



## Early Years Foundation Stage Policy



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Mandeville school recognises that every child is unique. Every child will be given opportunities to be strong and independent by experiencing positive relationships from all. Mandeville will provide an enabling and responsive environment that will take into consideration the learning styles and interests of every individual. As every child develops and learns through different routes and at different rates, Mandeville offers a learning environment and teaching approaches that allow children to reach full potential.

At Mandeville, Early Intervention is recognised as crucial; all children have complex learning difficulties including severe and profound learning difficulties (SLD, PMLD), complex medical needs and autism. Early years practitioners at Mandeville aim to do all they can to help children have the best possible start in life by providing optimum learning opportunities and overcoming or managing the barriers to learning that their disabilities bring. Children have a right, spelt out in the United Nations Convention on the Rights of the Child, to a provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Early childhood is the foundation on which children build the rest of their lives. At Mandeville, we greatly value the importance of the EYFS in laying the secure foundations for future learning and development. During their initial few years at Mandeville, children are offered a variety of learning experiences. These experiences are personalised for each child and are formed using their baseline assessment as well as input from parents and other professionals.

A number of changes to the EYFS statutory framework were made in ~~Sept 2021~~ **November 2024**. The aim of these changes were to: improve outcomes at age 5, particularly in early language and literacy and to reduce workload such as unnecessary paperwork, so staff can spend more time with the children.



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### 1. Admissions

Mandeville Nursery offers a 15 hour per week placement for children aged 2-5 years. It is organised in terms of need group, 15 hours for children with SLD and ASC and 15 hours for children with PMLD.

Referrals for nursery places are made via the Ealing Early Years placement Panel. The Nursery accommodates a wider range of Special Education Needs and Disability (SEND) than the rest of the school. A group of children progress to the Reception class at Mandeville and some children may leave the Nursery to go to other special schools or a mainstream school with support.

Referrals for Reception age children are made by the Local Authority Special Educational Needs and Disabilities Team.

If a child enters the nursery age 2 or without an EHCP, Mandeville makes a request for statutory assessment (ERSA). If the request is accepted, the nursery team and school therapy team gather evidence and write reports to contribute to the EHCP. The ERSA is completed in the Autumn term.

Parents are supported through the ERSA and EHCP process by attending planned meetings, discussing the process and relevant Reception placements. When parents visit prospective schools the team offers to accompany and support.

### 2. The EYFS Curriculum and Principles

The EYFS is a statutory curriculum for children aged from birth to five years. In line with our children's developmental levels here at Mandeville, principles of the EYFS are also used in KS1 and KS2 classes.



Mandeville has a nursery based on-site and has access to the whole school's extensive range of facilities. It is very much part of the whole school community, and the children are given the opportunity to integrate with other children at the school.

The EYFS is based upon four principles, which at Mandeville we have adapted in line with the needs of our children. The four principles are as follows:

*A unique child:* We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and at varying rates. As well as recognising their unique learning styles, we also respect the diverse cultural backgrounds of our children. We strive to protect the vulnerable nature of our children at all times and prioritise their health and safety whilst also giving them the opportunity to take risks and develop an understanding of danger. We are aware of the great influence that health has on a child's emotional, mental, social and spiritual well-being. We are sensitive to the complex medical needs of some of our children and develop trusting relationships with each child, providing reassurance and comfort when needed. We seek to provide as many opportunities as we can to involve our children in physically active activities and make healthy food choices. We also set clear boundaries and expectations in regards to behaviour in order to help children overcome barriers to their learning.

*Positive relationships:* We understand that children learn to be strong and independent through positive relationships. We aim to develop nurturing, respectful and professional relationships with the children and their families. We use a Key Worker system which enables each child to build up trust and confidence with a particular adult; helping them feel safe and settled in the school environment and foster a sense of belonging. Key workers will share information with parents, about the child's achievement, on a regular basis.

*Enabling environments with teaching and support from adults:* We recognise that the environment plays a key role in supporting and extending the children's development. Through observations, we establish the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Within our planning, we take consideration of the indoor, outdoor and emotional environment. We ensure that all of the environments that we create at Mandeville value children and their learning. We provide stimulating resources that reflect the diversity of our children's cultures and backgrounds.

*Learning and development:* The EYFS curriculum is organised and structured to allow children to explore and learn securely and safely across seven areas of learning. These areas are taught in a cross-curricula manner and include opportunities for children to learn through play as well as carefully planned adult-led activities. When planning these activities we also take into consideration children's schema(repeated



behaviour we may see in children that allows them to explore and express developing ideas).

*'In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:*

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things' (Statutory framework for the early years foundation stage, 2017)

At Mandeville, we use a number of teaching approaches throughout the day including play, structured learning approaches, attention autism, visual learning, total communication and Intensive Interaction. Targets are broken down into small, achievable steps, and where appropriate, structure is provided to help children engage in the learning environment. We use both visual and auditory cues which aid smooth transition between activities and promote understanding routines. For those children who may be very dependent on adult support, learning experiences will be set at a pace that suits each child, and the responses the children give are carefully recorded. Supporting adults will guide each child and extend the learning where possible.

### 3. Observation, assessment and planning

*'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.'* (Statutory Framework for the EYFS, March 2017).

We will continue to use the 2012 DFE Development Matters tool when applying for ERSA's as it is more relevant to demonstrate the attainment levels of Mandeville nursery children.

We will therefore continue to use our Mandeville curriculum to give a more accurate assessment of the child's stage of learning for the following learning areas: Physical Development, Personal Social Emotional Development, Literacy, Maths and Communication and Language

At Mandeville, ongoing assessment (also known as formative assessment) is an integral part of the learning and developmental process. This is carried out through the



continuous cycle of ‘Assess, Plan, Do, Review’ using the Engagement Model and the EYFS assessment levels.

The Mandeville Curriculum and tracking documents are used as the primary assessment tool alongside observation notes and recording sheets. Teachers, support staff, and therapists conduct baseline observations of children's ability levels across the seven areas of learning. Throughout the year, regular observations are used to monitor progress and inform planning for activities and individualised programmes. Information is shared with parents and carers who are also encouraged to share any observations that they make at home.

### Statutory Assessment

The statutory assessment process will begin in the nursery setting for the majority of children. The school organise meetings to inform and support the parents through their child's ERSA (Ealing Request for Statutory Assessment) and EHCP (Education and Health Care Plan) process. Once parents and the school have completed the ERSA, it will be sent off to the Local Authority. Parents should receive a confirmation that the ERSA was successful and that an EHCP will be appropriate for their child in approximately ten weeks. An assessment by the Educational psychologist and all the relevant professionals (Occupational Therapist, Physiotherapist and Speech and Language Therapist) would typically be carried out at school as part of the statutory assessment process. The majority of reception age children will already have either a Statement or an EHCP. A few children will enter reception on an assessment placement and will go through the statutory assessment process and an EHCP will be drawn up.

**A Reception Baseline Assessment** is a short assessment, taken in the first six weeks in which a child starts reception. Mandeville children were formally disapplied from this RBA assessment. The content of the assessment is not accessible to the children in the Mandeville Reception classes.

At Mandeville, a baseline assessment is carried out during the first six weeks when a child starts at school. Parents are included as partners in the assessment process as well as other professionals such as therapists. Education Health Care Plans (EHCP's) are central to the initial assessment process.

### Individual Education Plans (IEP's):

Yearly IEP's are set and reviewed at each child's Annual Review. IEP's are also reviewed (and adjusted if necessary) on a termly basis at child progress meetings with a senior member of the team. For new children, IEP's are drawn up in accordance to a child's EHCP and baseline assessment. IEP's will include targets across the seven



areas, with a particular emphasis on the three prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development.

### Moderation:

Termly internal moderation takes place. Class teams moderate a child's progress together, and teachers work alongside colleagues and professionals from within Mandeville.

Teachers moderate childrens' level of engagement. They also measure a child's progress through individual learning targets using Working, Emerging and Achieved assessment judgements.

### Six monthly review reports:

Nursery age children have six-monthly reviews, and children who are reception age are reviewed annually. When a child is aged between two and three, their progress is reviewed and parents are provided with a short written summary of their child's development in the prime and specific areas.

All children have significant learning difficulties and are developmentally young; therefore the main focus of the reviews is in the three prime areas (see 'Teaching and Learning'). Reports will also contain a summary of progress beyond the prime areas as and when appropriate.

### Pupil progress meetings:

Pupil Progress Meeting provides an opportunity to review the well-being, progress and provision for individual children. They celebrate what has worked well, contributed to good progress and identify children who need additional support. These are held in February and July with a senior member of staff. SLT moderate and advise on the targets set for all children in the EYFS in the Autumn term.

### EYFS Profile

Mandeville uses Seesaw to gather evidence for the pupils' EYFS profile. The EYFS profile also includes a personalised All About Me document.

Each child has a EYFS Profile which is a documented record of their development and progress across all seven areas of learning.

EYFS profiles include:





- Photographs of the children in a variety of contexts that take place in school e.g. meal times, lessons, free play, playing outside, carrying out independent tasks.
- Descriptions of the learning that has taken place or the progress that has been made.
- 'Next steps' are established in order for practitioners to think about how to move the child on. Developmental frameworks such as Development Matters and Mandeville Curriculum may be used to support this judgement.

Parents and carers are also given the opportunity to complete observations and photos on the parent platform, and these are added to the EYFS Profile. EYFS Profiles are shared with parents and carers during parent evenings. Parents will then receive their children's EYFS Profile files at the end of their reception year, and again before they move to Secondary Education.

### Medium Term Planning

Teachers plan their lessons, activities, and learning environments, incorporating the term topic into their medium-term planning. The term topics are planned on a 2-year cycle, offering the children the opportunity to experience and learn through repetition. The two year topic cycle at Mandeville is the following:

Me and my family – Colour – The Seaside – Me and My family – Nature – Travel and movement

All teaching and learning take place within our continuous provision. This includes both indoor and outdoor learning, where resources are carefully chosen and organised by the staff, based on the children's interests. The children can access these resources independently across all 7 EYFS Learning Areas (see *Teaching and Learning*).

### Parent involvement:

Parents are fully involved in the initial assessment of their child. Further meetings with parents provide important information about progress at home and help to inform assessments, which strengthen judgements. Parents' evenings are taking place every autumn and spring term and provide an opportunity for feedback achievement. Progress reports to both parents and carers allow them to get their views on how well their child is doing.

Parents are fully involved in the EHCP alongside the multi-disciplinary team. All parents are given information prior to the process beginning and have the opportunity



to meet with LA representatives from the SEND department to raise any questions. This information sharing allows parents to make informed decisions about a crucial stage in their child's life.

Parents collect their children from Nursery, which is a valuable opportunity to speak with the keyworker or class teacher. School operates a diary system for all children so that day to day progress and information about learning can be shared.

#### 4. Teaching and learning

##### The wording in the educational programmes.

There is a focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad curriculum

The children follow the Early Years Foundation Curriculum that is broken down and adapted to suit their individual learning needs. Alongside this, the staff implement targets given by the Speech and language Therapist, Physiotherapist and Occupational Therapist. At all times parents are involved in setting and working on targets with the staff. Home visits are offered to families to help support strategies and any other issues the families may have.

Mandeville provides a curriculum that allows for the seven EYFS areas of learning to be interconnected.

Prime area:

1. Communication and Language (C&L) - combining literacy if appropriate.  
Early learning goals - Listening, Attention and Understanding. Speaking
2. Physical Development (PD) - including health-related areas such as eating, drinking, toileting and sleeping  
Early learning goals - Gross motor skills. Fine motor skills
3. Personal, Social and Emotional Development (PSED)  
Early learning goals – self-regulation. Managing self. Building relationships.

Children are also supported in the four specific areas, through which the three prime areas are strengthened and applied: The specific areas are:

4. Literacy  
Early learning goals – Comprehension. Word reading. Writing
5. Mathematics  
Early learning goals – Number. Numerical patterns.
6. Understanding the World (UW)  
Early learning goals - Past and present. People, Culture and Communities. The natural world (Mandeville Science)
7. Expressive Arts and Design.  
Early learning goals – Creating with Materials. Being Imaginative and expressive





The prime and specific areas of learning set out in the November 2024 EYFS statutory framework are addressed through play, active learning and by having the opportunity to be creative and problem solve. All areas of learning are important and interconnected.

Children at Mandeville have individual learning profiles and learn at different rates. Mandeville staff recognise that three key characteristics of effective teaching and learning are:

Playing and exploring

Active learning

Creating and thinking critically.

Teaching approaches reflect these characteristics.

### 5. Transition

Nursery children transitioning to a different school will be assessed by the proposed school's receiving staff. If it is determined that a certain child's needs can be accommodated in the different school, Mandeville Nursery staff will be available to accompany that child during transition to the new school.

Nursery children transitioning to Mandeville Reception classes will be acquainted with Reception staff through class visits. Those children who join the Reception classes will also be supported by Nursery staff through the initial settling in process.

The transition from Early Years to KS1 is celebrated at the Early Years Assembly, where learners and their families come together to acknowledge their achievements.

### 6. Staff ratios and skills

Staffing arrangements in the nursery and reception classes meet the needs of the children and keep them safe. Parents are informed about staffing arrangements at the start of the school year or as and when changes occur.

There are 7 children in each nursery class with 4 adults; the class teachers and three teaching assistants. All staff have a high level of expertise and continue to develop their skills and knowledge through a comprehensive school training programme.

Reception classes have a ratio of 8 children to 4 staff; typically this will be the class teacher and 3 teaching assistants. All classes will have a maximum of 2 children per adult.



### 7. Safeguarding

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

The Mandeville School Safeguarding Policy is written for all children and identifies school systems and processes that keep children safe. It outlines necessary steps to safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedure (available on website).

Staff are fully trained on anti-radicalisation and understand their role within the ‘prevent duty’ (see Counter-Terrorism and Security Act, 2015).

Early Intervention is a key factor in safeguarding children. School employs a full-time social worker who works with new families, signpost support services, offers help and advice, and, when necessary, has challenging conversations with parents about the child's safety.

The appointed Governor for Safeguarding has completed the EYFS Safeguarding and Welfare Requirements Checklist which shows outstanding practice.

### 8. Supporting children with medical conditions

Mandeville School is committed to ensuring that children with medical conditions receive appropriate care and support at school. All children have an entitlement to a full-time curriculum or as much as their medical condition allows.

*Many of our children in the EYFS have complex medical needs which can be unstable due to their young age. School policy on Supporting Children with Medical Conditions in School has been developed in line with the Department for Education’s statutory guidance released in April 2014– “Supporting children at school with medical conditions” under a statutory duty form section 100 of the Children and Families Act 2014. The policy is available to read on our website.*

Ofsted places a clear emphasis on meeting the needs of children with special educational needs and disabilities, also including those children with medical conditions.

**There is a specific focus on Safeguarding and welfare in the November statutory framework.** This includes a new requirement to promote good oral health of children. Pupils at Mandeville have regular supervised tooth brushing, a healthy eating policy and planned visits from the dentist.



### 9. Behaviour

At Mandeville we are committed to ensuring that children are respected and treated with fairness and dignity. We promote positive behaviour allowing children access to all aspects of the school community. We enable them to develop effective communication and interaction skills, and we reduce behaviour that challenges by using effective proactive and reactive strategies.

'Behaviour that Challenges' refers to 'any behaviour that is a barrier to children' learning'. The Mandeville Behaviour Policy gives staff guidance on managing behaviour that challenges as well as promoting positive behaviours and achievements. This policy is available on the school website.

### 10. Accident or injury

Mandeville School is committed to the wellbeing of all its employees, children and all school users and seeks to ensure so far as is reasonably practicable that the risks of being involved in an accident or sustaining an injury at school. School takes all reasonable measures to minimise potential risks.

The Mandeville School Accident Reporting and Investigation Procedures identify the actions school takes to meet its duties with regards to the prevention, reporting and investigation of accidents and near misses.

There is a group of staff who have pediatric first aid training, with at least one member of staff being on the school premises at all time. The training is renewed every three years.