



# Early Years Curriculum Policy



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**Approved by:** Nicola Dodds, Principal

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## Statement of Intent

At Ingfield Manor School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build strong foundations for learning. We believe that every child deserves the best possible start in life, and we aim to make a significant contribution to that start by helping young children develop a love for learning that they will carry with them through life. It is their right to be safe, healthy, and happy and the welfare of the children is central to our provision of care, learning and play.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure that all children have access to a personalised curriculum that offers opportunities to develop a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

This policy is based on requirements set out in the 2023 Statutory Framework for the Early Years Foundation Stage (EYFS) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

### **1. Aims**

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually, and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.



- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Every child is and feels included and supported through equality of opportunity and anti-discriminatory practice.

## 2. Principles

The four overarching principles that shape our practice at Ingfield Manor School within our early years provision are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.
- Importance of learning and development and that it is valued that children develop and learn at different rates.

To put these principles into practice, Ingfield Manor School:

- Provides a balanced curriculum that considers each child's different stages of development, learning styles and identified EHCP outcomes.



- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation, assessment, and the trans-disciplinary team.
- Provides a safe and secure learning environment.

### **3. Structure of the Early Years Foundation Stage at Ingfield Manor School**

The Early Years Foundation Stage is integrated through two provisions at Ingfield Manor School: Ingfield Manor School for Parents and the Ingfield Manor Early Years Provision. These provisions seamlessly embed the practice and philosophy of Conductive Education as well as the statutory requirements of the EYFS in a specialist and holistic way, ensuring that every child receives the best possible start in life and the support that enables them to fulfil their potential.

#### Ingfield Manor School for Parents

School for Parents is a unique service for families of babies and very young children from birth to five years. The service works in partnership with parents to educate their young child with cerebral palsy or associated motor learning difficulties and allied learning needs. Solid support and practical advice are provided to parents within a mutually sympathetic and encouraging environment so they can play a key role in the teaching partnership. This service delivers weekly group sessions or individual sessions as appropriate for each family.

Whilst School for Parents is not the child's main provider of nursery provision, the Early Years Foundation Stage is assimilated into all sessions during planning, delivery and record keeping. The trans-disciplinary team work collaboratively with the parents and learning is supported through the use of activities, games, and stories, based on a theme for each week. Parents are involved with target setting and evaluation of their children's progress. They are told the aims of individual tasks and



given guidance as to how to transfer the skills into the daily routine at home. The children join age-appropriate groups, and the sessions involve active sitting, standing, stepping, manipulation, communication, cognitive development, self-help and social skills.

The holistic nature of the sessions incorporates and integrates the seven areas of Learning and Development from the Early Years Foundation Stage. A multi-sensory approach is used, with every opportunity taken to extend children's communication skills through music, singing and alternative and augmentative communication aids.

The ethos of active learning through play and partnership with parents is central to the practice of School for Parents.

Parents can receive guidance through the process of an EHC needs assessment and an educational advice report can be supplied on request. Parental choice for their child's next educational setting is supported.

When appropriate, children from School for Parents may benefit from attending Ingfield Manor Early Years Provision, subject to agreement and funding from their Local Authority.

#### Ingfield Manor Early Years Provision

Ingfield Manor School Early Years Provision is a non-maintained provision that seamlessly blends the practice and philosophy of Conductive Education and the core principles of the EYFS for children aged three to six years old, Pre-school, Reception and Year 1.

The Early Years provision is led by the Primary Lead teacher and is delivered by a skilled trans-disciplinary team that includes a Speech and Language Therapist, Physiotherapist, Occupational Therapist, Conductor, and skilled Team Members. It is through this trans-disciplinary team approach that we enable a personalised and individualized approach for each child that incorporates the critical elements of Conductive Education and the EYFS.



Children are given opportunities to be challenged and learn through play by fostering active participation within a structured daily routine. They learn about developing movement skills, speech and communication, cognitive, self-care and social skills.

#### **4. Curriculum**

We follow the curriculum as outlined in the 2023 Statutory Framework of the EYFS.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their play, and by taking part in play which is guided by adults. The curriculum is highly differentiated for each individual learner to enable them to achieve their full potential and work towards achieving EHCP outcomes.

Seven areas of learning and development encompass the EYFS, and they are all equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The three characteristics of effective teaching and learning are at the heart of our EYFS ethos and are carefully embedded within the daily routine, these are:

- **Playing and Exploring** – children investigate and experience things and events around them and ‘have a go’.
- **Active Learning** – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- **Creating and Thinking Critically** – Children have and develop their ideas, make links between different experiences, and develop strategies for doing things.

Our EYFS curriculum aims:

- To provide a holistic curriculum that is embedded within the practice and philosophy of Conductive Education.
- To provide quality learning experiences for all the children. Learning is through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum that takes account of, and responds to, the children’s developmental needs and allows them to make progress related to their differing abilities. “What the child can do” will always be our starting point.
- To ensure the children have positive experiences of personal success, to give them confidence and motivation for learning in the future.
- To enable the children to learn a range of essential foundation skills including functional motor skills, communication, social skills, self-care, cognitive knowledge and understanding and to develop their independence.
- To use Alternative and Augmentative Communication (AAC) /Information Communication Technology as a tool to provide experiences that enrich and support children’s learning within the whole curriculum and reinforce individual learning and play development.
- To provide an enabling environment in which children feel that they are valued as holistic, active learners and empowered with the confidence and self-esteem to make choices and develop skills throughout their school life.
- To enable children to be active participants in their learning through positive expectations and social motivation of an appropriate peer group.
- To provide a curriculum which provides equal learning and development opportunities for all children.
- To create a partnership with parents to support and enhance the development of the children.



The curriculum is delivered through termly topics which are planned on a 2-year cycle, so that children will experience activities within each topic as they progress through the EYFS. The Cornerstones curriculum materials are used as a resource base for informing planning and delivery.

Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. The indoor and outdoor learning environments are structured to facilitate active learning through play and offer a variety of learning experiences. The use of the sensory room provides additional opportunities for sensory-based activities.

## **5. Conductive Education within the EYFS**

The principles and philosophy of Conductive Education underpin our practice at Ingfield Manor School and interweave seamlessly into the EYFS framework.

The daily routine in the Early Years class starts with a motor learning programme that enables the pupils to gain independence through the completion of a series of physical tasks. The tasks increase in complexity throughout the programme and are differentiated according to the needs of the group and the individual. Within this programme, as with all sessions, the development of the whole child is at the forefront. The skills learnt during this programme are then put into practice throughout the pupil's day, in different contexts. Motor learning is an integral part of the entire day.

## **6. Communication**

At Ingfield Manor School, we use a 'total communication' approach involving the use of speech/vocalisation, signing, gestures, symbols, and low/high-tech communication aids. The development of the children's communication skills is integral to the daily teaching routine. The teacher, in liaison with the Speech and Language Therapist, plans and delivers a weekly group communication session, in addition to the SaLT working with individual children across the week. The skills learnt in these sessions are further embedded throughout the week.





The child's parents/carers work together with the trans-disciplinary team to identify potential communication pathways, and this will determine the skills that need to be taught to enable the use of alternative and augmentative communication aids. Individual communication books are introduced as appropriate to the needs of the students, the content of which can be duplicated on the child's high-tech device.

Where a child has a high level of visual needs, the SaLT and a Qualified Teacher for Visually Impaired will work in unison to develop a personalised approach that supports both visual and communication needs.

## **7. Information and Communication Technology**

Children's learning experiences in ICT across the early years must support and reinforce individual learning and play development. Planning is required for the coherence of learning experiences to ensure time and resources are utilised efficiently.

The emphasis of ICT is its use as a tool to provide experiences that enrich children's learning within the whole curriculum. A range of individual accessing methods are available and pupils receive a comprehensive assessment of the best ways forward to ensure technology supports their learning.

## **8. Recording and Reporting children's progress**

During the first half term of a child joining our Early Years Provision, an initial baseline assessment is carried out and used in conjunction with the child's EHCP to inform the setting of initial termly objectives within the 7 areas of the Early Years Foundation stage. The steps to enable the achievement of these goals are broken down into weekly activities. The trans-disciplinary team collaborate to set and evaluate these targets at the end of each school term. At the pupil's first



annual review, annual objectives are set which enable progress towards the Education Health and Care Plan outcomes and these are broken down into termly objectives on an ongoing basis until new annual objectives are set at the next review.

Working in partnership with parents in all areas adds to the continuity of learning throughout the whole day, and the reviewing of progress will involve all adults and professionals who work with an individual child.

Achievements are evidenced through target sheet evaluations and annotations, termly evaluation of objectives, videos/photographs and observations uploaded to the Evidence for Learning platform, subject workbooks, motor learning books and end-of-year reports. At the end of the child's Reception year, the EYFS profile is completed and submitted to the relevant local authority.

Pupil progress is tracked twice yearly using PIVATS. This bespoke set of criteria provides a shared language of achievement across the school with learning sequenced and opportunities to revisit learning to embed it and build on skills and knowledge. PIVATS builds up a comprehensive picture of each learner and ensures recognition of incremental steps of progress. Students are set challenging termly targets based on their long-term outcomes as stated in the EHCP, supported by the PIVATS criteria.

## **9. Partnership with Parents and Carers**

A strong home-school partnership is fostered from the beginning with parents and carers welcome to spend time in the group, working with their child or observing. Daily communication via a home-school book ensures a consistent approach for our pupils and ensures we are up to date concerning pupils' physical, medical, and emotional needs. Conductive Education is most effective when what is learnt at school is applied at home and vice versa. Equipment can be borrowed from school as needed for use at home during the holidays, Parents and carers are kept informed of topics, current progress and objectives via letters, emails, bi-annual parent mornings and daily communication via their child's home-school book.