



# EYFS Policy

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| <b>Policy Owner</b>                 | <b>Victoria Chandler</b>                               |
| <b>Role</b>                         | <b>Assistant Headteacher</b>                           |
| <b>Date issued</b>                  | <b>November 2022</b>                                   |
| <b>Chair of Governors Signature</b> | <i>Tracey Good</i>                                     |
| <b>Date and Minute Number</b>       | <b>Minute number 931 from 23<sup>rd</sup> Jan 2023</b> |

| <b>Next review date</b> | <b>Reviewed Date</b> | <b>Reviewed By</b> | <b>Changes made to the policy</b>   | <b>Date and Minute number</b> | <b>Chair of Governors signature</b> |
|-------------------------|----------------------|--------------------|---|-------------------------------|-------------------------------------|
| March 2025              | March 23             | Katie McLeod       |   | 15/04/2024<br>- 1013          | <i>A Goleman Jones</i>              |
| April 2026              | April 2025           | Victoria Chandler  | Nutrition Guidance added in   | 16/06/2025<br>- 1080          | <i>E Watts</i>                      |
| April 2026              | 07.08.2025           | Victoria Chandler  | Policy owner name change. New logo added. Across two sites added. Aged 3-19 added.                      |                               |                                     |
| May 2027                | May 2026             | Victoria Chandler  | Statutory requirements clearly updated from the EYFS statutory framework including:<br>+Characteristics | 15/06/2026 -<br>2029          | <i>E Watts</i>                      |

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|  |  |  | of effective<br>teaching and<br>learning<br>+Safeguarding<br>and Welfare<br>+Whistleblowing<br>+Suitable people<br>+staff training and<br>supervision<br>+Health and<br>safety<br>+Key person<br>+Environment<br>and safety<br>+Information and<br>record keeping<br>+Behaviour<br>+Complaints |  |  |
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# EARLY YEARS FOUNDATION STAGE

KATIE MCLEOD

Brackenfield SEND School admissions starts from age 3 and provides provision for pupils up to the age of 19 years, across two sites – ‘The Grove’ delivers an EYFS based curriculum for pupils aged 3 to Year 7 and ‘The Orchard’ delivers Post-14 education. Due to the cognitive needs of our pupils many pupils experience an EYFS based curriculum regardless of their age. The Teaching Learning Curriculum and Outcome Policy sets out our curriculum and approach for all pupils.

Brackenfield SEND School meets the requirements of the EYFS Statutory Framework by:

- Providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- We ensure that all practice is underpinned by the four EYFS principles:
  - A unique child
  - Positive relationships
  - Enabling environments
  - Learning and development

We ensure we are meeting these requirements by:

- Having clear EYFS guidelines that all staff follow across the school with an embedded approach which will be checked through quality assurance cycles
- Teaching through bespoke curriculum and play based learning opportunities ensuring teachable moments are being captured and utilised
- Working openly with other professionals and parents and information sharing where possible. This included offering training, support and advice to parents to enhance development for the children
- Ensuring inclusion is at the core of our practice by offering an open and accessible education to anyone from any race, gender, disability or religion.

## Curriculum Design and Play

At Brackenfield SEND School our EYFS pupils learn through our informal or semi-formal curriculum approach. Our curriculum is designed to support pupils from their starting point all the way through to preparing them for adulthood.

These encapsulates the 7 areas of learning from the EYFS framework.

There are three areas are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Each pupil is considered as a unique child and therefore has a person-centred planning (PCP) document outlining current needs, likes, dislikes, engagement and learning intentions. For more on our PCP please see the T&L policy

Each area is delivered through educational programmes which ensure a balance of adult-led and child-initiated learning experiences.

**Characteristics of Effective Teaching and Learning:**

Planning and teaching reflect: playing and exploring, active learning, and creating and thinking critically.

Play is the fundamental way in which children learn, it is important that these opportunities are given indoors and outdoors. See the How to guide for Play for further information.

## Recording

Pupil progress is recorded on our bespoke tool Boop. This is used to document progress towards personalised learning intentions, curriculum activities and a home school diary. Activities are tagged

to show character learning, curriculum area, personal development and personalised learning intentions.

Boop is used Daily and all parents have access to this through use of a website and App. Parents who are not able to access this are provided with paper copies but the log on Boop is used by staff.

The observations on Boop should be descriptive and contain as much detail about the activity and support given as possible. This descriptive detail makes the difference between:

"xxxx enjoyed water play this afternoon."

and

"xxxx pushed different objects into the water tray and watched as they either popped back up or sank to the bottom. If the objects popped up, she laughed. xxxx engaged independently for ten minutes."

Consider: the **context**, the **role of the adult(s)**, and the **length of time** spent engaging with the activity or other person.

## Assessment

Pupil progress is recorded on an Assessment grid for both Brackenfield Level and B skills and on Boop for progress towards Personalised learning intentions measuring independence, fluency, generalisation and maintenance. The assessment grid for the Brackenfield levels has the Early years Foundation stage descriptors built in. Pupils are baselined on entry and then at the end of every 10 weeks.

Each MER window progress towards Brackenfield levels, B Skills and personalised learning intentions is reviewed by moderating the evidence recorded on Boop in-line with our school's quality assurance cycle. For more information on Brackenfield levels and B Skills please see the T&L policy

## Reception Baseline Assessment (RBA)

Each pupil will be assessed as an individual for their suitability to undertake this assessment. Each pupils will receive a baseline assessment of the Brackenfield levels to establish starting points and identify areas for learning.

## Early Years Foundation Stage Profile (EYP)

The EYP will be completed at the end of the reception year.

Assessment is based on practitioner knowledge and does not require excessive written evidence.

## Inclusion

We value all our children as individuals at Brackenfield, irrespective of their ethnicity, culture, religion, home language, background, ability, or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that pupils are supported to reach their potential. SMSC days are celebrated throughout the school year.

## Parental Engagement and Input

Parents are invited into school regularly for opportunities to review their child's progress at parent's evening and annual reviews but are also invited to a 'Tea and Targets' session to review their child's Person Centred Planning document.

Parents can access templates to record WOW moments at home from our website or BOOP and return these to school which are then uploaded to BOOP. It is important for parents to share these moments so they can be celebrated.

Parents are also invited to attend various fayres throughout the year and a sports day.

Parents are provided with information about EYFS delivery, daily routines and how learning can be supported at home. This is done through the 'Brackenfield Branches' in the weekly parent/ carer newsletter that is sent out via BOOP on a Friday.

## **Food Nutrition**

As a school, we encourage children to live a healthy lifestyle and eat a balanced diet. We follow the guidance set out in the Early Years Foundation Stage nutrition guidance, for school-based providers in England.

A summary of the guidance is below:

### **Guidance for children aged 1 to 5 years - key takeaways:**

- make sure children eat a balanced diet covering the 4 main food groups
- avoid foods and drinks high in salt, sugar and saturated fat
- milk and water are the only drinks you should offer
- children should eat a variety of fruit and vegetables to access different vitamins and nutrients.

[Early Years Foundation Stage nutrition guidance](#)

## **Transitions into Brackenfield at EYFS**

Transitions are robust to ensure information is gained from families, other settings and any agencies involved. As part of the transition process a member of staff will visit the child at their current setting (where applicable) to observe and talk to the key worker. The Pastoral Care Team will arrange to visit the family at home to offer support and to get to know the family. The pupil will be offered stay and play sessions at Brackenfield prior to starting at school, as well as pictures sent home informing for the child to look at of their new school and class team. The previous setting (where applicable) will be asked to complete a document to baseline the child against our Brackenfield levels and complete the person centred planning to inform the new personalised learning intentions.

## **SAFEGUARDING AND WELFARE**

### **Safeguarding**

The school takes all necessary steps to safeguard children.

- A Designated Safeguarding Lead (DSL) is appointed. At Brackenfield, there are a number of DSLs to ensure concerns are actioned in a timely manner.

- All staff are trained and understand safeguarding procedures, with annual refresher training and regular updates delivered by the Lead DSL, as part of regular Continuous Professional Learning (CPL).
- Concerns are referred in line with local safeguarding procedures.

### **Whistleblowing**

All staff can raise concerns about unsafe practice.

### **Suitable People**

All staff undergo DBS and suitability checks prior to employment.

Staff all hold a Level 2 qualification or equivalent.

### **Staff Training and Supervision**

Staff receive induction, safeguarding training and regular supervision.

### **Health and Safety**

Procedures are in place for medicines, illness and infection control.

- Accidents are recorded and shared with parents
- Paediatric first aiders are available at all times, both within the class teams and as part of the healthcare team
- Oral health is promoted

### **Staffing and Ratios**

Staffing ratios meet statutory requirements.

- Children are within sight or hearing at all times

### **Key Person**

Each child is assigned a key person. This information can be found on BOOP.

### **Environment and Safety**

Risk assessments are carried out regularly.

- Fire evacuation procedures are in place
- Outdoor play is provided daily, through the whole-school offer of 'OPAL' (Outdoor Play and Learning), as well as weekly Horticulture sessions and MERly Forest School sessions.

### **Information and Record Keeping**

Records are maintained securely in line with statutory requirements.

- Parents can access records
- Data is handled in line with GDPR

### **Behaviour**

Positive behaviour approaches are used.

- Corporal punishment is not permitted
- Physical intervention is recorded and parents are informed

### **Complaints**

A formal complaints process is in place and shared with parents.

## Appendix 1

The early learning goals

Communication and Language Listening, Attention and Understanding

ELG Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development Gross Motor Skills ELG  
Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

#### Literacy Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

#### Mathematics Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### Understanding the World Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

#### People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Expressive Arts and Design Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.