

## Early Years Foundation Stage Policy

The Statutory Framework for the early years foundation stage (EYFS) sets the standards for learning, development, and care for children from birth to five and identifies that every child deserves the best possible start in life. The framework sets the standards that all Early Years' providers must meet, to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and aims to give them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Ash Lea School adheres to the four guiding principles which shape practice within EYFS settings:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

Ash Lea School takes pupils from ages 3-18 and due to the complex needs of our pupils many across school experience an Early Years Foundation Stage based curriculum approach which encapsulates the 7 areas of learning from the EYFS framework.

The three prime areas are:

**Communication and Language (My Communication)**

**Physical Development (My Body)**

**Personal, Social and Emotional Development (My Independence, Keeping Healthy and Safe)**

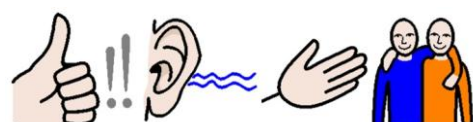
And four specific areas, through which the three prime areas are strengthened and applied are:

**Literacy**

**Mathematics**

**Understanding the World (My World)**

**Expressive Arts and Design (My Creativity)**



The importance of how children learn and become engaged and motivated learners is also recognised within the characteristics of effective learning:

- **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 and
- **creative and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Ash Lea School meets the requirements of the EYFS Statutory Framework by:**

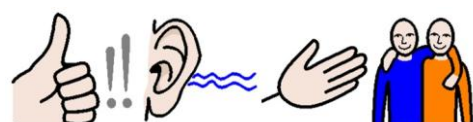
- Providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Working in partnership with practitioners and parents / carers
- Ensuring every child is included and supported

**We ensure we are meeting these requirements by:**

- Having a clear curriculum that all staff follow across the school with an embedded approach which will be checked through quality assurance cycles.
- Teaching a personalised curriculum, which focuses on the individual needs of the child and creates learning opportunities throughout the day.
- Working openly with other professionals and parents and information sharing where possible.
- Ensuring inclusion is at the core of our practice by offering an open and accessible education to anyone from any race, gender, disability or religion.

### **Transition into EYFS**

At Ash Lea School, we endeavour to make sure transitions are as robust as possible, ensuring information is gained from families, other settings and any other professionals involved. As part of the transition process a member of staff will visit the child at their current setting (where applicable) to observe and talk to the key worker. We will also meet with parents/carers to gain information, offer support and to get to know the family. A transition plan will be agreed so the child can visit prior to starting school, as well as a welcome book being sent home with pictures or recordings of their new school and class team. Transitions



looks different for individual pupils, depending on their needs and what home and school feel would be the most appropriate for the individual.

## **Curriculum and Assessment**

Ash Lea School has its own pupil focused curriculum, which is split into pre-formal, informal, semi-formal and formal curriculum pathways. Once children are visited and observed prior to starting school they are placed into the most appropriate class to suit their needs. Children are assessed regularly to ensure they are working within the most appropriate curriculum pathway, one which is relevant, interesting, and challenging. We use ongoing assessment tools, with every pupil having their own Individual Education Plans (IEPs) and other appropriate assessment tools to inform next steps and illustrate progress. All progress is captured on our Evidence for Learning app, where staff can capture evidence, assess, review and plan for meeting the unique needs of the child. This can also be shared with families.

Pupils progress is captured via:

- IEPs
- School assessments
- Engagement Profiles and observations
- Educational Health Care Plan reports
- Parent evenings
- Home/school diaries

A Baseline Assessment and Foundation Stage Profile are compulsory EYFS assessments, however, due to the complex needs of the children joining us with the early years, they are typically disapplied from these assessments.

Further information on the school's vision, curriculum, pathways, assessment, and its delivery can be found on the school website.

**Reviewed by:** Luke Skillington (AHT) and Hannah Goode

**Date:** 01<sup>st</sup> October 2025

**Next Review Date:** 01<sup>st</sup> October 2026

**Governor Approval:** 02<sup>nd</sup> October 2025

