



Meeting Individual Needs

EYFS Policy

2026

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EYFS Link Governor: Liz Harrison

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Jayne Jeffries

Vision

Our Vision for the children at Haughton School is to help each child develop their academic, social and practical abilities to their highest level. To help each child achieve self-confidence, initiative and independence so that they can live fulfilled and happy lives. We strive to achieve this through a school community based on caring, sharing and learning. With relationships between children, parents and carers, governors and school staff based on mutual trust and respect.

In our Early Years Foundation Stage – we aim to provide an environment which has a curriculum that is child centred so that every child can reach their full potential and foster a lifelong love of learning. Nurturing, trusting and professional relationships between staff and children is essential in ensuring that our children's wellbeing and individual needs are met.

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Haughton School, is Butterflies (Reception) Class. Some children remain in Butterflies Class when they are Year 1 if their needs have been assessed as such that we feel that they would benefit from an additional year with us.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage, but vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and communicating.

Aims/Objectives

At Haughton School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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 individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/ carers;

- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced creative curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning together with recommendations provided in each child's individual Educational Health Care Plan (EHCP);
- Provide a whole communication approach to support children with their Speech, Language and Communication and Social skills;
- Promote equality of opportunity and anti-discriminatory practice;
- We provide early intervention for those children who require additional support;
- Work in partnership with parents, carers and outside agencies;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure, safe and stimulating learning environment indoors and outdoors.

EARLY YEARS FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve their full potential.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These 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:

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

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

3. Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In EYFS we follow 'Planning in the Moment' which we have adapted to ensure that our children's needs are met. In Key Stage 1 children also follow the principles of 'Planning in the Moment' in their child-initiated learning sessions. All staff in EYFS and KS1 have received the training for 'Planning in the Moment' – Anna Ephgrave. We also have topics which help scaffold the children's learning and ensure a variety of different learning and experiences takes place. We create medium term plans based on The Early Years International Primary Curriculum and adapt them where necessary, taking into account the children's interests and developmental ability. The learning objectives (Intent) are lifted from the Cherry Garden Schemes of work and we use the Cherry Garden Branch Map assessments which ensure that our children's smaller steps of progress and achievement can be evidenced and celebrated. The series of topics below offer experiences in all seven areas of learning. Children who are in Year 1 and above are assessed using iSEND assessment.

EYFS	Autumn	Spring	Summer
	This is Me!	Weather Wonders	The Brilliant Bug Ball
	Christmas	Dinosaur Detectives!	

We always remain flexible to allow for unplanned circumstances e.g. weather and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual next steps in learning and personalised learning needs are met. The children have targets in-keeping with the rest of the school which focus on all areas of the EYFS. These targets are guided from the Cherry Garden Tapestry assessments mainly, together with the children's individual EHCPs. These specific targets are changed every half term or earlier when the children have achieved them.

Children will engage in whole group and small group activities alongside their independent learning with special focus sessions throughout the day to develop the children's attention and listening skills and their communication skills. There are also allocated times for whole class daily carpet learning sessions which increase over the year as appropriate, to meet the children's needs. Phonics and Mathematics is planned and taught discreetly. Phonics is taught following the DfE validated phonic scheme, Twinkl Phonics. Mathematics is taught following the principles of White Rose Maths which have been adapted to best meet the ability and needs of the children in Butterflies Class. PSED is ongoing throughout every part of the school day and staff use situations and opportunities when they arise to support the children in this vital area, so it is more meaningful to them.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We provide a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to consolidate, stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors.

OBSERVATIONS AND ASSESSMENT

When the children enter Butterflies Class, they are supported carefully whilst they are settling into our school. Our own Baseline assessments begin on entry together with the Government Reception Baseline Assessments beginning after the children's initial two weeks with us. All of this important information helps inform our first initial starting points for our children.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. Any 'stand-out' achievements we observe from the children are recorded on a gold star and displayed on our WOW board and shared with parents and carers. We record our observations in a variety of ways and everyone in class contributes to this. There is a real emphasis on quality adult interactions with all of the children in Butterflies Class and less time spent on completing observations. Team meetings take place on a weekly basis on a Friday afternoon, alongside ongoing discussions throughout the week. We use these discussions to discuss where we feel we need to best support the children's needs and learning.

Observations of children's achievements are collated in their own personal, online Tapestry Learning Journal together with a Learning Journal (red folder) which includes any paper-based activities. Parents and carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs or videos on Tapestry.

Parents and carers are encouraged to add their own comments and upload their own observations to show us what their children can do at home. Children's next steps in learning are added to the children's 'focus week' observation sheet so that parents and carers know how to help their children with their learning at home.

The ongoing observations are used to inform the Cherry Garden – Tapestry assessment. The children's progress is reviewed continually. Throughout their time in Butterflies Class, parents and carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent and teacher consultations. Parents and carers are invited into Butterflies Class on a half term basis to take part in our 'Stay and Play' session. This session provides them with the opportunity to see how their child learns in class and join in and support them. It is also a time for them to speak to their child's key person and the EYFS teacher too.

At the end of the EYFS year a summary of every child's development and learning achievements will be completed using Cherry Garden assessment. Our children are working below national expectations and are unique in their varying abilities. Therefore, it is difficult to make a one level of 'good progress' fit all. Through careful monitoring and tracking of all pupils in EYFS as a class team and overseen by Lynne McCormack (Assessment) our children will be supported to ensure that they make at least good progress from **their** starting points with us in Butterflies Class. All EYFS Profile results are provided to the local authority before the deadline date.

By the end of the academic year the EYFS teacher will have a clear plan of which pathway (either Topaz or Amethyst) each child will transition into in the next academic year. All assessments and discussions regarding a child's individual learning style will contribute to this important decision.

Although LA moderation has ceased the EYFS Lead will continue to moderate end of year judgements with the EYFS and KS1 teachers.

The EYFS Lead attends all EYFS co-ordinator update meetings, local area EYFS Hub meetings, together with any relevant EYFS training to ensure current, best practice and professional development is maintained.

SAFETY INCLUDING SAFEGUARDING AND WELFARE REQUIREMENTS

The safety and welfare of our children is paramount at Haughton School. We have robust policies and procedures in place to ensure their safety.

In Butterflies Class we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. High staff to children's ratios are always maintained. A thorough risk assessment for both the inside and outside learning environments is regularly updated and shared with EYFS and KS1 staff. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose, including following all safer eating (children who require IDDSI trained staff receive this 1:1 support when eating and drinking) and sleeping guidelines;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, promoting good oral hygiene, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones, cameras and other electronic devices such as watches with imaging and sharing capabilities in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

Haughton School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role and receive adequate training.

All EYFS staff hold the Paediatric First aid qualification. Staff are notified when they are due to renew this important qualification.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Haughton School. Backing up this policy is a dedicated safeguarding team which includes five Designated Safeguarding Leads. Staff have regular Safeguarding training and have access to the safeguarding systems to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns, including low-level concerns.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability, disability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children make at least good progress from their starting points.

We use each child's Educational Health Care Plan (EHCP) to ensure that we follow the recommended advice for each child so that we can best meet their individual needs. We work closely with parents/carers and outside agencies. We have two designated Learning Mentors who support the children and their families if this support is required.

THE ROLE OF PARENTS/CARERS

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding an information evening before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school.
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring terms and in the Summer term their child's EHCP Annual Review meeting will take place to discuss their child's progress towards their learning outcomes;
- Providing observations monthly when their child has their 'Focus Week' as well as their WOW moments uploaded on to their child's online Tapestry account;
- Valuing parents' contributions to learning journeys;
- Inviting parents into school for our 'Stay and Play' sessions on a half term basis;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing regular feedback on their child's day in Butterflies in their home and school diary;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Providing vocabulary covered through the topics (Word Aware) to enable them to support their child at home;
- Providing a weekly class newsletter showing parents and carers what their child has been learning and achieving over each week, together with a dedicated page on the school website which also provides this insight;
- Encouraging parents to attend our regular 'Coffee Morning' sessions;
- Providing parents with an EHCP Annual Review report detailing outcomes achieved and set for the following year and an end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

TRANSITIONS

Transitions are carefully planned for, and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and strive to establish effective partnerships with those involved with the child and other settings. Children attend several introductory sessions when starting in Butterflies Class and the current children in Butterflies take part in a 'Moving on up' day with the rest of the school. Parents are also given a social story about Butterflies Class to share with their children over the summer to help support their transition when they join us in September.

Parents and carers are encouraged to attend an open evening where I share information about Butterflies Class, and they also have the opportunity to speak with myself and my staff about their child and any concerns or queries that they may have about their child joining Haughton School.

At the end of the EYFS, the EYFS teacher meets with the teachers from Key Stage 1 (KS1) to liaise with them and discuss the individual children and their specific needs, together with detailed written information given to the staff. The children's assessment data, 'First of the Month' and 'Maths Journey' books are sent with them to their KS1 class so that their new teachers can plan for their next steps in learning from the moment they enter their new class.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, Assessment Leader and Butterflies Class team as appropriate and any necessary actions are taken.

All of the adults in Butterflies Class have a key role in children's learning and development and have their own group of children who they are a Key Person for. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. In their role as a Key Person, they are an important adult for the children to build nurturing relationships with and develop professional relationships with the child's parents and carers to ensure that every child's needs are fully met. All information about every child in Butterflies Class is overseen by the Reception teacher/EYFS Lead. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets. The EYFS Lead meets to update the Headteacher as and when necessary to ensure that she is up to date with the important aspects of EYFS at Haughton School.