in order Finger numbers Numerals Real world mathematical problems 2d and 3 d shapes Quantities Prepositions / positional language Size, length, weight, capacity Patterns Sequencing Experience of Simple addition and subtraction e.g one more, one less through number rhymes Mark making to represent numerals 	<ul style="list-style-type: none"> Finger rhymes Use of manipulatives e.g. numicon, unifix etc Sensory play (sand, water, messy play) Mathematical enhancements in continuous provision Number rhymes Inset boards and jigsaws 2d and 3d shapes Building blocks (variety) Variety of containers to explore (different shapes, sizes) Mathematical equipment in play activities e.g. weighing scales in role play corner Cooking activities Exploration of materials Prepositional play 5/10 frames Die play Access to measuring tools / manipulatives and items of different length Number hunts Books related to number Matching activities Number blocks
<p><u>Everyday activities related to maths</u> Structured routine Day board activities (passage of time, how many children), 1:1 correspondence as part of routines e.g. everyone has 1 plate at snack time Counting down to end of activities, Celebrating birthdays, Access to soft play / play park, Sequencing activities e.g. brushing teeth, home-time Experience of money through visits to the shops</p>			

Understanding the world

End of EYFS Intent: Explore (notice, comment on) the world around them (people, culture, environment)				
Key skills across EYFS (intention)	Key concepts for children working within birth – 3 year old development	Key concepts for children working within 3-4 year old development	Key concepts for children working at reception level	Implementation
<ul style="list-style-type: none"> Using the senses to explore Understanding they are part of a community / family Explore similarities and differences There are different living things We can affect the way objects behave 	<ul style="list-style-type: none"> Cause and effect. Make connections between the features of their family and other families Similarities and differences (people) Properties of materials – use of senses to explore Natural materials – use of all senses to explore Explore and respond to different natural phenomena 	<ul style="list-style-type: none"> Their own and family history People have different occupations There are different countries with different cultures Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about / listen to talk about what they see, using a wide vocabulary. Explore how things work. Gardening skills Life cycles (plants and animals) We need to look after our world. Explore and talk about different forces they can feel. Materials can change 	<ul style="list-style-type: none"> People in the past lived differently to us- hobbies, transport, occupations Members of their family and community including faith groups, social groups Show awareness of physical appearances in their family and other groups familiar to them Show understanding that different people visit different places that are important to them e.g. church, mosque, relatives houses Take part in celebrations of different beliefs and explore artefacts related to different faiths / belief systems Map skills- basic information Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst exploring the natural world around them Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Topics- the story so far / all about me , jungle / pets Sensory play Outdoor play Sensory garden Educational visits e.g. Trentham gardens Role play (occupations) Cultural studies week RE days (2 days per half term) Aided language displays focussed on vocabulary related to UTW e.g. gardening, animals, textures, colours ECO activities Water play, magnet play, sensory play Weather exploration (ad hoc) Small world play Community walks Weather related science activities

<u>Everyday activities related to UTW</u>
Travel to school Outdoor play Experiencing different weather

Expressive Arts and Design

End of EYFS Intent: To create artwork				
Key skills across EYFS (intention)	Key skills for children working within birth – 3 year old development	Key skills for children working within 3-4 year old development	Key skills for children working at reception level	Implementation
<ul style="list-style-type: none"> • Moving to music • Grasp and release • Development of manipulation • Development of hand-eye co-ordination • Exploration and use of colours • Exploration and use of textures • Exploration and use of tools • Exploration and use of musical instruments • Paying attention to and responding to music • Being imaginative 	<ul style="list-style-type: none"> • Awareness of patterns • Intentional mark making . • Exploring paint with body and tools • Giving meaning to marks made • Developing pretend play- one object representing another e.g. brick is a phone • Using all senses to investigate materials • Manipulate materials • Develop imagination skills • Pay attention to and respond physically to music and sounds • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Exploring how to make different sounds with their voices • Join in with songs and rhymes, making some sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	<ul style="list-style-type: none"> • Explore and choose materials to use in their creations • Join materials within a creation • Use glue • Create closed shapes with continuous lines and begin to use these shapes to represent others. • Take part in simple pretend play • Create / Use small world equipment to develop their own stories • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Respond to what they have heard • Remember and sing entire songs • Sing the approximate melody of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control 	<ul style="list-style-type: none"> • Adapting and reinventing their artwork • Sharing resources • Choosing resources appropriate for the task • Refining ideas • Safely use scissors, glue, tools • Follow a melody when singing • Confidently sing in a group • Respond to music with emotions, dance, movement • Sing a range of well known nursery rhymes 	<ul style="list-style-type: none"> • Sensory and messy play • Access to wide variety of tools and materials • Playdough, clay, paint, glue, collage materials • Fine motor skills programmes • Gross motor skills programmes • Sensory processing / reducing tactile defensiveness activities • Opportunities to paint / create • Access to musical instruments • Song bag / choosing board • Topic- nursery rhymes • Topic- express yourself • Outdoor mark making • Sound wall • Sound makers in sensory room / soft play • Christmas craft activities • Cooking activities • Music sessions with specialist music teacher

Appendix 2- Planning pro-formas

Sensory story

Class:	Date:	Sensory Story Literacy, Communication and language, Maths
Children working at Birth- 3		Children working at 3-4

Detailed Story Plan:	Resources
<p>Introduce the lesson with the object of ref – book and sign using Makaton.</p> <p>Make reference to the visual timetable at the start of the lesson and the end.</p> <p>Pupils to sit in front of the whiteboard / book.</p> <p>Staff to have a box of resources and Makaton vocabulary to support the story.</p> <p>Reader to have additional resources as identified to the right of this page</p> <p><u>Introduction page:</u></p> <p>Share the book and read the title to the children, encouraging them to copy the signs for this.</p>	<p>Powerpoint of the story with appropriate sounds for the story attached playing in the background.</p> <p>Makaton vocab</p> <p><u>Reader Box:</u></p> <p><u>Pupil boxes:</u></p>

Phonics plan (spode 1 will start on multisensory planning and will move to engagement pathway/ formal phonics planning if required)

Pupil names -		Phonics level - e.g. Set 1a		
	<u>Revisit and review</u>	<u>Teach</u>	<u>Practise and apply</u>	<u>Resources</u>
<u>Monday</u>	Introduce the first 5 initial RWI sounds (M,A,S,D,T) by exploring each RWI card with the pupils. VI pupils to use cards that have added textures. HI pupils should be encouraged to use Makaton to compliment the sound cards.	Introduce sound of the week with RWI card by tracing and signing Explore if it is a bouncy sound (bounce balls with pupils) Or a stretchy sound (stretch coils/ springs something similar that stretches)	<u>Sound focus session</u> Sing the 'what's inside the bag?' (For letter of the week sound objects) and allow each pupil to retrieve and explore 1 item that initial sound of the week. RWI songs from staff share	Sound cards (textured for VI) Makaton sign cue cards for initial sounds Sound songs on Youtube Feely bag with objects beginning with letter of the week
<u>Tuesday</u>	Introduce the first 5 initial RWI sounds (M,A,S,D,T) by exploring each RWI card with the pupils. VI pupils to use cards	Introduce sound of the week with RWI card by tracing and signing Explore if it is a bouncy sound	<u>Sound Story</u> Pupils to explore the initial sound objects that start with letter of the week. Pupils should be encouraged to make an independent choice for an object and reaching and feeling independently.	Objects beginning with letter of the week sound.


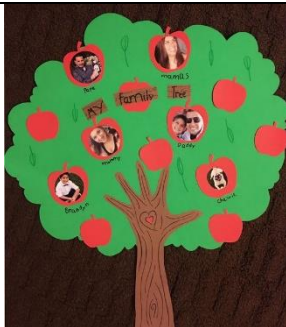
	that have added textures. HI pupils should be encouraged to use Makaton to compliment the sound cards.	(bounce balls with pupils) Or a stretchy sound (stretch coils/ springs something similar that stretches)	Pupils to be encouraged to verbalise/ sign the sound where appropriate. Staff member to read through the sound story. The pupils will then communicate with staff when there object is mentioned in the story by vocalising/ verbalising the initial sound, gesture or facial expression. When the pupil has responded the staff member will discuss what object that pupil has got with the rest of the class.	Sound story (1 large copy at front of class and smaller version for each member of staff to share with the pupils)
<u>Wednesday</u>	Introduce the first 5 initial RWI sounds (M,A,S,D,T) by exploring each RWI card with the pupils. VI pupils to use cards that have added textures. HI pupils should be encouraged to use Makaton to compliment the sound cards.	Introduce sound of the week with RWI card by tracing and signing Explore if it is a bouncy sound (bounce balls with pupils) Or a stretchy sound (stretch coils/ springs something similar that stretches)	<u>Body percussion</u> Everybody to sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Note the responses and independence of the children. If children require FPP's, did they respond to the sound they made? Did they respond to peers making the sounds? Then start by passing around the sound of the week on a switch. Staff to verbalise alongside the switch and pupils should be encouraged to verbalise independently. For the non-verbal pupils, do they respond to hearing the S sound on the switch/ when staff say it aloud/ in a loud voice/ quiet voice etc?	Switch with letter of the week sound recorded on it.
<u>Thursday</u>	Introduce the first 5 initial RWI sounds (M,A,S,D,T) by exploring each RWI card with the pupils. VI pupils to use cards that have added	Introduce sound of the week with RWI card by tracing and signing Explore if it is a bouncy sound (bounce balls with pupils)	<u>Environmental sounds</u> Each child to have a beater and encourage the pupils to move around the class (with support where needed) to discover how different sounds are made by tapping/ stroking/ banging etc. This can be achieved with pupils who are mobile and those who will be in standing frames/ school chairs.	Musical beaters Coloured switch boxes with objects inside that initial sounds

	<p>textures. HI pupils should be encouraged to use Makaton to compliment the sound cards.</p>	<p>Or a stretchy sound (stretch coils/ springs something similar that stretches)</p>	<p>Pupils to be encouraged to verbalise the initial sound of the week as they are creating their own sounds. i.e. (staff say d,d,d as they beat an instrument/ tray etc).</p> <p>Staff to have coloured switch boxes around the room with objects inside that start with the initial d sound (i.e. dinosaur) staff to support pupils to explore these and encourage the initial sound when exploring (i.e. look Bob, we have the d,d,d,dinosaur)</p>	
<p><u>Friday</u></p>		<p>Introduce sound of the week with RWI card by tracing and</p> <p>Explore if it is a bouncy sound (bounce balls with pupils) Or a stretchy sound (stretch coils/ springs something similar that stretches)</p>	<p><u>Reflection session</u></p> <p>Pupils should be encouraged to explore all 5 sounds covered (m,a,s,d,t) by identifying/ matching and exploring through exploring sensory letters and RWI cards.</p> <p>Pupils to be assisted to find, finger trace and where possible vocalise letter sounds.</p>	<p>All 5 RWI cards. Sensory letters in sensory tray (3 trays to be set up in advance)</p>

Communication and language, Literacy, Maths

Communication and Literacy Daily	Resources	Key vocab	What are we looking for (DM)	
Reading Library session	Range of books in the library	See individual books	C 0-3	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>
Writing To make marks over my own picture	Pupil pictures Range of mark making tools	Draw Names	W 0-3	<p>Copy finger movements and other gestures.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>
Communication To develop my communicative skills	Motivators Individual AAC	Individual motivators	BR, LAU, S 0-3	<p><u>Intensive Interaction +AAC</u></p> <p>Engage with others through gestures, gaze and talk.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p><u>AAC</u></p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Try to copy adult speech and lip movements.</p> <p>Make sounds to get attention in different ways.</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds</p>
Reading To explore my own name/photo and create a sensory initial letter	letter templates collage materials glue and aprons photos	Names	WR 0-3	<p>Pay attention and responds to the pictures or the words.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
Fine motor To make my face using playdough	Large pupil photos Playdough and tools	Names facial features	FMS 0-3	<p>Reach out for objects as co-ordination develops.</p> <p>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>

Maths Daily	Resources	Key concepts / vocab	What are we looking for (DM)	
Number To join in with finger rhymes	Number rhyme resources	counting 1-5	N 0-3	Take part in finger rhymes with numbers. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.
Shape and classification To explore sensory colours	Sensory colour boxes Colour sorting for HAPs	red, orange, yellow, green, blue, purple	NP 0-3	Notice patterns and arrange things in patterns.
Measurement To measure my height using large blocks	Height chart made using string and pupil photos Large blocks	count 1-20	NP 0-3	Combine objects like stacking blocks and cups. React to changes of amount in a group of up to three items Build with a range of resources Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
Number To join in with counting fingers	Gloves filled with sand/flour Sensory numbers Numicon counters	count 1-10	N 0-3	Take part in finger rhymes with numbers. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.
Shape and Classification To make a face using 2D shapes	Circle templates range of 2D shapes Example photos	circle triangle square, rectangle	NP 0-3	Notice patterns and arrange things in patterns.

Topic				
Area	Activities	Resources	Development matters: what are we looking for?	
UTW	<p>TUESDAY</p> <p>Activity 1: To find and explore pictures of my family Photos of the pupils families to be hidden in sensory material. Chn to find the photos and to identify the people in the photos using the communication boards</p> <p>Activity 2: To identify and explore different family members in small world play</p>	<p>Family photos Sensory material Communication boards</p> <p>Doll's house small world and diverse families</p>	P&P, PCC 0-3	<p>Make connections between the features of their family and other families. Notice differences between people</p>
EAD	<p>THURSDAY</p> <p>Activity 1: To create my family using a range of natural materials. Chn to explore the natural materials and textures using their senses and then with support to begin to create simple shapes to represent their family.</p> <p>Activity 2: To paint a picture of my family using a range of mark making tools and prints.</p>	 <p>Range of natural materials and playdough Family pictures</p> <p>A3 paper paint and tools</p>	P&P, PCC, TNW , CWM 0-3	<p>Make connections between the features of their family and other families. Notice differences between people Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>
UTW	<p>FRIDAY</p> <p>Activity 1: To create a family tree using pictures of our families.</p> <p>Activity 2: To develop an awareness of my body and body parts and develop gestural communication (TACPAC- set ...). Small groups in pod</p>	 <p>Family photos Tree templates and apples Glue TACPAC</p>	P&P, PCC, BIE 0-3	<p>Make connections between the features of their family and other families. Notice differences between people Repeat actions that have an effect. Show attention to sounds and music. Respond emotionally and physically to music when it changes.</p>

RE

class:	Date:	RE Topic:
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<u>Development matters: What are we looking for?</u>	
<u>Birth – 3 (UTW, PSED)</u>	<u>3-4 (UTW, PSED)</u>

Activity:

Lesson Introduction:

Teaching Input and Main activity:-

Differentiation:

Independent Activity:

Plenary

Resources	<u>Main Teaching</u> <u>Activity</u> <u>Plenary</u> <u>Independent activity</u>
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Comments on absences, medical and engagement	

Physical Development

Physical Coverage Each Half Term

Date:

Class:

Name:

Rebound:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Pupil following individual rebound programme - See rebound therapist for programme and comments

Hydro:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Overall comment for each half term

Physio:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Pupil following individual physio programme

Overall comment for each half term with any additional physical interventions

Swimming sessions

Date:

Class:

Name:

Week	Skill	Comments
1		
2		
3		
4		
5		
6		
7		
8		

Computing coverage

Computing coverage through the term – cross curricular

Date:

Topic:

Class:

<u>Communication and Language</u>	<u>PSED</u>	<u>Physical Development</u>
<u>Maths</u>	<u>Literacy</u>	<u>Understanding the world</u>
<u>Expressive arts and design</u>	<u>Throughout all subjects</u>	

Additional comments:

PSHE plan

Class:	Date:	Topic:
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Development matters: B-3	Development matters 3-4
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<p>PHSE - Lesson Plan</p> <p><i>Include here any PSHE activities that are delivered throughout the week e.g. day board, daily social time, class worship, circle times, PSHE sessions on a Friday, 1:1 target sessions etc and how often.</i></p> <p><i>*All classes should have a weekly 1:1 session/PSHE focused session*</i></p> <p><i>Include below areas of your school day that are already linked to PSHE themes and can be used as evidence for PSHE coverage.</i></p> <p><u>Morning session:</u> Theme</p> <p><u>Monday</u> Theme</p> <p><i>Description of activity</i></p> <p><u>Tuesday</u> Theme</p> <p><i>Description of activity</i></p> <p><u>Wednesday</u> Theme</p> <p><i>Description of activity</i></p> <p><u>Thursday</u> Theme</p> <p><i>Description of activity</i></p> <p><u>Friday : Carousel of activities focussing upon a range of skills</u></p> <p><u>This week we will be focussing upon: (choose 3 themes – see below for list of themes)</u></p> <ul style="list-style-type: none">• Self-regulation <i>Detail the activity, resources and purpose of activity and how it is linked to the theme.</i>• Managing self <i>Detail the activity, resources and purpose of activity and how it is linked to the theme.</i>• Building relationships <i>Detail the activity, resources and purpose of activity and how it is linked to the theme.</i> <p><u>Friday 1.15-1.30- Assembly-</u></p> <p><u>2.30-2.45- Review of week and star of the week rewards</u></p>

Resources

Pupils Outcomes- Explanation of each theme below. Upload evidence of progress towards any theme onto Evidence for Learning using the EYFS PSED tag.

Self-regulation

Me, who I am, my likes, dislikes, strengths and interests, Understanding feelings, and that how I feel and how others feel affects choices and behaviour;

Managing self

Looking after myself and keeping safe, Being and keeping healthy, physically and mentally

Building relationships

living confidently in the wider world, Kempl, Community, Home

MHWB- Planning proforma

Class:					
Pathway:					
2021-2022	Topics that need to be addressed (That arise during the half term).	Activity planned for MHWB session	What impact has this had on the pupils?	Any areas or skills that have been re-visited/ re-taught?	Additional coverage throughout the half term
Autumn 1 Theme: Connect	<p>i.e. Mindfulness techniques before starting a lesson</p> <p>Stop.Think.Do sessions</p> <p>Building relationships with others</p>	<p>Objective:</p> <p>Input -</p> <p>Activity (Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</p> <p>Plenary-</p>	<p>Child's initials and brief comment</p> <p>i.e. AG- Was able to discuss how a scenario made them feel and a technique they would use in that situation.</p>	<p>N/A in Autumn 1 Use this half term as a baseline.</p>	<p>Intensive Interaction</p> <p>Mindfulness</p> <p>Stop.think.do</p> <p>Circle Time (topics discussed have been x,y,z)</p>
Autumn 2 Theme: Give		<p>Objective:</p> <p>Input -</p> <p>Activity (Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</p> <p>Plenary-</p>	<p>Child's initials and brief comment</p>		

2021-2022	Topics that need to be addressed (That arise during the half term).	Activity planned for MHWB session	What impact has this had on the pupils?	Any areas or skills that have been re-visited/ re-taught?	Additional coverage throughout the half term
<p>Spring 1</p> <p>Theme: Keep Learning</p>		<p>Objective:</p> <p>Input -</p> <p>Activity <i>(Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</i></p> <p>Plenary-</p>	<p>Child's initials and brief comment</p>		
<p>Spring 2</p> <p>Theme: Take Notice</p>		<p>Objective:</p> <p>Input -</p> <p>Activity <i>(Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</i></p> <p>Plenary-</p>	<p>Child's initials and brief comment</p>		

2021-2022	Topics that need to be addressed (That arise during the half term).	Activity planned for MHWB session	What impact has this had on the pupils?	Any areas or skills that have been re-visited/ re-taught?	Additional coverage throughout the half term
Summer 1 Theme: Be Active		Objective: Input - Activity <i>(Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</i> Plenary-	Child's initials and brief comment		
Summer 2 (Full Day) Theme: (Any of the 5 areas)		Objective: Input - Activity <i>(Consider groupings for pupils if appropriate based on skills on MHWB rather than academic ability)</i> Plenary-			Child's initials and brief comment

Special days planning

Day Title and Date eg – Black History Day 12.02.2021

Class:	Date:	Area of Study:
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<u>Development matters: What are we looking for?</u>	
<u>Birth – 3 (UTW, PSED)</u>	<u>3-4 (UTW, PSED)</u>

Topic coverage:	
Morning Activity: <u>Main teaching input</u> <u>Activity-</u> <u>Independent activity-</u> <u>Plenary-</u>	<u>Lesson resources</u>
Afternoon Activity: <u>Main teaching input</u> <u>Activity-</u> <u>Independent activity-</u> <u>Plenary</u>	<u>Lesson resources</u>
<u>Pupils comments</u>	
Comments on absences, medicals and engagement	

Tacpac

Class:	Date:	Tac Pac
Name:		Teacher:

Activity: Tac Pac set 1

Lesson Introduction:

Introduce Tac Pac using visual timetable and OOR. Explain to pupils that we are going to be feeling a range of textures and listening to music.

Teaching Input:

Teacher to lead the session. 3 pupils to be out on the floor on mats to begin the session, use cushions to ensure pupils are comfortable. (All chairs to be close to pupils in case of emergency). Other pupils to be in their wheelchairs. Remove shoes and roll up trousers and take off cardigans/jumpers where possible to have arms/legs/feet exposed where possible for staff to access during the session. Music to be played via the Tac Pac website for each activity. Staff to work on a 1:2/3 basis with the children throughout the session.

Outcomes:

HAPS – To show a clear like/dislike to a texture used during the session and display this to staff. To interact with staff during the session to indicate a want/need.

AAPS – To show a preference to a particular movement/music during the session. To interact briefly with staff. To allow staff to use the materials without grabbing.

LAPS – To make brief eye contact with the staff during the session. To tolerate different textures and sounds. To show an awareness of one texture.

Plenary

Gather pupils around the front of the classroom to share key strengths and achievements from the session.

Resources	Set 1 boxes from Resource room
	IWB

Week 1 Comments:

No Focus	Emerging/ Fleeting				Partly Sustained				Mostly Sustained				Fully Sustained			
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
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Week 3 Comments:																											
No Focus					Emerging/ Fleeting					Partly Sustained					Mostly Sustained					Fully Sustained							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

Week 7 Comments:																											
No Focus					Emerging/ Fleeting					Partly Sustained					Mostly Sustained					Fully Sustained							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

Now I know

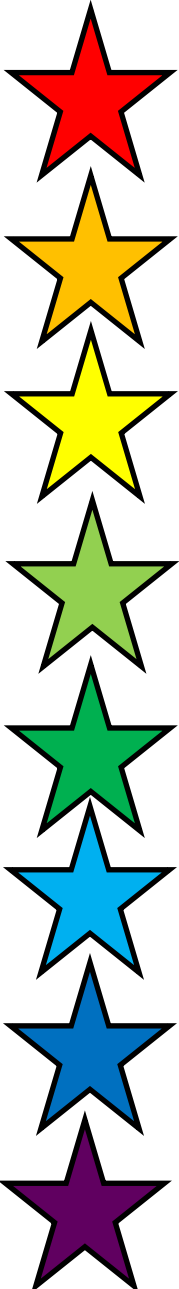
Pupil Progress Evaluation

Name:

Term:

Topic:

Now I know



Pupil Progress Evaluation

Name:

Term:

Topic:

Now I know

