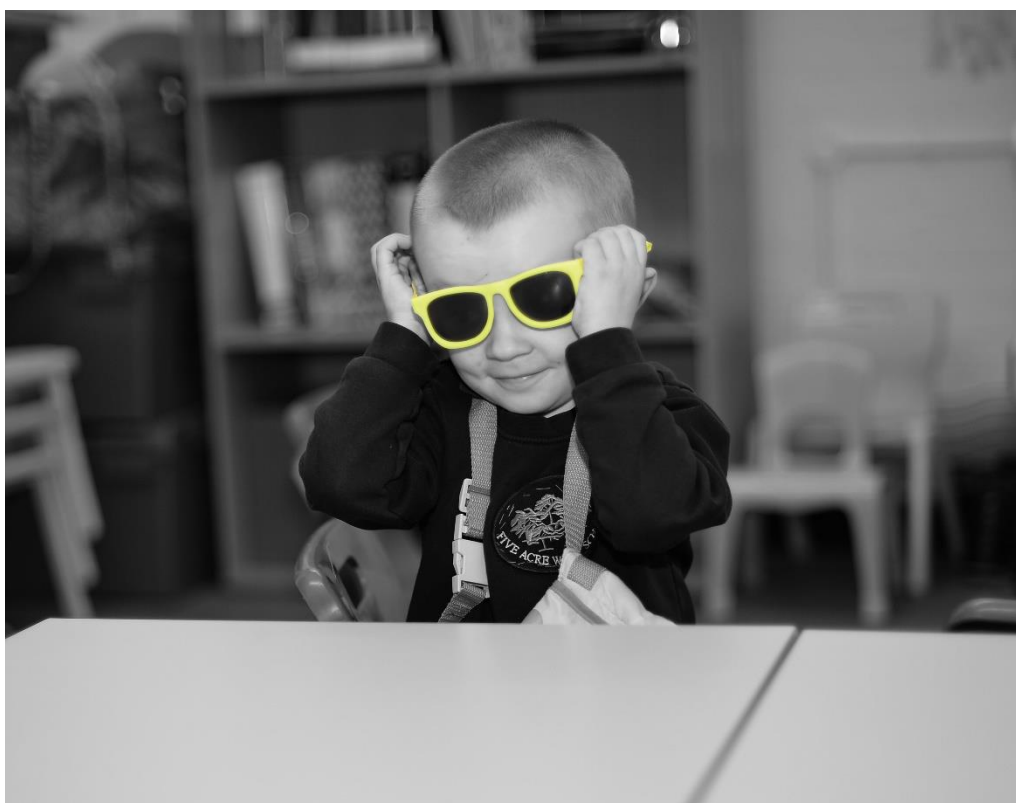


Early Years Foundation Stage

Here at Five Acre Wood School our EYFS is comprised of an Observation and Assessment Specialist Nursery and our Reception classes. Children attending the Nursery are referred to the provision through external agencies such as The Specialist Teaching And Learning Service (STLS) and Portage. They may range in age from two to four years old. Once attending the Nursery the highly qualified Nursery Teacher works in collaboration with parents and other key professionals to identify and support the specific needs of each child. This information then informs a personalised plan from which targets are set and progressed monitored. Children join the Reception class in the year in which they turn five. Starting full time education is a very exciting time and we aim to make learning fun and challenging. Both the Nursery and Reception classes base their approach on the revised EYFS curriculum and Development Matters. EHCP outcomes and therapy targets are holistically woven into a child's personalised learning experience. Children are provided a structured and stimulating curriculum in a caring and secure environment where they can feel safe to explore, investigate and learn through first hand experiences.



Transition into Five Acre Wood

At Five Acre Wood we recognise, value and encourage the contribution of parents and carers and from the beginning we aim to work in partnership with them to give their child the best possible start to their school life. Children and their families are at the centre of our transition process. For Nursery Admission the Nursery Manager carries out a home visit for each individual child. For Reception aged pupils an initial meeting is set up for each individual child to which we invite parents/carers and representatives from pre-school and multi agencies involved with the child. These meetings / visits provide the perfect opportunity to share valuable information, providing a detailed picture about the whole child thus allowing a smooth transition into school.

New children and their parents/carers are given the opportunity to meet staff, current members of the class and their parents/carers at a transition taster session. Once at school, parents/carers are continually informed of what their child has been doing at school and their progress via the

home/school diary, weekly photo diary, parent evenings, consultation meetings, Annual Reviews and by telephone or email. We welcome parents/carers to become fully involved in their child's education and to continue sharing information about their child's interests and achievements at home.

Curriculum

The revised EYFS curriculum is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

Three characteristics of effective learning are identified:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is organised into three 'prime areas' of learning and development and four 'specific' areas:

The '**Prime**' areas are;

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

The '**Specific**' areas are:

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



Teaching and Learning

At Five Acre Wood the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child initiated and adult led learning activities which are evaluated and used to inform our future planning. We use both the indoor and outdoor environments to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced.

Structure and routine are built into the day so that the children begin to understand what is expected of them and consistent approaches supported by visual cues are used so that anticipation of routines and activities is developed.

Makaton is consistently used to support communication. Additionally children are supported to communicate through the provision of a variety of different communication aids according to their individual need. Opportunities to practice and develop communication skills are planned into the day including sessions such as snack time and play times. The children are given regular opportunities to make choices and show preferences.

The children are supported to interact and build relationships with those around them through planned activities and experiences. Each child, their thoughts and their interactions are valued and they are encouraged to have confidence in themselves, and in their own ability and worth.

It is recognised that each child is an individual who will develop in different ways at varying rates. In the EYFS at Five Acre Wood we lay the foundations for each individual child to build on as they progress through their learning journey.



Moving On

Within the specialist Nursery ongoing review of a child's personalised plan takes place. This information may be used to support the formulation of an Educational, Health, Care Plan (EHCP). At the point of an EHCP being issued parents / carers in collaboration with The Nursery Manager and the Local Authority, will discuss suitable provision. This may include transition back to an appropriate mainstream setting or remaining in the specialist provision.

At the end of the Reception year we complete the EYFS Profile and put together a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Supporting evidence is captured in the 'evidence for learning' electronic assessment tool.

This information, along with any individual plans/equipment, reports from other professionals and information from parents/carers, is then used as the basis for discussion with the next class teacher in specific transition meetings.

In addition, during the Summer term towards the end of the Reception year the children take part in planned transition sessions, where they visit Key Stage 1 classes to join in with activities and explore new environments.

In this way we ensure that each and every child benefits from a smooth transition into Key Stage 1.

