



Kemball School

"We can because we try"



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EYFS Policy 2026-28

Our Vision

Orchard Community Trust vision:

*Flourishing together, our Early Years settings working in unity to inspire life-long, courageous learners.
Through equitable opportunities, everyone feels valued, confident and inspired to learn.
Our diverse children thrive within our nurturing and inclusive environments.*

Orchard Community Trust mission statement:

*We have an unwavering commitment to providing the very best start in life for every child within our diverse communities.
Our core purpose is for children to flourish. Our passionate staff and children learn side by side, exploring a wide range of strategies and working collaboratively to ensure each child thrives within our nurturing environments.
We strive to create an inclusive culture where every child feels seen, valued, and empowered to reach their full potential*

Kemball School EYFS vision:

Our EYFS provides an individualised curriculum that focusses on developing the foundations for learning and works towards building concentration, interaction, communication, engagement and independence. Our aim is for children to build the skills to enable them to be confident and independent learners as they move through the school, placing a heavy focus on the prime areas of learning- Communication and Language, Physical Development and PSED alongside the EHCPs to maximise the progress of all of our pupils and enable every child to flourish.

Our Aims:

Kemball School aims and purposes:

- *To maximise each pupil's potential by enabling him/her to achieve as much independence as possible and to enjoy a quality of life which is both stimulating and rewarding.*
- *To create a positive and professional environment which is achieved by offering a broad, balanced and relevant curriculum catering for the needs of the individual.*
- *To promote a supportive partnership involving pupils, parents, professionals and others concerned with the life of the school.*

The UN convention for the rights of the child state that children have a right to education without discrimination and that education should ensure children respect and understand the rights of others.

We will provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Kemball School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including any additional educational or medical needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do and their interests, assessing their individual needs and helping each child to progress. The interests of the children form a large part of the curriculum as we understand that this has a positive impact on the way that children learn.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions, along with the voice of the child.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide a range of experiences for all children, whatever their needs.

The Principles of EYFS

The Four Principles

1. A Unique Child

Every child is recognized as an individual with their own strengths, interests, and ways of learning. Children are resilient, capable, confident, and self-assured, and practitioners focus on supporting each child's personal growth and development rather than expecting uniform progress

2. Positive Relationships

Children learn best through secure, supportive relationships with adults and peers. Strong partnerships between practitioners, parents, and carers help children feel safe, valued, and confident, fostering social and emotional development.

3. Enabling Environments

The environment plays a crucial role in learning. Settings should provide stimulating, safe, and accessible spaces that encourage exploration, curiosity, and engagement. Practitioners adapt the environment to meet children's individual needs and interests, promoting independence and creativity

4. Learning and Development

Children develop and learn at different rates, and the EYFS emphasizes holistic development across all areas. Practitioners observe, assess, and respond to children's learning in the moment, supporting both planned and spontaneous learning experiences

Early childhood is the foundation on which children build the rest of their lives. At Kemball School we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The early years are the crucial time for developing children's enjoyment of learning, their engagement and motivation.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Effective Early Years Education at Kemball

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon seven features of effective practice

- 1- The best for every child
- 2- High quality care
- 3- The curriculum
- 4- Pedagogy- the way we help children to learn
- 5- Assessment- checking what the children have learned
- 6- Self-regulation and executive function
- 7- Partnership with parents

1. The Best for every Child

At Kemball School we believe that all children have the ability to succeed at any level and strive to maximise the progress of all pupils. All children, regardless of special educational needs and/or medical needs are supported as appropriate to enable them to access the curriculum fully.

The EHCP lays the foundations for the individual needs of the pupils alongside assessment through 'Development Matters' and as such provides the basis for the provision within the classes. Our pupils are diverse and individual in their needs and it is the expectation at Kemball that the environment, provision, teaching, and learning opportunities are adapted to the needs of the current cohort in order to meet their individual needs and this should be evident across all areas of learning.

Examples of adapted provisions may include:

- Communication and Language
 - individual communication aids including PECs, communication books, communication boards, and switches.
 - 1:1 intensive interaction sessions
 - Whole class communication sessions such as TACPAC
 - 1:1 SALT sessions
 - A wide range of communication aids within the provision to enhance communication opportunities alongside high quality adult interactions.
- Physical Development
 - Floor area for less mobile pupils to practice core skills such as sitting, kneeling, crawling, rolling, and crossing the midline.
 - Individual physiotherapy interventions such as using standers, changes of position, walking interventions and sit to stand.
 - Whole class physiotherapy interventions alongside skilled practitioners practising key skills.

- Sensory diet areas to meet individual sensory needs (proprioceptive and vestibular)
- Access to appropriate equipment for more able pupils such as scooters, bikes, climbing frames and balance beams to improve gross motor skills.
- Fine motor activities that meet the needs of the pupils such as grasping activities, hand strength and use of tools.
- PSED
 - Calming spaces which may include sensory equipment such as lights or sensory diet according to needs.
 - Individual toolboxes to support co-regulation and self-regulation
 - Communication aids to enable pupils to communicate about their care needs.

This is not an exhaustive list of all provisions that could be made but provides examples of some adaptations that may be seen within our provisions. In addition to the above, provision for the specific areas of the EYFS (Literacy, Mathematics, Understanding the World and Expressive Arts and Designs) could be seen through:

- Use of adapted communication aids to support understanding.
- Inclusion of special interests within the provision to maximise engagement. E.g. dinosaurs or cars.
- A wide range of inclusive, motivating and developmentally appropriate books featuring puppets, textures, sounds, etc.
- Multisensory adaptations within activities to meet additional needs such as visual impairments.
- Wet and dry sensory play opportunities.
- Family photos and school photos within role play to engage the children in their own past and present.

We value the diversity of individuals within the school. All children at Kemball School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

2. High quality care

All staff within Kemball receive the appropriate training to meet the care needs of our pupils including specific medical care training, manual handling, risk assessment training, physiotherapy support, and ongoing safeguarding training. In addition to this, all staff working within EYFS have had paediatric first aid training and receive regular CPD on the updates from the statutory framework including changes to safer eating, privacy, and safer sleep (not for napping as a regular occurrence but for those who do sometimes fall asleep in class).

Many of our pupils have individual physical needs and staff are appropriately trained to support our pupils in their care and physical needs through manual handling and physiotherapy. Manual handlers and physiotherapists are available in school regularly and staff can seek support from them at any time. In addition, the medication lead (Kathy Walsh)

and SLT provide support for staff in any queries and have the appropriate training needed to support.

In addition to support for all pupils from the teacher, each pupil within EYFS at Kemball also has a key worker who is aware of that pupil's individual targets and needs. Whilst all staff will work with the children in their class, the key worker supports their pupil in feeling safe and secure, co-regulating and in maximising their engagement through high-quality interactions. They support the pupils alongside other staff in their communication and help to reduce frustration and dysregulation by forming a strong bond that supports the pupils in their unique learning journey.

We are responsive to and encourage many forms of communication (including AAC) used by the children and we respond appropriately. This incorporates both verbal and non-verbal communications. We understand that children are learning to be independent and we encourage this, whilst also acknowledging that sometimes this can lead to frustration which is exhibited in different behaviours. We strive to look for the communication behind the behaviours and put the appropriate interventions into place to support them in their regulation which could include, time with their key worker, calming strategies, sensory diet and/or use of individual toolboxes.

Transitions such as coming to school are big steps for small children (and their parents) and we support appropriately through our induction process.

During the Term prior to starting at Kemball School the following provision is put into place to support the children in a smooth transition:

- 2 x Stay and play sessions (Spode 1) for children and their parents or carers to allow them to visit the school and play.
- Individual visits to former settings where stay and play can not be attended or for our multi-sensory pupils where 1:1 visits are more appropriate due to the complex needs of the pupils.
- Transition meetings with SLT, new teacher/class staff, parents/carers, and any previous settings to discuss the new pupils.
- 2 x Transition days alongside a practitioner from their previous setting (if possible) to settle in with the new class and staff.
- Social stories about starting school.
- Coffee morning during the transition days for new parents to meet our Home-school links officer (Rochelle Corbett) and SLT.

We also have an introductory coffee morning for new parents in the first term to introduce the curriculum and to allow the parents to see their children in their new setting.

3. The Curriculum

The EYFS curriculum at Kemball School is tailored to the needs of the children in the cohort at that particular time.

The curriculum is run on a two-year cycle of topics that change half-termly. These give the children opportunities to access a broad and balanced curriculum whilst developing skills required for continued learning. We use Development Matters as our non-statutory guidance. We also respond to the interests of the children and build these into our planning.

Learning and development takes place within seven areas of learning. These shape our curriculum. They are all important and are inter-connected. The prime areas of learning are particularly important for building a foundation for children's learning, curiosity and forming relationships.

For further planning information, please refer to the pathway handbook specific to the class. Pro-formas that are specific to EYFS can be found in Appendix 1.

Prime Areas

The prime areas of learning are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Communication and Language

The Early Learning Goals for Communication and language are focussed on

- Listening, attention and understanding
- Speaking

Communication and Language forms the foundation for all future learning and underpins all seven areas of learning and development. At Kemball school, we use a Total Communication approach that incorporates a range of forms of AAC, gestural communication, verbal communication and sign. Staff in EYFS know the pupils well and that they can communicate in a variety of ways including facial expressions, vocalisations and actions in addition to the above. We focus on a language rich environment that exposes the children to a wide range of vocabulary and communication methods so that we are able to find the best method of communication for each pupil and maximise their opportunities for both receptive and expressive communication.

Communication and Language is integrated across the provision with many opportunities for language development throughout the day but language exposure and communication skills are explicitly taught within the school day through the following:

- Daily snack sessions focussing on food motivated communication
- Day board sessions
- 1:1 opportunities throughout the day for intensive interaction.
- Daily story time
- Daily use of songs and rhymes for teaching sessions and transitions
- Attention Autism sessions focussed upon receptive communication and interaction.
- TACPAC or sensory massage sessions to encourage gestural communication (dependent upon cohort)
- Sign and Sing sessions

Physical Development

The Early Learning Goals for Physical Development are focussed on

- Gross motor skills
- Fine motor skills

At Kemball school we have a wide variety of physical needs. Physical Development-care and lays the foundations for future physical independence, selfc and access to key skills such as writing, investigation, and artistic expression. We strive to support all children to maintain and improve their physical abilities and are aware that the early years are the key time to develop these skills ready for future learning and independence.

Gross motor skills are supported both on a group and individual basis. For those who need individual physiotherapy support through interventions and/or specialist equipment including standers, walkers, wedges, Acheeva beds, and sit to stand ladders. This is supported by the physiotherapists in school and daily opportunities are given to pupils to access appropriate interventions, especially in the multi-sensory pathway and their 'My Independence' afternoon sessions (please see Multi-sensory pathway handbook for more information). Pupils in the engagement pathway who need this access their interventions on a 1:1 basis with their key worker throughout the school day. In addition, we also have trained rebound therapists in school and 'Positive Steps' and selected pupils will have access to additional interventions through this.

More physically able pupils have access to specific equipment within the provision to support with their gross motor skills such as the adventure playground, bikes, scooters, climbing frames and sensory diet equipment such as spinners and continue to work on their own gross motor targets to enable them to build stamina, balance, play skills, turn taking, stability, co-ordination and core strength

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Children at Kemball School have repeated and varied opportunities to explore and play with small world, puzzles, arts and crafts, sensory play including a-frames, the use of tools and access to a variety of tools that make fine motor activities accessible where they may otherwise not be e.g. table top scissors.

In addition to the integrated and individual provision above, pupils in EYFS also have access to the following explicit teaching opportunities to develop their physical development throughout the week:

- Weekly swim sessions (wherever possible)
- 2 x weekly access to the soft play area to develop gross motor skills
- 'My Independence' sessions for multi-sensory pupils
- Weekly PE sessions for physically able engagement pupils exploring key skills such as dance, gymnastics, games, and ball skills (physio at this time for pupils who need)

- Daily disco dough or Write Dance sessions to develop fine motor skills.
- Daily opportunities to access writing skills and fine motor activities within the continuous and enhanced provision as well as adult led activities

Personal, Social and Emotional Development (PSED)

The Early Learning Goals for PSED are focussed on

- Self regulation
- Managing self
- Building relationships

PSED is crucial for children to lead healthy and happy lives and is fundamental to cognitive development. At Kemball School we believe that strong, warm and supportive relationships with adults enable the children to learn how to understand their own feelings and the feelings of others. They are supported to manage emotions (using AAC, positive touch and sensory diet techniques as appropriate) develop a positive sense of self and to show perseverance when faced with challenges. Adults guide interactions with other children in order to teach children how to make friendships, co-operate and resolve conflicts. Adults support them to manage their personal needs such as eating and toileting.

All pupils within the EYFS classroom have a key worker who knows them well and supports them in their co-regulation, engagement and in building strong relationships. The role of the key worker is essential in supporting the pupils and parents alongside the teacher and whilst all staff will work with the pupils in the class, the key worker helps to support emotional wellbeing and build positive and strong bonds.

In addition, pupils will have the following opportunities throughout the week to learn explicit skills needed for PSED:

- Daily toileting including hand washing, communication and self-care skills
- Daily toothbrushing
- Daily support to develop feeding and communication skills at lunch and snack times.
- Daily support to recognise emotions and to regulate these with support (Zones of Regulation is used to support recognition of emotions)
- Access to sensory diet where needed
- Daily opportunities to develop play skills and choice making within the continuous with two additional play sessions within the engagement class to explicitly teach play skills such as turn taking.

Specific Areas

We also support children in four specific areas through which the prime areas are strengthened and applied.

The specific areas of learning are:

- Literacy.

- Mathematics.
- Understanding the world.
- Expressive arts and design.

Literacy

The Early Learning Goals for literacy are focussed on

- Comprehension
- Word reading
- Writing

Language comprehension develops from birth when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. At Kemball we understand the importance of the enjoyment of sharing books and we support this through a regular sensory story session alongside daily story/rhyme time.

At Kemball we recognise that phase 1 phonics play is an important part in the development of sound recognition and exploration. This is therefore built into the curriculum and includes instrumental sounds, body percussion, rhyme and alliteration and sounds in the environment. Pupils access RWI phonics daily starting with sensory exploration of sounds and leading onto developing early reading and writing skills. This can lead on to word reading including decoding and recognition of familiar words e.g. their name. We realise that for some children this would include the 'reading' of symbols and provide multiple opportunities within the provision to access this.

The development of writing begins with fine motor development (see Physical Development) and early mark making and children are given opportunities to make marks in a variety of ways and with a variety of tools (adapted where necessary). For those children for whom physical limitations prevent handwriting, but are able to compose there is the opportunity to use alternative methods of recording.

Pupils have the following opportunities to access literacy within the school day:

- Daily RWI phonics sessions adapted to the needs of the pupils
- At least once daily story time
- Daily songs and rhymes for both education and transitions
- 2-3 x weekly sensory story
- Book corner access with adapted resources for our pupils
- Story trays within continuous provision
- Daily disco dough or Write Dance sessions
- Daily access to writing/fine motor activities within the continuous provision.

Mathematics

The Early Learning Goals for Maths are focussed on

- Number

- Numerical patterns

At Kemball School we encourage children to develop a secure base of mathematical knowledge and vocabulary from which mathematical development is built on. Children are given opportunities to develop spatial reasoning skills across all areas of mathematics including shape, space and measure. We have a strong focus on the use of manipulatives and give children frequent and varied opportunities to build and apply their understanding including problem solving. This includes taking maths out into the real world e.g. visiting the shops.

The pupils have many opportunities to explore mathematical skills throughout the week but the pupils have the following opportunities to explicitly learn mathematical skills:

- Maths area within continuous provision
- Half termly enhanced provisions focussing on key areas such as counting and shape.
- Daily number rhyme time
- Dayboard exploring counting, days of the week, colours, and time (through timetable)
- 1-2x weekly sessions in the light room exploring colour, shape, problem-solving and pattern

Expressive Arts and Design

The Early Learning Goals for EAD are focussed on

- Creating with materials
- Being imaginative

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. At Kemball School we are conscious of the sensory needs of our pupils and children are encouraged to explore within their tolerance levels and programmes are put in place to increase children's tolerance of sensory experiences where appropriate. We offer children a wide variety of activities for them to see, hear and participate in as this is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We recognise that the frequency, repetition and depth of their experiences are fundamental to their progress in interpreting what they hear, respond to and observe.

Pupils have the following opportunities to develop their EAD skills throughout the school week:

- Weekly Music sessions focussing upon key skills
- Daily songs and rhymes
- Access to adapted pretend play at a developmentally appropriate level which could include role play areas, small world, or story telling sensory trays.
- Regular opportunities to access artistic activities such as sculpture, painting, and mark making

Understanding the World

The Early Learning Goals for Understanding the World are focussed on

- Past and Present
- People, culture and communities
- The natural world

Understanding the world involves guiding children to make sense of their physical world and their community. We recognise that due to the nature of the needs of our children they may not have the same opportunities in their home lives to experience a wide variety of activities that typically developing peers may. The frequency and range of children's experiences increases their knowledge and sense of the world around them. At Kemball we start this exploration by focussing on our pupils, our school, families and the home, broadening this out to include our community, city and studies of other places over the course of the school year. Children are taught to respect the natural world and we provide them with as much access to outdoor provision as we can throughout the year to expand their knowledge within this area although this may be adapted for Doulton 1 due to difficulties with temperature regulation.

We recognise that not all pupils have the same opportunities or exposure to life outside of their home or school and as such try to provide as many enriching opportunities as we can through the school year. This may include visits to parks, museums, zoos, places of worship as well as visiting adults such as the animal man or Morris Dancers. We also provide children with a range of activities related to their culture both through our curriculum and through the inclusion in whole school events such as RE days, school performances, school celebrations, and Cultural Studies week.

In line with the new guidelines from the statutory framework, the use of screens is kept to a minimum other than for educational purposes

Through the school week the pupils have access to the following opportunities to develop their understanding of the world around them in addition to the many enrichment opportunities that we provide throughout the school year:

- Topic activities incorporated into the provision and within adult led sessions that continue to focus on key skills as well as providing exposure to a range of topic themes.
- Story time including a wide range of cultures, backgrounds, and diverse themes
- Spode 1 have weekly nature sessions to explore the wooded area in school
- Outdoor provision provided wherever possible
- Exposure to a range of music and cultures
- Half termly RE days looking at a different celebration
- Weekly class worship sessions focussing on the same theme as the RE days
- Floor book sessions exploring the personal history of the class and their achievements

4. Pedagogy

 ORCHARD –Community Trust– Courage - Unity - Equity		OCT EYFS PEDAGOGY IN PRACTICE Our practice is rooted in theory – visible in every child's experience.	
STRAND	THEORISTS	KEY IDEA (THEORY)	WHAT YOU WILL SEE IN PRACTICE
1. EFFECTIVE INTERACTIONS 	Maslow	 Hierarchy of need	Children's basic needs are met. Adults consider the 'why' and 'what' children need before learning.
	EEF (ShREC)	 Tune in & respond	Skilled adults tune in, respond appropriately and follow the child's lead. They model and scaffold children's language.
	Vygotsky	 Zone of Proximal Development	Children are supported to build independence and resilience. Next steps are tailored to each child.
	Fisher	 Interacting not interfering	Interactions use strategies like Wait, Watch, Wonder and commentary at the right moment.
2. ENABLING ENVIRONMENTS 	Montessori	 Prepared Environment	Safe, organised spaces with accessible resources. Children can play and learn independently, supported by adults.
	Piaget	 Active exploration & hands-on experience	Children explore, experiment and discover using hands-on materials suitable for their stage, guided by adults.
	Froebel	 Learning through play	Children learn through play with hands-on and creative resources indoors and outdoors. Staff guide rather than direct.
3. CURRICULUM COHERENCE 	Bronfenbrenner	 Development is influenced by all environments	Strong partnerships with families. Practitioners share information and consider children's home life and experiences when planning.
	Bruner	 Children build knowledge step by step	Adults model, ask questions and scaffold learning. Support is gradually reduced to build independence.
	Froebel	 Learn through explore, create & discover	Access to open-ended resources (blocks, sand, water, natural materials). Adults encourage exploration, creativity and child-led play.
4. INCLUSIVE & EQUITABLE PROVISION 	Maslow	 Hierarchy of need	Basic needs (food, rest, emotional support) met. Belonging promoted. Barriers removed so every child can participate, build confidence and achieve.
	Carol Dweck	 Growth mindset & motivation	All children can learn. Mistakes are part of learning. Effort and perseverance are valued and encouraged.
	Macmillan Sisters	 Nurturing outdoor environments	Outdoor play and explores support physical health. Good hygiene and nutrition promoted in a caring environment that supports all areas of development.
5. FAMILY & COMMUNITY PARTNERSHIPS 	Bronfenbrenner	 Ecological systems theory (mesosystem)	Positive family and community relationships. Staff work in partnership across home, school and community.
	Epstein	 Family & community partnerships	Families are actively involved. Information shared and community resources collaborate to support learning and well-being. Families are first educators.
	Bowlby & Ainsworth	 Theory of attachment	Staff partner with families and services to share information and provide consistent emotional support across home and school.
6. LEADERSHIP 	Gill	 Kind, clear leadership & high expectations	Calm, clear routines and expectations. Leaders give supportive, honest feedback. Staff feel valued, listened to and confident.
	Sinek	 Start with 'Why' – a shared purpose	Clear vision focused on children's outcomes. Staff understand the 'why'. Leaders model enthusiasm and purpose.
	Rodgers	 Empathy & emotional safety	Leaders show empathy in all interactions. Emotional wellbeing of staff and children is central to decision making.
 These theories support successful transitions into school settings. Transitions are most effective when environments, relationships and learning activities respond to the individual needs of each child.			

Throughout the OCT, we have developed our curriculum and practice through study and theories in order to provide staff with the knowledge and skills to best support our pupils and develop the key skills and provision that is needed in order for all of our pupils to flourish. All EYFS practitioners at Kemball develop their knowledge of the reasoning behind our practice through regular CPD sessions and opportunities to discuss the our aims and reasoning behind what we do. We aim to provide all of our staff with the knowledge and resources to thrive in their roles and feel confident in delivering high quality interactions and teaching to all pupils

At Kemball School we believe that children are powerful learners and that every child can make progress in their learning with the right support. Adults join in with the children's play in order to support and extend children's learning. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn.

To be effective, the early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). Early years experiences should build on what the children already know and can do. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Well planned, purposeful activities and appropriate support by practitioners will engage children in the learning process as well as activities and continuous provision linked to the individual interests of the children. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioners.

These are the characteristics of effective learning through which the children will develop their skills:

- Playing and exploring.
- Active learning.
- Creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

5. Assessment

Assessment is about noticing what children can do and what they know and using this to plan their next steps in learning. We undertake baseline assessments within the first two weeks of term in order to assess the children's level of development and to inform planning. The baseline assessment is completed on INSIGHT with both the Development Matters targets and within the EHCP areas. We also undertake Statutory Reception Baseline Assessment as

appropriate. At the end of the Foundation Stage we report on whether the children have met the Early Learning Goals and this data is submitted to the appropriate body.

Effective assessment requires practitioners to understand how children learn and develop. At Kemball School we know that our children do not always follow a typical pattern of development due to the nature of their disabilities / learning difficulties and so we move the children's learning forwards in small steps in relation to their own abilities. We believe that assessments should not take adults away from the children for long periods of time and should be used to further the learning of the pupils and set next steps for the following half term.

In addition to summative assessments on INSIGHT (termly), formative assessment is also completed through our evidence for learning app, prioritising capturing our pupils at their best. We also make adaptations to the planning as needed to maximise engagement and each pupil has an individual folder containing their personal planning and pupil profile. (For more information on pathway recording, please refer to the pathway handbooks for the class)

At the end of the half-term, staff complete 'Now I can' statements for each pupil. These are to be placed into the ROA file and a copy sent home. These should focus specifically on what the individual pupil's achievements. These must not be generic statements for the class.

6. Self regulation and executive function

Executive function includes the child's ability to hold information, focus their attention, regulate their behaviour and plan what to do next. We recognise and acknowledge that for the children at Kemball School these can be difficult and often require adult intervention, direction and modelling in order to achieve. These abilities contribute to the child's growing ability to self-regulate: focussing their thinking, regulating strong feelings, being patient for what they want and bouncing back when things get difficult.

Communication

For our children communication plays a huge role in their abilities to do this and appropriate communication methods are modelled and taught, alongside appropriate play behaviours. Children learn to be patient through the use of now and next boards and turn taking activities supported by familiar adults.

Augmented and alternative communication (AAC) is a priority for EYFS at Kemball school and should be provided through a variety of methods in line with the whole school Total Communication approach. Where a child is able to access formal AAC, it is the expectation that an individual communication should be in place and maintained by class staff. Facial expressions and body language may be a pupils primary mode of communication and therefore staff must respond appropriately to this at all times. Where appropriate, Widgeo symbols should be used and this should be evident across the classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Timetable

symbols are specific to each pathway although can be adapted depending of the overall needs of the class.

Some children working at a lower level may also use Objects of Reference to support visual timetables (particularly if they have a visual impairment).

Communication boards and switches should be used where appropriate to support understanding and assist responses. Vocalisations and verbal communication is encouraged at all times and pupils may have access to activities such as TacPac and Intensive Interaction to support this.

Individual communication systems should be adapted to the needs of pupils and can include Makaton, PECs, Communication books, and electronic systems. Communication can be supported through Speech and language therapists and assistants and may be included on individual communication plans. Please be aware that referrals can be made at any time and can be found in the pigeon holes or Meeting Room 2. Any additional support required seek advice from Lucie Brew (Communication lead).

Regulation and sensory needs

In addition to support for all pupils from the teacher, each pupil within EYFS at Kemball also has a key worker who is aware of that pupil's individual targets and needs. Whilst all staff will work with the children in their class, the key worker supports their pupil in feeling safe and secure, co-regulating and in maximising their engagement through high-quality interactions. They support the pupils alongside other staff in their communication and help to reduce frustration and dysregulation by forming a strong bond that supports the pupils in their unique learning journey.

We know that some children will require additional strategies in order to learn to regulate their behaviour and they may access activities such as the sensory diet room or sensory diet equipment within the class. We teach and encourage pupils to use the Zones of Regulation to monitor and regulate their feelings as independently as possible where it is appropriate.

Support around behaviour, regulation, and sensory needs is well supported within school and can be sought from pathway leads, SLT, Emily Buttery (behaviour lead) and through a referral to CAMHS or the Children's Choice assessment service. The OT regularly comes into school and can offer support for staff to meet the individual sensory needs of the pupils. Sensory circuits benefit a range of pupils and can be completed in both the sensory diet rooms and within the classroom dependent upon needs. Sensory needs have a strong impact on regulation and it is the expectation that every effort is made to provide for individual needs within the classroom.

There are a range of sensory processing support items which can be used throughout the school day and in individual classes. These include the use of chews, rocking chairs, gym balls and weighted cushions or blankets amongst others and can be used in class to support sensory processing needs. If it is felt that a child in class requires one of these items, Emily can assist with this and she will recommend an appropriate support. These

should be returned to Emily if and when they are no longer required so that other pupils may access these.

Behaviour support

All staff will follow the school behaviour policy. Emily Buttery is behaviour lead and can discuss any behaviour concerns or queries with staff. All pupils have a pupil profile which outlines how to support pupils with individual regulation needs and additionally, some pupils may require an additional behaviour plan(see behaviour policy) Children may also require an individual risk assessment. Each class should have an appropriate system in place to reward good behaviours.

The school uses CPOMs to log any specific behaviour incidents. Staff will have individual log-ins. Any significant behaviours should be recorded as soon as possible following the incident by the staff member who was involved. If any pupil was injured then an accident form will also need to be completed on Medical Tracker. If staff members are injured, there are accident forms located on Teams. Please ensure that logs of behaviours are checked for additional notes added by the pathway lead as this may impact future practice or behaviour plans.

The school uses CPI as a safe holding technique as a last resort. Only trained staff members will use CPI. If CPI or a physical intervention is used to hold a pupil, parents will be informed via letter (please see behaviour and physical intervention policy for more details)

7. Partnership with parents

We recognise that parents and carers are a child's first and most enduring educators and we aim for parents and carers to work closely with us in school. This can have a very positive impact on a child's development which relies on a two-way flow of information and knowledge.

We develop this working relationship between the school and parents and carers through the following:

- Daily class stories on Dojo with weekly photos sent home so that parents can see what the pupils have been doing.
- Weekly Evidence for Learning sent home via the Family App.
- All parents are informed of who their child's key worker is (in addition to the class teacher) within the first four weeks of term and key workers communicate regularly with parents either through pick up/drop off or Dojo for those on buses/taxis
- Termly or half termly coffee afternoons to allow the parents opportunities to see their child in class and join in with themed activities such as Christmas or Mother's Day.
- We encourage open communication with parents which allows parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will approach

parents and carers to discuss them. Parents can contact the class via Dojo or by calling at appropriate times in the school day.

- Workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home. E.g. Makaton or ARFID workshops
- Yearly/six monthly review with parents
- Yearly reports and parents evening
- Parents are kept informed of all happenings in the school by regular termly school newsletters.
- Parents are invited to various assemblies and functions throughout the year.

Communication with parents should be professional at all times. Staff should ensure they are in a private space should difficult conversations surrounding medical needs/behaviours be being discussed.

The main form of communication on a daily basis is via Class Dojo. Photos and videos of pupils can be shared in this way with parents. Other pupils should never be included in photos unless permissions have been sought (GDPR). Staff should write on Class Dojo daily, Dojo should only be used at appropriate times – for example not during lesson times.

