



**SALUTEM CARE  
& EDUCATION**  
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# INGFIELD MANOR SCHOOL EARLY YEARS CURRICULUM POLICY

Policy implemented: September 2025  
Last reviewed: September 2024  
Next review due: September 2026

At Salutem our policies are regularly updated and reviewed. However, occasionally policies may be reviewed after the set next review date after some consultation and research. In these rare occasions, the out-of-date policy will remain **VALID** until it is reviewed by the policy sponsor.

## 1. Summary

This policy outlines the approach to the Early Years Curriculum at Ingfield Manor School, focusing on providing a solid foundation for learning and development in line with the statutory Early Years Foundation Stage (EYFS) framework. The policy emphasizes the importance of a holistic, child-centered curriculum, integration of Conductive Education principles, and strong partnerships with parents and caregivers.

## 2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Clare Mordue, Interim Head of School (01.01.2025)
Sponsor Technical review carried out:	James Winchester, Principal 22/09/25
Date implemented:	01/01/2025
Version Number:	V1.0
Date of the next review:	01/09/2026
Department responsible:	Education Department
Job Title of Lead Person:	Clare Mordue, Interim Head of School
Author / Main Contact, including their job title (if different from above):	Clare Mordue, Interim Head of School

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

### EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

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This policy must be brought to the attention of all employees.  
The controlled version of this policy and its associated documents are available on the eLFY bookshelf.  
Printed or downloaded copies are uncontrolled and may not be up to date.

## 4. Definitions

**Early Years Foundation Stage (EYFS):** A statutory framework in England that sets standards for the learning, development, and care of children from birth to age five.

**Education, Health and Care Plan (EHCP):** A legal document in the UK for children and young people aged 0–25 with special educational needs and disabilities (SEND)

**Conductive Education:** A holistic educational system designed to develop movement, communication, and learning skills in children with neurological motor disorders.

**Augmentative and Alternative Communication (AAC):** Methods and tools used to support or replace speech for individuals with communication difficulties.

**Transdisciplinary Team:** A collaborative group of professionals from different disciplines working jointly to plan and deliver education tailored to each student's needs.

## 5. Aims

### Statement of Intent

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. Our policy fosters a positive, safe, and inclusive learning environment to support children's physical, emotional, and social well-being. We aim to provide a happy and positive start to school, nurturing a love of learning; support children's social, physical, intellectual, and emotional development; encourage independence in a secure, friendly setting; help children build relationships through social skill development; partner with parents to meet individual needs and maximise potential; and ensure inclusion through equal opportunities and anti-discriminatory practices.

### Principles

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

- Every child is unique, constantly learning, and has the potential to be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through building positive relationships.
- Children thrive and develop best in environments where adults provide teaching and support that respond to their interests and needs, helping them build their knowledge over time. A strong partnership between practitioners, parents, and carers greatly benefits their learning experience.
- The importance of learning and development is recognised, with an understanding that children grow and learn at their own unique pace.

To put these principles into practice, Ingfield Manor School offers a broad and balanced curriculum tailored to each child's developmental stage, learning style, and EHCP outcomes; promotes equality of opportunity and anti-discriminatory practice; works in partnership with parents; plans challenging learning experiences

informed by observation, assessment, and the trans-disciplinary team; and provides a safe and secure learning environment.

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

The EYFS is integrated through two provisions at Ingfield Manor School: The Ingfield Manor School for Parents service and the Ingfield Manor School Early Years Provision. These provisions seamlessly embed the practice and philosophy of Conductive Education and 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 primary provider of nursery provision, the Early Years Foundation Stage is assimilated into all sessions during planning, delivery and record keeping. The trans-disciplinary team works collaboratively with the parents, and learning is supported through 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 on 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 receive guidance through an EHC needs assessment, and an educational advice report can be supplied on request.

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 School Early Years Provision**

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

The Early Years provision is delivered by a skilled transdisciplinary team, which includes a Teacher, a Speech and Language Therapist, a Physiotherapist, an Occupational Therapist, a Conductor, and experienced team members. This collaborative approach allows us to provide each student with a

personalised and individualised experience, integrating critical elements of Conductive Education and the EYFS framework.

Students are given opportunities to be challenged and learn through play by encouraging active participation within a structured daily routine. They develop fundamental movement, speech, communication, cognitive, self-care, and social skills.

In accordance with the Early Years Foundation Stage (EYFS) statutory framework, Ingfield Manor School ensures that at least one member of staff with a current Paediatric First Aid (PFA) certificate is present at all times when EYFS students are in attendance. These qualified individuals will accompany children on all outings to ensure their safety and well-being.

## **Curriculum**

Our early years provision follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are 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 curriculum includes planned opportunities for outdoor learning and multisensory experiences to support physical development, exploration, and engagement with the environment. Assistive technology and digital tools are integrated into the curriculum to enhance communication, engagement, and access to learning for all students.

## **Planning**

Our approach to early years education is meticulously tailored to meet the unique needs of our students, all of whom have Education, Health, and Care Plans (EHCP). We prioritise understanding and incorporating each student's interests into our planning, ensuring that learning experiences are engaging and relevant, which motivates active participation in their education. Our curriculum integrates both adult-led and child-led activities, allowing students to explore and learn in ways that suit their individual learning styles. We believe in the power of active learning, where students engage with their environment through hands-on experiences, fostering curiosity and a love for learning.

Structured around thematic topics, our curriculum promotes connections between different subjects and real-world contexts, remaining flexible and responsive to students' interests and needs. Importantly, all learning activities are explicitly linked to the outcomes outlined in each student's EHCP, with regular

reviews and assessments to monitor progress towards these targets. This ensures that our planning reflects these goals and allows for timely adjustments to teaching strategies as needed. Additionally, we actively involve parents and carers in the planning process, seeking their insights and feedback, while collaboration with specialists and external professionals is integral to providing comprehensive support tailored to each student's needs.

The curriculum planning will explicitly include opportunities to develop students' communication skills using augmentative and alternative communication (AAC) methods, reflecting the diverse communication needs within the cohort. Staff will receive ongoing training in AAC strategies to support effective implementation.

## **Assessment**

Assessment plays an important role in ensuring that we measure progress, understand a student's individual needs and provide appropriate support. At Ingfield Manor School, we utilise a comprehensive assessment system that includes the Ingfield Manor School Assessment system, which is bespoke assessment curriculum that incorporates aspects of the Early Years Foundation and PIVATS 5 broken down into smaller achievable steps. As well as the EYFS Profile, and ipsative assessments against their Education, Health, and Care Plan outcomes (EHCPs) to monitor and support our students' progress effectively.

This assessment method allows us to assess students' progress in relation to their individual learning goals, enabling us to track small steps of achievement that are particularly beneficial for students with additional needs. By focusing on these incremental achievements, we can tailor our teaching strategies and interventions to meet the specific requirements of each student.

Assessment outcomes are systematically analysed to inform personalised planning and to adapt teaching strategies to better meet students' evolving needs

In addition to the current assessment methods, the school will implement regular moderation activities within the transdisciplinary team to ensure consistency and reliability of assessment judgments. Where appropriate, external moderation or validation will be sought to benchmark progress against national standards

At the end of a student's reception year, we complete the EYFS Profile, which provides a summative assessment of each child's development across the Early Learning Goals (ELGs). Furthermore, we rigorously assess students against the specific outcomes outlined in their EHCP, ensuring that our educational planning aligns with their individual needs and goals of each student. Regular progress reviews are held with the transdisciplinary team, this allows us to make timely adjustments to our teaching strategies and support mechanisms, ensuring that each student is on track to achieve their personal targets.

## **Working with Parents**

We recognise the vital role that parents play in the education and development of their children, particularly in the Early Years Foundation Stage (EYFS). We actively invite parents to observe learning in the classroom, providing them with firsthand insight into their child's educational experience. To support home learning, we share practical ideas and resources that parents can use to reinforce learning at home. Additionally, we send termly targets home, ensuring that parents are aware of what their children are working towards, which fosters a collaborative approach to education. We organise twice-yearly parent mornings, offering opportunities for parents to engage with staff and discuss their child's progress. At the end of the academic year, we provide comprehensive reports, alongside Annual Review meetings, to discuss each child's achievements and future goals. Regular newsletters keep parents informed about school activities and initiatives, further strengthening the home-school partnership and promoting a supportive learning environment for our students.

## 6. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance Team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a timelier amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by SLT. The people we support will be involved in the review to ensure it captures the important issues for them.

## 7. Areas of Responsibility

The Head of School is responsible for overseeing the implementation and review of this policy. The Transdisciplinary Team will ensure the policy's principles are applied in day-to-day learning activities. Parents and caregivers are considered partners in implementing the curriculum to ensure continuity of learning between school and home.

## 8. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.

All staff receive regular training and professional development to maintain high standards of practice in EYFS delivery, Conductive Education methodologies, AAC strategies, and safeguarding.

The Early Years provision is subject to regular monitoring and evaluation by the Head of School and the transdisciplinary team, including analysis of assessment data, learning observations, and feedback from parents and students. Outcomes from monitoring inform ongoing curriculum development and staff training.

## 9. Associated Documents

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>

## 10. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	29.09.24	Draft	New policy
V1.1	01.01.25	Draft	New policy and updates
V1.1	17.09.25	Finalised	Review and updates