



EARLY YEARS FOUNDATION STAGE POLICY

CONTENTS

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3

1.	EARLY YEARS FOUNDATION STAGE (EYFS) IN THE RED BOOTS NURSERY AND SCHOOL GROUP AT THE NATIONAL INSTITUTE OF CONDUCTIVE EDUCATION	3
2.	RED BOTS NURSERY AT NICE	3
3.	APPLYING FOR A PLACE IN THE RED BOOTS NURSERY	3
4.	WELFARE REQUIREMENTS	5
5.	OBSERVATION, ASSESSMENT AND RECORD KEEPING AT ADMISSION	5
6.	ONGOING OBSERVATION, ASSESSMENT AND RECORD KEEPING	6
7.	PROGRAMME PLANNING	6
8.	COMMUNICATION WITH PARENTS	6
9.	LINKS WITH PROFESSIONALS	6
10.	OUTSTANDING ACHIEVEMENTS	7
11.	TRANSFER FROM THE RED BOOTS NURSERY	7

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1. EARLY YEARS FOUNDATION STAGE (EYFS) IN THE RED BOOTS NURSERY AND SCHOOL GROUP AT THE NATIONAL INSTITUTE OF CONDUCTIVE EDUCATION

- 1.1 Every child deserves the best possible start in life and the support that enables them to fulfill 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.
(Statutory Framework for the Early Years Foundation Stage DfE 2017)
- 1.2 The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five.

2. RED BOOTS NURSERY AT NICE

- 2.1 The curriculum provided in the Red Boots Nursery is designed to meet the needs of children aged three to five years and their families by delivering a conductive service with the flexibility to suit a variety of families' needs. The services can link with mainstream or specialist provision and are currently run on a part-time basis.
- 2.2 Summary of Aims:
 - To provide age-appropriate services from Initial Consultation through to age 5 for children with Cerebral Palsy, other motor disorders and associated difficulties
 - To provide comprehensive early years education that is appropriately differentiated for the needs and abilities of each child with regard to the main conductive education aims. This is done by following/fulfilling the statutory requirements of the Early Years Foundation Stage
 - To work towards the recognised childhood 'milestones' in every aspect of a child's development
 - To prepare children for full-time school education either in a conductive setting or elsewhere
 - To create, develop and maintain a partnership with parents
 - To develop and maintain links with professionals involved with each child's family

3. APPLYING FOR A PLACE IN THE RED BOOTS NURSERY

- 3.1 All interested parents of children with motor disorders are asked to complete an application form. Conductors will review this form and consider if Conductive Services at the National Institute of Conductive Education could meet the child's needs from the information given. If so parents are asked to attend an Initial Consultation with the child. At the Initial Consultation at the National Institute conductors will assess whether our services can meet each child's individual needs.
- 3.2 Following the Initial Consultation a detailed report will be produced outlining the child's needs and making recommendations for the child. This may be in the form of an offer of a place in the Red Boots Nursery or advice regarding alternative provision for the child if it is felt that our setting would not meet the child's needs.
- 3.3 The parents of children whose needs can be met by CE will be invited to visit the Red Boots Nursery, observe the practice and meet the staff on a mutually convenient date. The daily programme will be explained and any special needs, dietary requirements, etc. will be discussed.
- 3.4 The Red Boots Nursery also admits children from the Milestone Club at NICE in conjunction with parents. At this time parents are asked whether they wish their child to attend our Red Boots Nursery. Advice will be given on EHC plans or funding.
- 3.5 At NICE the daily routine includes tasks in lying, sitting and standing positions, a manipulation programme, a speech and communication development programme and tasks to develop self-care skills. It also includes specific learning activities based on the prime and specific areas of learning of the Early Years Foundation Stage Curriculum, which run throughout all programmes.
- 3.6 The four principles of the EYFS underpin all that practitioners are required to do at NICE:
- 3.7 **A Unique child**
 - 3.7.1 At NICE conductors recognise that every child is unique and is constantly learning and that with the correct intervention every child can be resilient, capable, confident and self-assured. Every area of development - physical, cognitive, linguistic, spiritual, moral, social and emotional- is equally important.

3.7.2 The skills, knowledge and understanding that are identified in the EYFS framework are taught throughout the daily routine. The daily routine at NICE includes continuous activities, which provide opportunities to learn and practice skills, which enable children to achieve conductive aims, which meet their individual needs, as identified in children's EHC plans or as identified by staff at NICE, if children do not yet have EHC plans.

3.7.3 The tasks during the programmes are combined with games and learning activities and differ according to individual needs, skills and abilities.

3.7.4 When planning movement tasks we place emphasis upon play, which motivates children and provides opportunities to use learned movement patterns.

3.7.5 The individual and group tasks of the daily routine are included in a complex programme planned for the group. The programmes change continuously according to the children's development.

3.8 Positive relationships

3.8.1 Children learn to be strong and independent through positive relationships. At NICE interaction between staff and children is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families. Parents are regularly invited to NICE to parents' meetings, workshops, open days and to watch and be involved in their children's work in the group. They receive advice from conductors on how to help at home, and may receive specific programmes of work and/or equipment for the holidays.

3.8.2 Conductors who work with the children have responsibility for giving them reassurance to feel safe and cared for and to build relationships with their parents.

3.9 Enabling environments

3.9.1 At NICE the enabling environment plays a crucial and supporting role in children's learning and development. The experiences they get in this environment respond to their individual needs and there is a strong partnership between practitioners, parents and/or carers.

3.9.2 When planning programmes conductors take into account the needs and stage of development of each individual child as detailed in his/her individual target setting (ITS) document. We recognise that creative, imaginative, intellectual and physical experiences and challenges need to be provided which also meet the social and emotional needs of the children. Planning is also based on observation, monitoring, assessment and evaluation of children's needs and progress. Regular on-going observations are carried out throughout each programme of the day.

3.9.3 When planning movement tasks we place emphasis upon play, which motivates children and provides opportunities to use learnt patterns of movement. Conductors at NICE ensure that our programmes meet the requirement of the EYFS.

3.9.4 At NICE it is crucial to ensure that the learning environment supports every child's learning and development. It gives children confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor space. Specialised equipment is provided according to individual needs to enable children to access and enjoy activities and to develop in all seven areas of learning of the EYFS.

3.9.5 We recognise that parents are their children's first and most enduring educators. We aim to create true partnership working in which parents see themselves as essential factors in the education of their children. In order to facilitate this process we have designed a programme that we hope will encourage parents to view NICE as a friendly supportive environment.

3.10 Learning and Development

3.10.1 Conductive Education at NICE emphasises that the children develop and learn in different ways. We also base the learning programmes on recognising individual learning needs and differentiation plays a crucial role. CE aims to lead the development of personality, to achieve activity, problem solving, self-expression, spontaneity and independence by providing high standards of learning experiences in all areas of learning of the EYFS.

3.10.2 At NICE we recognise that play reflects children's wide ranging and varied interests and pre-occupations. In their play, children learn at their highest level. Play with peers is important for all children's development.

3.10.3 The conductors at NICE offer meaningful choices based on thorough knowledge of each child, in a motivating atmosphere, which enables children to make progress and learn through play. Conductors guide, facilitate and teach play skills. They ensure that children enjoy themselves by offering a choice of activities at the children's own levels in which they will always succeed. Children are always encouraged to give whatever response is appropriate to indicate their choices. This may be by verbalising, vocalising, gesturing, using Makaton signs, eye-pointing and/or using photos/symbols/pictures of reference or electronic devices.

3.10.4 The skills, knowledge and understanding, which the children will require as a preparation for the National Curriculum, are taught throughout the session. Weekly topics are chosen which are based on the Early Years Foundation Stage requirements.

3.10.5 These topics cover basic knowledge appropriate to the children's age, needs and abilities including: the seasons, weather, shapes, colours, hygiene, transport, etc. The topics are introduced through structured play (games, role-play, rhymes, stories and songs). The themes are introduced at the beginning and run throughout each programme.

3.10.6 Work is kept as stimulating and practical as possible thus developing the children's social skills and fine manipulation skills as well as preparing them for National Curriculum work.

3.10.7 There are seven areas of learning and development that shape the education programme. All of the seven areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

3.10.8 These are the Prime Areas:

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

3.10.9 Staff will also support the children in four specific areas, through which the prime areas are strengthened and applied.

3.10.10 Specific areas:

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

3.10.11 The prime areas develop in response to relationships and experiences and support learning in other areas. They are fundamental throughout the EYFS. The specific areas include essential skills and knowledge for children to participate successfully in society and grow out of the prime areas. They provide important contexts for learning. Based on The Statutory Framework for the Early Years Foundation Stage DfE 2017 conductors working with the youngest children are expected to focus strongly on the three prime areas which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning that most typically developing children should reach by the end of the reception year. All the areas of learning and development are delivered in connection with each other within our practice. All programmes of the daily routine in the Red Boots Nursery at NICE are designed to include activities based on the EYFS. The Early Learning Goals of the EYFS identify in each area of learning what most typically developing children should reach by the end of the Reception Year. At NICE we have high expectations for all children who attend.

4. WELFARE REQUIREMENTS

- 4.1 'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'
- 4.2 Statutory Framework for the Early Years Foundation Stage (DfE 2017)
- 4.3 At NICE it is important to us that the children carry out each activity in a 'safe' area where all their needs are catered for and each can work to his/her own potential. All equipment is stored and used in this environment and the health, hygiene and safety of all children is of paramount importance. In developing independence in this structured and 'safe' environment children are being prepared to function in the wider world.
- 4.4 At NICE we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage.

5. OBSERVATION, ASSESSMENT AND RECORD KEEPING AT ADMISSION

- 5.1 On the first day of admission, the leading conductor will discuss informally with parents how they view their child's entry to the Red Boots Nursery. Staff will provide details about the daily routine and practices, e.g. Seesaw: The Learning Journal, pigeon holes and plastic boxes for children's belongings, etc. Parents will be asked to complete an 'All about me' 'sheet which records information about what the child likes doing, his/her favorite toys etc. Parents will also be asked to complete a Medical Form, a Calpol permission form, a photograph and video permission form, an educational visits form and an Emergency Information Sheet. Parents of children who have seizures, allergies or require other emergency treatment or medication will be required to complete further forms. They will be given a Red Boots Nursery and School Group A-Z for Parents in which they will find information regarding attendance at NICE e.g. absence, times of arrival and departure, illness and snack arrangements etc. They will also receive a copy of the Administration of Medication Policy. Parents are informed that they can access all of our policies by asking our secretary for Children's Services. Some of our policies, such as Child Protection and SEN Policy can be found on our website.
- 5.2 The Initial Consultation report, continuous observations and the Gross Motor Function Measurement contributes towards the Baseline Assessment for children, who attend for one or more sessions each week as long as they begin to attend shortly after their consultation. The records will be updated as the child makes progress. Within the first six weeks that a child attends, a Conductive Aims and Individual Activities document is written, setting targets and individual tasks for the child according to their individual needs. These are reviewed each term and when the target is achieved new targets are set as appropriate. Parents are asked to provide a copy of their child's IEP if he/she attends another setting. We will assess the targets and ascertain if we can work towards the same targets or if particular targets need to be set for attendance at NICE.
- 5.3 At times, throughout the year, parents are invited to observe their child's participation in the group. The parents will also have informal and individual discussions with the Leading Conductor/key person for their child throughout the year to discuss their child's progress and any concerns or issues they may have.

6. ONGOING OBSERVATION, ASSESSMENT AND RECORD KEEPING

- 6.1 Recording of children's progress includes all aspects of development of the personality. Continuous observations on all areas of the EYFS are recorded regularly and stored in each child's individual file showing progress achieved. Progress within the prime areas of learning are also recorded online using the B-Squared assessment scheme. Evaluations are carried out after each programme and placed in the relevant section of the complex programme folder which records the children's progress in the prime areas of learning. Progress and development is recorded towards the child's Conductive Aims and Individual Activities. This is set up in October, updated in February and also in June/July as part of the Annual Summary of Progress Report. The child's progress is discussed with parents during individual meetings.
- 6.2 For children who attend NICE on a part time basis, conductors will contribute to the completion of the EYFS Profile assessment if it is requested by the school where the child spends the majority of the time as stated in the Statutory framework for the early years foundation stage 2017.
- 6.3 Each child will be observed by all the conductors who work with him/her in the Red Boots Nursery; however at the beginning of the academic year a 'Key person' is allocated to each child, who is responsible for observing and recording development and progress in all areas of the EYFS. Conductors will carry out continuous observation and record the children's progress and participation in all areas of learning. Each conductor has special responsibility to maintain the records of allocated children.

7. PROGRAMME PLANNING

- 7.1 Programme planning is undertaken by the whole Red Boots Nursery team and the Red Boots School staff team
- 7.2 When planning programmes we take into account the needs and stage of development of each individual child as detailed in his/her Conductive Aims and Individual Activities. Planning is also based on observation, monitoring, assessment and evaluation of children's needs and progress.
- 7.3 Creative, imaginative, intellectual and physical experiences and challenges need to be provided which also meet the social and emotional needs of the children. We need to have clear aims, objectives and learning intentions that are shared by everyone. We must ensure that our curriculum meets the learning goals laid down by the DfE.
- 7.4 We plan on a yearly, termly and weekly basis and it is only through careful, long, medium and short-term planning that the balance and breadth of experience can be provided.
- 7.5 Staff discuss all aspects of the sessions daily and staff meetings take place regularly. Important outcomes of these discussions are recorded in the child's continuous observation form. Detailed lesson plans are written weekly to include individual learning objectives. Observations are recorded regularly on the child's continuous observation form and photos are also taken and kept in a file in the Pre-School office. These photos are also uploaded on to the Seesaw learning journal after each session.
- 7.6 The programmes are reviewed continuously in order that any necessary changes can be made.
- 7.7 New staff are supported in the planning and delivery of sessions at the beginning of their employment. Planning is monitored by the Lead Conductor.

8. COMMUNICATION WITH PARENTS

- 8.1 At NICE we recognise the importance of effective communication, which means there is a two-way flow of information, knowledge and expertise between parents and conductors.
- 8.2 During the academic year continuous contact is kept with the parents via Seesaw the Learning Journal. Parents have the opportunity to discuss any issues before or after a session. Samples of the children's work are used for displays and/or sent home at the end of the sessions. Children's performances and work are shared with parents after the sessions and recorded on Seesaw on a regular basis.

9. LINKS WITH PROFESSIONALS

- 9.1 Professionals such as Physiotherapists, Speech and Language Therapists, Educational Psychologists, teachers, Learning Support Assistants etc. involved directly with the children are welcome to visit NICE/Zoom, by appointment, to observe or discuss any aspects of the children's education and development. Parents are asked to give their written permission for such contact on admission and are always informed of any such visits or discussions to ensure continuity and confidentiality. Staff also keep contact with professionals via Seesaw the Learning Journal when parental permission is given.

10. OUTSTANDING ACHIEVEMENTS

- 10.1 At the end of each day conductors praise the children who have worked well and a child is chosen to appear on the 'Star of the day' board, which is displayed in the corridor. The children are encouraged to assess their own achievements using their own methods of communication.
- 10.2 Parents of children attending receive a progress report and will be invited to an individual meeting to discuss their child's development. The Leading Conductor or the Key person for the child will attend annual reviews/Team Around the Child meetings (TAC) of those children at other settings if invited/where possible and/or provide a written report if requested. Where we are the only setting the child attends, we will hold the Annual Review meetings here at NICE or on Zoom linked together with observation of the child.

11. TRANSFER FROM THE RED BOOTS NURSERY

- 11.1 When a child is ready to transfer from the Red Boots Nursery discussions are held with parents and staff of the receiving school. This may be the School Group at NICE or a school or nursery which can meet the child's needs in their own community. The child's personal development file is transferred to the Head Teacher and any necessary records are transferred to the receiving school with the permission of the child's parents.
- 11.2 EYFS Curriculum at Red Boots School
- 11.3 Children up to five years (and beyond where relevant) follow the EYFS programme of study. At School Group all seven areas of learning is incorporated throughout the National Curriculum lessons and the conductive programmes to enhance the children's learning and to further embed their knowledge. The EYFS is carefully interwoven into the National Curriculum lessons to cater for the children's learning and sensory needs. All lessons are differentiated according to the each child's individual needs and abilities.
- 11.4 This policy should be read in conjunction with NICE's Covid-19 Policy and The Policy on the Curriculum