

Teaching & Learning policy

Cluster of
Adderley Nursery School
Highfield Nursery School

Chair of Governing Body Sean Delaney

Local Committee 20 October 2022

UNICEF Article 28 Right to Education

Every child has the right to an education (Early Education Entitlement)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment (article 29). We believe children learn through play and have a right to play (article 31).

We follow the **Early Years Foundation Stage (EYFS 2021)**, the statutory framework that sets the standards for Learning, Development and Care for children from birth up to 5. It outlines what adults must do to help children learn and develop and be healthy and safe. The EYFS includes seven areas of learning and development, split into three age bands:

- Birth to three
- 3-4
- 4-5 (the reception year in school)

The EYFS prepares children for the National Curriculum. The seven educational programmes inform the curriculum design & content. These are the three prime areas of learning:

- Personal, Social & Emotional Development
- Physical Development,
- Communication & Language.

There are four specific areas:

- Literacy,
- Numeracy,
- Understanding the World
- Expressive Arts & Design.

The EYFS is about how children learn, as well as what they learn. High-quality early years education, with a strong focus on communication, is good for every child. It is especially positive for disadvantaged children. Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Our curriculum design reflects our knowledge and understanding of how young children learn, our statutory document (EYFS 2021) and non-statutory guidance documents including:

- Development Matters (Department For Education 2020 revised July 2021)
- Birth to 5 Matters – Guidance by the sector for the sector (Early Years Coalition 2021)

EYFS Statutory Educational Programme: Communication & Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

English as an additional language

Speaking more than one language has lots of advantages for children. Children will learn English from a strong foundation in their home language. It is important we encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence.

EYFS Statutory Educational Programme: Personal, Social and Emotional Development:

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to

make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Statutory Educational Programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS Statutory Educational Programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Statutory Educational Programme: Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot

connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

EYFS Statutory Educational Programme: Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Statutory Educational Programme: Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Parents as partners

Parents make a crucial difference to children's outcomes. Parents are children's first and most enduring educators. Each unique family must be welcomed and listened to. Practitioners have a responsibility to work with all families. (Birth to five matters 2021).

'What to expect in the Early Years Foundation Stage: a guide for parents' is a guide for parents, carers and guardians of children from birth to five years old. In each band there are suggestions about what a child may be doing, and how parents can help them. It's important to remember that children develop in different ways and at different rates. After each age band there are top tips for fun, playful experiences that parent and child can do together at home.

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

Every child has a key person who acts as champion to child and family. We promote Chat, Play and Reading in the home to support children's early learning. We promote learning through library loans, educational visits and website links to early learning. Parents access a Tapestry on-line record which contains a range of videos of staff modelling reading stories & singing rhymes. We offer Early Words Together – National Literacy Trust workshops to parents.

A progress check at age two must be undertaken between a child's second and third birthday. We assess together with parents to ensure early identification of need and plan action for every child. Practitioners provide parents with a short, written summary of a child's development in the prime areas of learning: communication and language, personal, social and emotional development and physical development. We discuss with parents how the summary can be used to support learning and development at home. We describe the activities and strategies we intend to adopt in our school to address any issues or concerns.

Impact of COVID 19 pandemic

Covid isolation has resulted in many children under five not accessing early childhood education and care. Many of our children starting nursery have very limited experience outside the home environment. Some of our children have temporary additional needs mostly due to limited socialisation or through not having early access to identification and support services before Nursery. Our artist in residence supports an art-rich curriculum which promotes children's health, resilience and learning.

Reflective talk

Staff teams have time to reflect and talk together to plan a curriculum to meet children's welfare and learning needs. We focus on time, pace and rhythm of early childhood practices that celebrate play. We also look for opportunities to reduce staff workload. Reducing unnecessary paperwork is a key aim of the new early years foundation stage (EYFS 2021) framework.

Curriculum Intent

The intent is for our curriculum to be inclusive and ambitious for all children and especially the most disadvantaged children in our community so all children thrive. A team of experienced and skilled, practitioners and leaders know what we want children to learn before they leave us. We offer a broad and balanced curriculum which is carefully sequenced to support children's progression in skills and knowledge. Progression and sequencing are connected to the different stages of child development rather than to the ages of children or the times of the year. Our progression model is based on 'typical' child

development with skilled practitioners drawing on their knowledge of child development milestones. Our understanding of 'Typical' development milestones includes learning to walk, talk & build relationships.

The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

- every child is a unique child, who is constantly learning and capable
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents
- children develop and learn in different ways and at different rates.

We have a multi-dimensional approach to pedagogy that values:

- Secure, rich and deep learning aligned to slow pedagogy & well-being
- The importance of early communication
- Minute by minute interactions
- Listening to children and having conversations
- Equality
- Enabling environments
- Parents as partners
- Observation so we know children's interests & achievement and use this professional knowledge to shape teaching and learning.

Importance of play & enabling environments

The main way that children learn in our school is through high-quality play and first hand experiences indoors and outdoors. These encourage social interaction, communication, movement and multi-sensory experiences which develop health, strength, co-ordination and thinking. This all takes place in an emotionally warm, secure and orderly environment underpinned by the key person approach.

The layout of each classroom in school has been influenced by the pre-schools of Reggio Emilia in Northern Italy where emphasis is placed on creating beautiful environments to support children's emotional, cognitive and social development. "There are three teachers of children: adults, other children and their physical environment." 'It has been said that the environment should act as a kind of aquarium which reflects the ideas, ethics, attitudes and life-style of the people who live in it.' (Malaguzzi, 1998)

Image of the child

Children are viewed as strong, competent individuals with their own ideas and theories about the world around them. The environment is designed, arranged, equipped and resourced to support this image of children.

Core experiences

The learning environment is set up with continuous provision which provides children with core experiences that are mostly offered every day, with a few offered less frequently. Core experiences include:

- Introducing children to literature and books
- Emergent writing
- Block play
- Malleable materials
- Role-play
- Cooking
- Outdoor play and gardening
- Small-world play
- Painting and colour mixing
- Modelling and making with boxes and other materials, including woodwork
- Music, movement and dance
- Sand and water
- Local trips and educational visits

Each core experience promotes learning across all seven areas in the Early Years Foundation Stage. This enables children to learn through repeated experiences which can be differentiated to match and extend their development, all the way from the earliest stages of EYFS to the ultimate Early Learning Goals.

Outdoor and nature play are particularly important in our curriculum due to our inner city location. Many children do not have access to a garden or regular access to parks or natural spaces. Access to outdoor and nature play supports children's well-being and access has been prioritised as a response to COVID 19.

Movement Matters

Children want space at all ages. Space, that is ample space, is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one's life in every limb, that is the life of early childhood." Margaret McMillan (1930)

Physical Development & Cognitive Development are linked. Brain connections are built from birth onwards, from all of our 'doing' experiences; the more 'doing' experiences, the more connections. Children learn about the world with their body.

Loose parts play

Children need environments they can manipulate and where they can invent, construct, evaluate and modify their own constructions and ideas through play. They require opportunities to develop ownership of the environment where they play. The introduction of loose parts such as scrap materials, sand and water increases the possibilities for children to engage in these types of behaviours.

Risk-benefit analysis

Our outdoor risk assessments include risk-benefit assessment. Risk-benefit assessment considers the benefits to children as well as the risks to provide challenge in play but offering protection from unacceptable harm.

Daily routines

A daily routine provides structure yet is flexible to meet the needs of children and prioritises play. For the most part children are able to choose who, what, when and how they interact with people and or resources in the learning environment, indoors and outdoors. Free-flow play which is self-chosen play moving between inside and outside promotes children's independence skills, allows children to progress at their own, individual pace, supports decision making and physical well-being.

There is a balance of child led learning and adult guided teaching, with adults that extend children's learning opportunities and provide on-going formative feedback. The proportion of adult guided learning is dependent on the development stage of the child.

Children's rights

Our school is a Rights Respecting School.

Article 28 Right to Education Every child has the right to an education. At our school we offer free early education 15 hours per week for all children aged 3 and 4. We offer 30 hours for qualifying working parents and free 15 hours for children aged two that meet certain criteria.

Article 29 Goals for Education Education at our school must develop every child's personality, talents and abilities to the full. We believe in a 'Respect for Childhood.' Our child is a unique, sociable, creative, independent, confident communicator who has a feeling of belonging. We offer a place where 'roots' and 'wings' are grown and 'feelings matter.' We want our children to know where home is, value 'family' and spread their wings. Our child is a citizen with rights. We aim to support children to learn about rights, learn through rights

and learn for rights, in a place where children's rights are learned, taught, practised, respected, protected and promoted. We link our planning to the articles.

Article 24 Health and Health services Every child has the right to the best possible health. At our school our children have access to drinking water and fruit at snack time. Children and parents have regular opportunities to learn about healthy foods and lifestyles through cooking, gardening, outdoor Nursery, forest school and weaning and oral health activities. We complete Development checks for 2 year olds and liaise closely with health visitors to support our children.

Article 2 Non-discrimination Our school is committed to providing equality of opportunity and anti-oppressive practice for all children and families. At our school we welcome everyone and respect each other's sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

Article 19 Protection from violence, abuse and neglect Our school is committed to safeguarding and promoting the well-being of all children and expects our staff, volunteers and students to share this commitment. At our school safeguarding children is the responsibility of everyone. Our Designated Safeguarding Leadership team works together to problem-solve, make decisions and manage risk. All practitioners access professional development opportunities to ensure there is a cycle of continuous improvement in practice.

Article 3 Best interests of the child The best interests of the child must be a top priority in all decisions and actions that affect children. At our school our curriculum is child-centred and based on children's interests and learning needs. Each child & family has a named key person who acts as a champion for child & parent. We work in partnerships with parents. Our school is committed to safeguarding and promoting the well-being of all children. At our school safeguarding children is the responsibility of everyone. Sometimes this might mean that we will need to share information with external agencies to ensure children's safety.

Meeting children's universal needs

All young children have a right to a range of services to meet universal needs including:

Access to an Early Education Entitlement

Access to Health services: GP, dentist, health visiting service & development checks

When young children have their education & health needs met:

- They enjoy and participate in learning activities, have access to books, toys and age appropriate learning.
- There are good links between home and school
- They experience success and achievement

- They access a healthy diet and nutrition
- They have good hygiene
- Their developmental and health checks/immunisations are up to date
- They meet their developmental milestones
- They have good quality early attachments
- They are able to adapt to change
- They are able to understand others' feelings
- They respond appropriately to boundaries and constructive guidance
- They demonstrate age appropriate self-care skills
- They demonstrate resilience
- They demonstrate good emotional wellbeing

Adapted from Right Help Right Time, Delivering effective support for children and families in Birmingham - Guidance for Practitioners Version 5 BSCP December 2021.

Curriculum Offer

All of our children and families access a universal offer in Nursery. Some of our children and families access our targeted offer and a small number of children and families access our specialist offer. This approach means we are not offering everything to everybody all of the time. We know typical additional pathways to support and our offer is accessed at identified point of need. Mapping out our provision enables us to increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards.

Universal

Range of support available to all pupils.

A culture that values and supports the learning and well-being of all pupils demonstrating an inclusive setting ethos.

Quality First Teaching

- Regular daily routines that promote emotional well-being and support independence.
- On-going monitoring of progress using assessments related to the EYFS 2021 including additional standardised/diagnostic tests when needed e.g. EYFS - Development Matters/ Birth to Five, WELLCOMM, PIC, ESDJ.
- Quality First Teaching incorporating a multi-sensory curriculum and continuous provision.
- Activities, materials and communications, which take in to account individual needs and interests. (Differentiated teaching)
- Communication Rich Environment – the use of language is simplified and supported where necessary by objects of reference, photos, pictures, signs, Makaton, visual timetables, Now and Next.
- Promoting vocabulary development and effective social communication in everyday teaching and learning.
- Modelling of skills, outcomes including modelling of effective communication between adults.
- Prompting and scaffolding to support independent learning.
- Assessments in the moment to allow for immediate feedback and timely interventions to progress learning.
- A positive classroom environment in which pupils are actively learning behaviours such as resilience, reciprocity, reflectiveness, resourcefulness e.g. conflict resolution, Mindfulness, TIASS Mind-Mindedness.
- Children receive regular, considered personalised praise for their efforts, progress and achievements.
- Time limited specific support to help fill gaps in pupils' learning e.g. nurture groups, language groups.
- Planned interventions from a qualified teacher, implemented by key workers in the classroom to support differentiation.
- Access to specialist resources to support access to the curriculum e.g. fiddle toys, multi-sensory materials.
- Access to nurturing and empathetic adults/ key persons.

Physical Environment

- Classroom layout and surroundings which take into account the needs of the children with SEND e.g. use of visual cues, access to sensory materials to support well-being.
- System in place to ensure child has access to an identified quiet space.
- Use of visual timetable, objects of reference, signs and symbols to prepare child and ease transitions throughout the day.
- Appropriate environment for medical interventions and meeting personal hygiene needs, dependent on the needs of the child.
- All areas outside and inside supervised at all times.

Staffing

- Time set aside for teachers and key persons to plan and review children's' needs together.
- Staff available at all times to support well-being as necessary and as appropriate.

- Support for basic eating, medical or personal care.
- Outside agencies are utilised to build the school's capacity to respond to a range of children's needs and learning styles, including making changes to the learning environment e.g. Communication Autism Team, Sensory Support
- Staff have a range of on-going training opportunities to support and meet the needs of children within the school.
- Staff available to check assistive technology e.g. hearing aids as part of the daily routine.

Targeted Provision Targeted

Describes what some children will receive if they do not make the expected progress with Universal provision.

- An individualised SEND plan is in place following the graduated approach. SMART targets are set and progress towards those targets is recorded. The learner's views and wishes are reflected in the setting and/or monitoring of the targets set which are regularly reviewed and updated by teaching staff in conjunction with the SENCo and parents/carers. One or more outside agencies may be used to support target setting as appropriate.
- Regular structured teaching activities are given to a small group of children (following advice and guidance and possibly training from an outside agency) to help them meet clearly defined targets e.g. Speech and Language Therapist. Progress is recorded. e.g. social interaction and communication, language and communication, problem solving, language and communication, literacy, numeracy, or fine and gross motor skills.
- Child received extra support from adults to follow consistent, regular daily routines e.g. personalised visual reminders, instructions which are broken down into shorter chunks.
- Child is prepared for changes to routines/activities/staffing at a small group or individual level.
- Involvement of outside agencies to assess, provide advice and review the child's progress over time (following an assess, plan, do review cycle). E.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy.
- Extra individual support over a lunch time period for a specific purpose e.g. intensive interaction communication, turn taking, developing gross motor and fine motor skills.
- Support for medical/nutritional/ checking and maintenance of equipment/personal care as advised by an outside agency e.g. giving insulin injections, tube feeding.

Specialist

Extra type of support that a few children might receive if targeted provision does not enable them to make consistent progress.

Higher needs provision is set out in the 4 broad areas of need as set out in the SEND CoP 2015.

Communication and Interaction

- Structured, regular small group or one-to-one targeted support teaching or activities delivered 3 or more times per week for by trained staff with ongoing advice and guidance from an outside agency.
(X times a week for X minutes)
- Individualised support for social interaction and communication e.g. Intensive interaction Communication.
- Activities and teaching to help children use skills in different situations throughout the session(s) following ongoing advice and review from outside agency e.g. use of symbols, Picture Exchange System, Objects of Reference, photos, Makaton
- Child specific changes to the environment following advice from an outside agency.
- A key member of staff from the setting with appropriate training and supervision available from outside agency to support children when needed.
- Regular, frequent access to a calm space when needed e.g. when the child is overwhelmed by noise, distractions or heightened levels of anxiety.

- Ongoing support, advice and training from outside agency e.g. Speech and Language Therapist, Occupational Therapist, Specialist Teacher.
- Use of alternative communication systems for a child with e.g.
 1. Significant hearing loss e.g. British Sign Language
 2. Visual impairment e.g. large print, specialist sensory materials

Cognition and Learning

- Highly personalised curriculum which is reviewed and monitored termly and is needed because the child is working significantly below typically developing peers, as evidenced by setting's own data or from information from outside agency such as Educational Psychologist.
- Specific teaching and practice of education focused skills, which support the transition into adulthood.
- Intensive, ongoing, highly targeted support for learning, likely to involve individually targeted teaching for significant parts of the setting day e.g. direct teaching of 1 skill at a time, daily practice, and earning tasks broken down into their smallest steps.
- Regular liaison between outside agency and setting staff termly about specific programmes and targets for the learner. This may be co-ordinated through SEND reviews, Team Around the Child Meetings, SEND Locality Planning Meetings, Specialist consultations with Occupational Therapist or Speech and Language Therapist
- Highly structured routines with individual support and/or prompts e.g. use of photographs, symbols, objects or reference.
- Enhanced transition arrangements between home and setting e.g. 1 to 1 support for transitions at the beginning and end of the day.
- Access to an adult facilitating lunch times to enable and support social interaction with peers e.g. through the provision of structured activities that develop the child's pro-social skills/experience – eating lunch together with peers.

Social, Emotional and Mental Health

- Frequent access to, or exclusive use of a quiet space e.g. to help the learner manage their emotional state, reduce risk of harm to staff or other children and/or reduce the need for prolonged and frequent use of physical intervention.
- Prioritised access to a space, which feels safe to the child and where they will find familiar friendly faces.
- A highly personalised approach to the curriculum informed by the social, emotional, and mental health needs of the learner, and which is reviewed half-termly (possibly with outside agency) to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.
- Access to ongoing, highly targeted therapeutic support from suitable qualified, trained and supervised staff e.g. access to mindfulness and multi-sensory activities, use of mind-mindedness, work focused on thoughts, feelings and behaviour, emotional literacy.
- Highly structured routines communicated with visual supports and prompts.
- Access to a workstation or safe space to reduce emotional and sensory arousal when appropriate.
- Daily teaching of skills by experienced staff to address agreed targets on the child's pastoral support/ individual behaviour plan e.g. ABC - highly targeted support observations of the pupil's interactions with others with immediate helpful feedback.
- A safer handling plan using Team Teach strategies/individual behaviour plan in place, which is followed by all the staff involved with the pupil and reviewed at least half-termly in consultation with the pupil and parents/carers.
- Individual risk assessment to identify dangers and inform when and how the child needs extra support.

- Additional arrangements for movements within the setting and/or between home and setting e.g. hand to hand transfer, daily meet and greet with an identified member of staff.
- On-going assessment, support and advice and training for setting staff from outside agencies e.g. Educational Psychologist, Forward Thinking Birmingham.

Physical and Sensory

- Fundamental changes to teaching and learning methods to meet the individual needs of the child e.g. hand over hand support, support for moving, low vision aids as advised by an appropriate outside agency.
- Access throughout the setting day to staff who are trained to meet the specific needs of the child and increase their independence e.g. enhanced hearing equipment, low vision aids, manual handling, meeting health needs, offering reassurance and emotional support.
- Individual risk assessments to inform when and how the child needs extra support.
- Sensory circuit or individualised and tailored support for sensory differences.
- Pupil specific changes to the setting indoor and outdoor environment to enable a child to fully join in with the whole curriculum and/or learning materials e.g. response to a visual/hearing/sensory differences audit.
e.g Individualised Sensory Support plan.
- Significant individual adaptations to curriculum and/or learning materials e.g. because the child has a severe visual impairment or sensory processing difficulties.
- Intensive support for social interactions e.g. use of signed support for learner with hearing loss in both ears.
- Personalise curriculum e.g. because the child has a range of physical/sensory needs including significant difficulties moving around.
- Access to aids and equipment for mobility and learning.
- Suitable, identified area for personal care, physiotherapy programmes, quiet areas.
- Personalised and agreed intimate care plan.
- Personalised medical care plan as completed by specialist nurse or medical professional e.g. allergy with AAI, asthma with inhaler, diabetes, tube feeding, epilepsy with rescue medication, catheter changes, BPAP, deep suction.
- Physical Management Plan supported by Physical Difficulties Support Service.
- On-going assessment, support, advice and training for all involved with the child by appropriate outside agencies e.g. Speech and Language Therapists, Physiotherapists, Occupational Therapists, Physical Difficulties Support Service, Sensory Support, Teacher of the Deaf, Teacher of the Visually Impaired, Communication Autism Team.
- Individualised planning and support for transition in to or out of setting e.g. home to nursery, nursery to Reception. nursery to nursery.

Observation-planning-assessment cycle systems

We are working towards a more principled and meaningful approach to assessment. We assess what the children could do when they arrived, what they are working on now and what we want them to learn or be able to do by the time they leave.

We assess all children at milestone stages. As part of our assessment cycle we have established at what point each child will be assessed and at what point further assessment is required for some children and for what reason. We have reduced the amount of individual child observational documentation but increased time to talk about children. We think these changes will reduce staff workload.

We use the Progress Check at aged 2 (D of Education non-statutory guidance 2022) to assess our younger children.

For more information refer to our Annual Assessment Cycle summary.

Transitions

We use a Birmingham Transition Approach transfer document for children moving on. The aim of the Birmingham Transition Approach is to develop a consistent approach to early years' transitions.

The approach

- Focuses on the child's journey
- Includes and values input from the child's family
- Uses a "Tell it once approach"
- Is sector informed
- Meets the needs of children and families with SEND
- Values families diverse and cultural needs

Inclusion and Special Educational Needs

We believe that every child is entitled to an education that allows them to achieve well, in an educational setting that meets their individual needs.

In line with the Code of Practice we will ensure:

- All children have the right to a broad, balanced, relevant and differentiated curriculum.
- All children have a right to learn in a caring, considerate and inclusive environment, where the staff and children are all valued for their contribution to school life.
- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes.

We are committed to...

- The early identification of additional needs.
- Working in partnership with parents.
- Providing, within available resources, the highest possible quality support and inclusive education for all children.
- Providing a high quality, accessible learning environment for all children both inside and outside.
- Ensuring that all children's progress is monitored, recorded and reviewed.
- Recognising the rights of the child and ensuring that inclusion and equal opportunities are embedded in our practice.
- Providing opportunities for staff to receive relevant training.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

For more information refer to our Inclusion and Special Educational Needs Policy.

Understanding and implementation of the characteristics of effective learning

These characteristics explain how young children learn:

- 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

Intended Outcomes by 36 months	Intended Outcomes by 48 months
Personal, Social & Emotional Development	
Shows an interest in others and makes new relationships Explores new environments	Can play with others, sharing what they are using with help Plays imaginatively with other children Confident to have a go and try new things
Communication & Language	
Responds to questions and instructions Asks for help if they need it Speaks in simple sentences	Talks about what they are doing and things they remember Starts conversations with familiar people and asks questions Listens when they are in a group with other children.
Physical Development	
Uses the toilet with some support Moves around their environment with awareness and control Manages a range of equipment purposefully	Can dress themselves with some support Gives new challenges a go and is aware of their own safety Uses resources with some control, e.g. can pour from a jug into a cup.
Literacy	
Enjoys sharing books with adults Uses simple marks including lines, curves and circular movements.	Looks at books and has some favourites. Makes marks to represent their name and talks about their drawings. Knows the difference between pictures and words.
Mathematics	
Shows an awareness of number Uses mathematical language in their play	Beginning to count objects in their play Understands how different shapes fit together Will notice who has more or less
Expressive Arts & Design	
Explores and plays with a wide range of media and materials	Creates with increasing thought and purpose Know about and appreciate the work of others
Understanding the World	
Explores natural materials and the natural world Talk about their family and people important to them	Show interest in the lives of others, understanding the differences between people. Know about different beliefs and celebrations Show care for the environment and living things within in Observe closely and find out about the world around them

Refer to our Curriculum Goals document for more information.

Literacy

Early reading & readiness for phonics

Children come to our schools with different early reading experiences. The focus is not on who is ready for more. There is not a time when children are ready. They become ready by doing it. Children not ready need our focus and need more.

Our school follows the simple view of reading that has two strands:

- 1 Language Comprehension which starts at birth
- 2 Word reading which starts with systematic phonics in the primary reception year.

Before the primary reception year we are laying the foundation of reading in our school by refining:

1. Phonological awareness (Rhythm & rhyme at word level)
2. Phonemic awareness (Discriminate speech sounds - alliteration, oral blending & segmenting)
3. Awareness of print (DM Birth to 3 – Notice print)

Letters and Sounds Phase 1 Foundations of phonics

- Sound discrimination (Environmental Sounds)
- Sound discrimination (Instrumental Sounds)
- Sound discrimination (Body Percussion)
- Rhythm & rhyme
- Alliteration
- Voice Sounds
- Oral Blending and segmenting

Non-hierarchical and planning for all aspects all of the time.

Range of contexts:

- Group time
- Supported play
- Singing
- Story
- Transition Time

Adult –led -

Voice sounds, nursery rhyme bag, percussion instruments, rhyming object boxes, oral blending & segmenting, extend to Simon Says movement game

Phase 1 Plus

1. Auditory & visual memory
2. Visual discrimination skills
3. Vocabulary & movement

Using Phonics Terminology

Letter – Grapheme

Sound - Phoneme

Basic grapheme-phoneme correspondence - matching letters to sounds

Talking about letters

Name work - Recognising that a focus on writing children's names can take children into a much later stage of phonics usually found in Reception or Year 1. Eg 'George'. This requires adult scaffolding to talk about letters and sounds.

Letters and sounds combine to create words.

Skills for reading - Blending

Skill for writing - Segmentation

Evaluating Phase 1 provision

What activities and experiences are planned?

When in the day do the activities and experiences take place?

Where in the day do the activities take place?

How do the activities take place?

Who needs guidance, support and practice?

For more information refer to attached Planning Phase 1 provision.

IMPACT of our Teaching and Learning

Children's learning will be closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age.

We regularly **review our learning environments**. Staff meet every Friday to talk about the learning that has taken place and what we can do to enrich further learning.

Using reflective practices and strategies, we try to see our nurseries through the eyes of the children, understanding their experiences, their learning and what we can do to support them. We watch videos of children's play, study photos and share observations.

Senior leaders carry out **regular learning walks** to assess the impact of the teaching and learning environment.

Staff have regular time out of class to **reflect on their key children's learning**.

We have a **commitment of staff training** which continues to build on staff knowledge of child development and the quality delivery of the early years curriculum.

Review October 2023