



## **EYFS Curriculum Policy**

<b>Ratifying Committee</b>	<b>Standards &amp; Curriculum Committee</b>
<b>Date</b>	<b>June 2026</b>
<b>Review</b>	<b>Annually</b>

## **Early Years Foundation Stage (EYFS)**

### **Intent**

In line with all key stages, the intent of the EYFS curriculum is to provide a motivating and engaging context in which pupils can achieve and make progress based on their assessed levels and next steps. For each pupil, the curriculum will be delivered in a personalised way which supports their holistic needs.

The school has mapped out the intended progression of the fundamental skills and knowledge for pupils working below their age-related expectations. In EYFS, it is anticipated that pupils will be working at an 'emerging' level across the Early Learning Goals on completion of their EYFS Profile due to complex nature of their SEND. This is informed by baseline assessments on entry to EYFS, information from previous settings and multiagency professionals, parents and carers. For pupils working in Key Stage 1 onwards, they are working below pre-key stage standards and that are pre-subject specific.

The school has also outlined the progression of early foundational skills and knowledge for each area of learning and development which is aligned with the whole school curriculum progression. This incorporates an evidence-based progression of key concepts alongside targeted vocabulary. The bespoke, sequenced, small-step descriptors within the bands provide a broad and balanced intended sequence of learning for pupils, after each pupil's initial baseline on joining school.

For each pupil their identified next steps will be based on their assessed skills and knowledge rather than for their age or year group. Due to the needs of the pupils at the school, some may not make linear progression through the bands and present with an uneven profile. In line with these needs, descriptors may need to be broken down further and tailored to meet the needs of the individual.

The bespoke skills and knowledge progression are available within our progression booklet. Pupil progress throughout the descriptors/bands is recorded directly on our online assessment system. The descriptors are designed in line with statutory requirements, and are reviewed annually, and on an on-going basis linked to developments in research to ensure our practice remains evidence based. The skills and knowledge progression has taken account of Statutory Framework for the early years' foundation stage; Development Matters; Birth to Five Matters; research and liaison with therapists in relation to the school curriculum.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions, and relationships with others.
- independence including life-skills.

For all pupils, a successful transition is a priority into, within and out of the setting. Our overall aim is that pupils engage, achieve, and make the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

## Progress within the Curriculum

- For our children, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge they have learnt, e.g. to different contexts, situations, with different people, in different environments.
- Retention of the key learned skills and knowledge into the long-term memory is also important - to know more and remember more.
- It is also clear that some pupils may have particular spikes in some aspects, e.g. word recognition but alongside this there is an importance to ensure that pupils understand and can use the skills in an increasingly functional way (whilst still building on an area of skill strength).

## Implementation

We cover the seven areas of learning to ensure that children experience a curriculum that is broad and ambitious.

<b>Prime Areas:</b>	<b>Specific Areas:</b>
Communication and Language (C&L)	Literacy (L)
Physical Development (PD)	Mathematics (M)
Personal, Social and Emotional Development (PSED)	Understanding the World (UW)
	Expressive Art and Design (EAD)

Central to our curriculum throughout children's time in EYFS is communication. This threads through all areas of learning. Through our partnership working we link with parent/carers and professionals to capture their knowledge of their child in respect of their communication skills.

The key priority of the curriculum when children start in school is their personal and social development. This may include for example being comfortable with separation from parents; relaxing into a new environment; interaction and building relationships with new people; managing their emotions with changes of routines in the day.

The teachers work closely with parents and carers prior to a child starting to gather information from them on all aspects of their child including activities that will motivate and engage them. Teachers will use this information as they plan the learning environment and activities as children start the provision.

Routines - Every moment is an opportunity for learning, and we strive to ensure that there are no missed opportunities for learning in the day. There are key routines in the day that are used to deliver the curriculum that enable repetition and modelling interactions to support each child to learn. Examples include:

- Arrivals
- Snack time
- Personal care routines
- Lunchtime
- Transition times
- Departure

Children may have varying levels of engagement and a key focus of our curriculum will be on building skills such as listening and attention; co-operation; participation in structured activities and playing alongside others.

Teachers will plan activities linked to children's interest and known motivators. With sensitive support children are gradually helped to widen their interests, extend their skills, and develop their curiosity and creativity in both indoor and outdoor environments.

We put the child at the centre of their learning when they join us in EYFS at the Bridge school. This has guided the theme of "All about me" within EYFS.

The lead adult will always plan activities that are based on pupils' current assessment (stage not age) to revisit prior knowledge and skills to embed and retain and/or their next steps- based on the curriculum progression and also their personal and social development and engagement.

The theme may be used to widen the pupil's learning context, it will not be the driver for the choice of activity.

**The setting has planning sheets linked to the theme context and examples of potential coverage which will be personalised to the pupil by the lead adult.**

A key role of the adults in EY and all key stages is to identify and implement engagement strategies which may link to each pupil's individual support plans. This could include use of visuals; work-reward; intensive interaction; multi-sensory approach; personalised timetables; specific guidance from professionals and services supporting the pupil (OT, SALT, SIS) - which is bespoke for each pupil. This is part our commitment to ensuring every child is provided with equality of opportunity.

Further to this, an integral part of our early years practitioner's role is supporting pupils in their play. In planning and guiding pupils' learning, adults in the EY Phase adjust their practise in line with the Characteristics of Effective Teaching and Learning:

- Playing and exploring
- Active Learning
- Creating and thinking critically

We recognise that play is one of the most valuable contexts for our pupils to explore, grow and develop. Play, both in and outside of our classrooms is fundamental in how our pupils learn. Whether it is independent or scaffolded play, our pupils will be developing knowledge and skills across the prime and specific areas of learning.

Our early years practitioners support play through a thorough understanding of their role in planning and resourcing a stimulating environment, responding to pupil's interests, and supporting learning through planned and child-initiated play. They provide appropriate modelling, and skilfully extend and develop pupils' communication and language through their play.

Due to the individual special needs of our pupils we also need to ensure that we offer structured sessions to ensure progress in the specific areas of development. We may need to teach our pupils to play before they can access their learning through play.

## Curriculum delivery

In alignment with the school curriculum (KS1 upwards), the EY Phase have Early Development key skills and knowledge mapped out in bands (Bands 1-4). EY practitioners may extend or break them down further dependent on each pupils SEND.

With the nature of the EY curriculum being 'inter-connected', there are not allotted time allocations for the areas of learning and development. Due to the learning needs of the children the focus is strongly on the prime areas delivered through all 7 areas of learning and development.

The EY Phase then have the key skills and knowledge progression mapped out for pupils leading towards the progression into the ELG (detailed below).

<b>Communication and Language</b>		
Speaking	Listening, Attention and Understanding	
<b>Personal Social Emotional Development</b>		
Self Regulation	Managing Self	Building Relationships
<b>Physical Development</b>		
Gross Motor	Fine Motor	

Specific Area:

<b>Literacy</b>		
Word Reading	Comprehension	Writing
<b>Mathematics</b>		
Number / Numerical Pattern	Shape Space and Measure (see below)	
<b>Understanding the World</b>		
Past and Present	People, Places and Community	Natural World
<b>Expressive Arts and Design</b>		
Creating with Materials	Being Imaginative and Expressive	

Although there is not an ELG for Shape, Space and Measure we recognise that the framework emphasises the importance of enriched opportunities in these areas. We have mapped out the skills and progression for this to support our pupils to develop a secure base in Mathematics and to support their transition into the school curriculum in Year 1.

We also recognise the importance of technology which is threaded through all our prime and specific areas. Technology can be a tool to support pupils' communication, for some pupils it can also be central to their access to learning. For some, it is a highly motivating addition to the curriculum. Therefore, it is important that we have mapped out progression of key skills in this area, this also supports pupils transition into the school curriculum at Year 1.

## Planning

There is an Learning and Development Co-Ordinator who leads the curriculum planning for each area of learning. The EY Practitioners and Co-Ordinators ensure that planning for each area:

- supports engagement in learning.

- consolidates existing skills and knowledge to retain them and embed in the long-term memory.
- works on next steps (understanding for some pupils this can be an uneven profile linked to their SEND) and break steps down further if needed.
- for some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
- works on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
- is varied content to widen engagement and experiences of pupils.

The areas of learning are delivered through:

- high quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- correct modelling by staff, who address misconceptions as they arise.
- exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in the EY Phase and other environments where possible.

Some pupils may have specific needs that need to be carefully considered and planned for to support their access the EY curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider e.g. Alternative access e.g. use of software programmes ; use of adapted tools.

Resources:

The Area Co-Ordinators will be able to advise staff on resources in the EY Phase and where to locate them. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

The EY Co-Ordinators link to the Primary and Secondary phase co-ordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix J for roles and responsibilities.

There is a flexible rhythm to the day to accommodate the children's individual needs in the EY Phase. However, each class has a timetable outlining what children will be accessing throughout the school day and is followed alongside:

- Fortnightly planning
  - This outlines child-initiated learning activities across the prime and specific area both indoor and outdoor over a two-week period.
  - Incidental observations are written by early years practitioners to record the learning that has taken place through child initiated / structured play, in different environments.
- Adult led focus planning
  - This is an adult led activity plan.
  - It is an objective-based session where records of pupils' individual learning towards their intended objective are recorded.
- Circle time planning (*C&L, PSED, L, Maths*)
  - This is a small group circle time session led by an adult led activity (*This could be a drama game, attention autism 'bucket' activity, a story linked to the foci or a number song activity.*)

- It is an outcome-based session where records of pupils' individual learning towards their intended outcome and are recorded in line with teacher planning.
- Phonics planning (C&L / L)
  - EY practitioners use the Twinkl Phonics Scheme throughout EYFS. This is an accredited Phonics programme providing a systematic and synthetic phonics approach used throughout school.

**NB:**

- ***Further detail on planning / documents can be found in the Early Years Planning, Assessment and Reporting Policy.***
- ***Further detail on the teaching of early reading / Twinkl Phonics is detailed in the Communication and Language / Literacy Policy (EYFS).***

Within the adult led focused plan / circle time sessions, the teacher's starting point will always be on what the child already knows and can do and their stage of development in relation to engagement.

EY practitioners plan the personalised curriculum of each child so they can revisit existing knowledge as well as next steps. The teacher may have also specific planned activities or specific intervention to work on EHCP outcomes specific to each child. Individual or small group intervention and engagement sessions may include:

- Work-Reward
  - Musical Interaction
  - TAC PAC
  - Story Massage
  - Sensory Stories
  - Attention Autism
  - SaLT / Physio / OT programmes
  - Activities linked to pupils EHCP outcomes.
- *Environment timetables are in place for specialist rooms and areas; White Room; Dark Room; Soft Play; Gym; Wildlife Area to allow for personalised planning / intervention.*
  - *Individual pupil timetables may be in place for individual pupils in agreement with the Early Years Leadership team.*

### Assessment

Pupils are assessed and baselined on entry to nursery / school at the Bridge school. The assessments are completed during their first term using the Onwards and Upwards online assessment system. This is the mapped out intended progression of fundamental key skills and knowledge pupils in all areas of the EY Curriculum which links to the Early Learning Goals. Links are clear to both the EY areas of learning and the school subjects (KS1 upwards) within the assessment system.

From this point onwards assessments will be ongoing, with teachers inputting their assessments in response to individual pupil's knowledge and skill progression. There are key check points throughout the year – these are agreed with the Early Years Leadership Team / Whole School Assessment Co-ordinator.

Pupils' individual short-term outcomes will be set during their first term of nursery / school, these will be produced in discussion with parents or carers, and any professionals supporting individual pupils. The outcomes will be reviewed and evaluated on a 6 monthly timescale, the outcomes link to the long-term outcomes in their EHCP.

A progress report is completed and shared with parents and supporting professionals to support the annual review of EHCP for all pupils.

**NB:**

*Reception Baseline: The Reception Baseline is submitted for individual pupils in their first six weeks of starting reception – in discussion with the Head of Phase, pupils who it is deemed appropriate for, will complete this assessment with their teacher. All other pupils will be disapplied.*

*The EY Profile: The EY Profile will be submitted to the LA the EY Leadership team in line with the agreed date.*

Transition to KS1

The curriculum from EY into school is a continuum and this is evidenced through the mapped out intended progression of fundamental key skills and knowledge. The school subject areas are linked to each statement in the assessment system, providing Year 1 teachers with up-to-date attainment information of skills and knowledge for each child within the context of the school curriculum (KS1 upwards).

Interventions and engagement strategies that were in place in Year R will be detailed in pupils' individual Engagement and Behaviour / ASD plans, to inform the Year 1 teacher. Year 1 teachers will be invited to observe / work with pupils in the second half of the summer term to support the transition through to Year 1. Meetings will take place between parents / carers and the Year 1 class teacher and parents or carers.

Year R teachers ensure that progress reports (produced for review of EHCP) are updated for Year 1 teachers, along with any support plans, risk assessments and short-term outcomes (where appropriate).

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils' work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

## Health and safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSHH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use should be carried.
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately, and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using tools and equipment

## Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Children are making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Children are making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Children are making progress/achieving in the curriculum planned by teachers. Progress and achievement in all subjects are within reports to parents in either EHCP (annual review) report
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

## **Appendix A**

### **Roles and responsibilities**

#### **Learning and Development Co-ordinator**

- Ensure that the curriculum meets the statutory requirements
- Ensure the planned themes are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in their area.
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the Primary / Secondary coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

#### **Teachers**

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the planning for the areas of learning and development and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the curriculum and set appropriate outcomes in line with pupils assessed levels and the intended skills and knowledge.
- Extends content/context for their designated group of pupils if necessary and feeds back to Learning and Development Co-Ordinators as appropriate.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of each area of the learning within the curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

### **HLTA's**

Work as above in liaison and with support of class teacher, Learning and Development Co-Ordinator and Head of Phase.

### **Support staff:**

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of the areas of learning to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum.
- Make accurate observations and feedback on learning to inform next steps.