



**Birtenshaw Education Services  
EYFS Policy Statement**

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**Rationale**

Birtenshaw School Bolton and Merseyside adhere to the guidance give in the Early Years Foundation Stage (EYFS) Statutory Framework

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

In addition to this fundamental understanding of early development, all pupils at Birtenshaw School Bolton and Merseyside are supported for a range of additional Special Educational Needs and Disabilities (SEND). This means that they require a broad range of additional interventions, strategies and systems in place to enable effective learning through the EYFS,

## **Aims**

Birtenshaw Schools follow the 4 basic principles of the EYFS framework, which shape the practice in our setting: -

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, *including children with special educational needs and disabilities*.

Birtenshaw School follows the principals of the charity, through “Brightening lives, building futures”. The early stages of development and learning are a point at which strategic interventions and effective practices can have a highly positive effect on a child’s future and prospects. Birtenshaw School meets this need by providing a learning environment which values them, challenges them and enables them to achieve on a daily basis.

## **Our learners**

Pupils in the EYFS at Birtenshaw School Bolton and Merseyside have been assessed as having a particular Special Educational Need (or needs) and / or Disability, which is communicated to all relevant parties through an Individual Health and Care Plan (EHCP). A pupil’s EHCP is the key document which sets out the needs and aspirations of the pupils through a pupil and family centred approach, enabling Teachers, Learning Support Assistants (LSA’s) and a range of other education & health care professionals in our setting to target and meet these needs in an effective manner.

## **Safeguarding**

Birtenshaw Schools understand that the safety and wellbeing of every child in our setting is paramount. We have implemented a rigorous Safeguarding Policy which gives clear instructions to all staff who come into contact with children and young people regarding their roles and responsibilities in terms of safeguarding. All staff receive initial safeguarding training and regular refresher training, and all staff understand the processes which need to be followed when they have any safeguarding concerns. Please see our Safeguarding Policy for more information.

## **Relationships**

Positive and reliable relationships with familiar adults are of key importance to all of our pupils. Through a total communication approach, facilitated by a highly developed and targeted training schedule, staff are able to effectively communicate with pupils in

the way which best meets their level of need. This in turn promotes positive and lasting relationships with staff at the vital early stages of development.

### **Environment**

As the EYFS promotes planned, purposeful play, pupils are able to access a range of imaginative and thought promoting play opportunities throughout our school. However our pupils come with a very specific level of need, which may include low stimulus environments, sensory integration opportunities and targeted therapies to enable effective learning. The environment is tailored to the needs of the pupils, so that whatever their need they feel comfortable, happy and ready to learn in whichever way best suits them.

### **Areas of Learning**

Birtenshaw School Bolton and Merseyside offer a curriculum which follows the 7 areas of learning in the EYFS: -

The Prime Areas -

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

The Specific Areas –

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety

of activities in art, music, movement, dance, role-play, and design and technology

### **Assessment**

The areas of learning are further broken down into the Early Learning Goals, statements which define the level of progress that a *typically developing child* should be expected to have attained by the end of the EYFS. As Birtenshaw School Bolton and Merseyside pupils already have a significant delay in their development, the Early Learning Goals are assessed alongside Individual Learning Plans (ILP), documents based on the pupil's EHCP which target specific areas in need of intervention to enable pupils to make progress in all areas throughout their time in school. ILP's are reviewed on an ongoing basis, enabling them to be used as effective and dynamic documents which can be regularly updated to recognise the child's prior attainment and set targets for the future.