

Early Years policy

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Approved by LSC

Introduction

Beckfoot Phoenix is an academy school and part of the Beckfoot Trust, in the Bradford Metropolitan District, catering for children aged from 2 to 11.

All pupils follow the whole school curriculum.

Our curriculum teaches the National Curriculum (NC), Early years (EY) and Beckfoot Phoenix specific content.

- Content is divided across the 5 stages of development with children being able to make progress across stages, or within each stage from lower to upper parts of the stage
- Children are grouped in classes and bases according to their age, need and stage of development

All children up to 5 years old access their learning Orange Base.

Aim

At Beckfoot Phoenix children can be admitted to our Orange Base after their second birthday with an EHCP or an EHCA in place.

We aim to support all children to become independent and collaborative learners. The aim of this policy is to set out how we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually to their full potential.

Our offer

At Beckfoot Phoenix, we will:

- Provide a happy, safe stimulating and challenging programme of learning and development for the children to experience as they progress through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and the development of their key functional skills.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of all the individual child regardless of their SEN.

The Early Years Foundation Stage Curriculum is designed to enable pupils to:

- To motivate and engage children so that they enjoy their learning.
- To ensure success so that learners remember more overtime and learn to use what they have learnt within their lives.
- To give children the tools and knowledge to keep themselves safe and healthy.
- Within a positive and respectful culture to teach children to be kind and thoughtful and to use their voice effectively to tell others what they need, what they want, and what they think.
- To develop confidence and resilience and build foundations for future learning.

Assessment

Assessment in the Foundation Stage takes the form of both formal and informal. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Assessments through observation and point in time assessments show the progress that the children make. However, the class teacher has the overall responsibility of the children's progress and attainment.

Transition

The majority of our new starters come from neighbouring childcare providers such as Strong Close Nursery. Transitions are planned in order for children to visit and see different parts of the day to get a good understanding and experience before starting full time. These are organised through the current settings, parents, and school staff.

Home visits are carried out on each pupil who attend our school. The school nurse attends with a member of staff from school. This allows the parents/carers to give as much information as possible to enable their child to settle as quickly as they can in school.

Communication between home and school is important to us. Families are invited to join Class Dojo to get as much information about the school and to share information with us. This enables consistency for all pupils.

Intimate care

The vast majority of our starters need full adult support with their personal hygiene. Where pupils require the support of a member of the class staff team to complete personal care and intimate care routines, staff will follow procedure as set out in the Personal and Intimate Care Policy and Staff Code of Conduct in line with the whole school. Staff work with families to support them in developing the skills to allow them to be independent with their own personal care needs.