

# Sutherland House School

## Early Years Policy

This policy has been written in line with the following guidance: -

- Statutory Legislation
  - Childcare Act 2006
  - The Safeguarding Vulnerable Groups Act 2006
  - The GDPR
  - Data Protection Act 2018
- Statutory Guidance
  - DfE (2017) 'Statutory framework for the early years foundation stage'
  - DfE (2019) 'Keeping children safe in education'
  - DfE (2018) 'Working together to safeguard children'
  - DfE (2015) 'The prevent duty'

|                            |                  |                     |
|----------------------------|------------------|---------------------|
| <b>Policy written by:</b>  | Thereza de Lucca | Deputy Head Teacher |
| <b>Policy ratified by:</b> | Matthew Orford   | Chair of Governors  |
| <b>Policy date:</b>        | October 2020     |                     |
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**Document control**

**Title:** Attendance Policy

**Applicable to:** School staff and pupils

**Ratified by:** Matthew Orford, Chair of the Governing Body

**Date:** September 2020

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# 1 Statement of Intent

At Sutherland House School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Sutherland House School is an education provision for pupils with a diagnosis of Autism Spectrum Condition (ASC). All pupils who attend Sutherland House School have an Education, Health and Care Plan.

Sutherland House School promotes inclusion and all children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress from their starting points and receive the appropriate level of challenge and support.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between parents, carers, stakeholders and professionals.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

This policy is intended to be used in conjunction with the following school policies:

- Safeguarding Children and Young People and Child Protection Policy
- Alcohol and Drugs Policy
- Food Safety & Hygiene Policy
- Equal Opportunities Policy
- Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Privacy and Data Protection Policy
- Compliments and Complaints Procedure

## 2

## Roles and Responsibilities

~~The governing body has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements.~~

~~These issues are addressed in part in this policy and in further detail in the school's Safeguarding Children and Young People and Child Protection Policy.~~

~~The governing body has the overall responsibility for ensuring there are procedures in place in the event of an allegation being made against a member of staff.~~

~~The governing body has the overall responsibility for the implementation of this policy.~~

~~The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.~~

~~The Autism East Midlands Chief Executive has responsibility for handling complaints regarding this policy, as outlined in the school's Compliments and Complaints Procedure.~~

The Deputy Head Teacher with responsibility for Quality of Education, in conjunction with the Head Teacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, clinical team, support staff, any other relevant staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, clinical team, support staff, any other relevant staff and volunteers, are responsible for remaining alert to any issues of concern in children.

### 3 Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop as much independence as possible from their starting points within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing through a multi-disciplinary approach tailored to supporting children with Autism.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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 the school and parents.
- Children are supported to develop and learn at their own rate taking into account their strengths and needs related to Autism.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents, carers, relevant professionals and stakeholders focusing on the child's EHCP outcomes.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Identifies key staff in order to develop close relationships with children.
- Provides a safe and secure learning environment.

## Partnership with parents

In partnership with parents, the school promotes the learning and development of pupils to ensure they progress from their starting point with particular attention to Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; Sensory and Physical needs.

We firmly believe that the EYFS cannot function without the enduring support of parents. Parents are invited to for the yearly reviews of Education, Health and Care Plans. Teachers and other relevant members of staff are in contact with parents regularly and parents are welcome to talk to teachers and other relevant members of staff about their child's learning and development.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their strengths and needs.

## The Learning Environment

- ~~• The learning environment at Sutherland House School offers classrooms and other learning spaces which are organised in such a way that children can explore and learn in a safe environment.~~
- ~~• The school is equipped with enclosed play areas and daily outdoor activities are included in the timetable, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.~~
- ~~• The school has the necessary toilet facilities and there are hygienic changing facilities located at appropriate places with supply of cleaning materials and spare clothes~~

## The School Curriculum

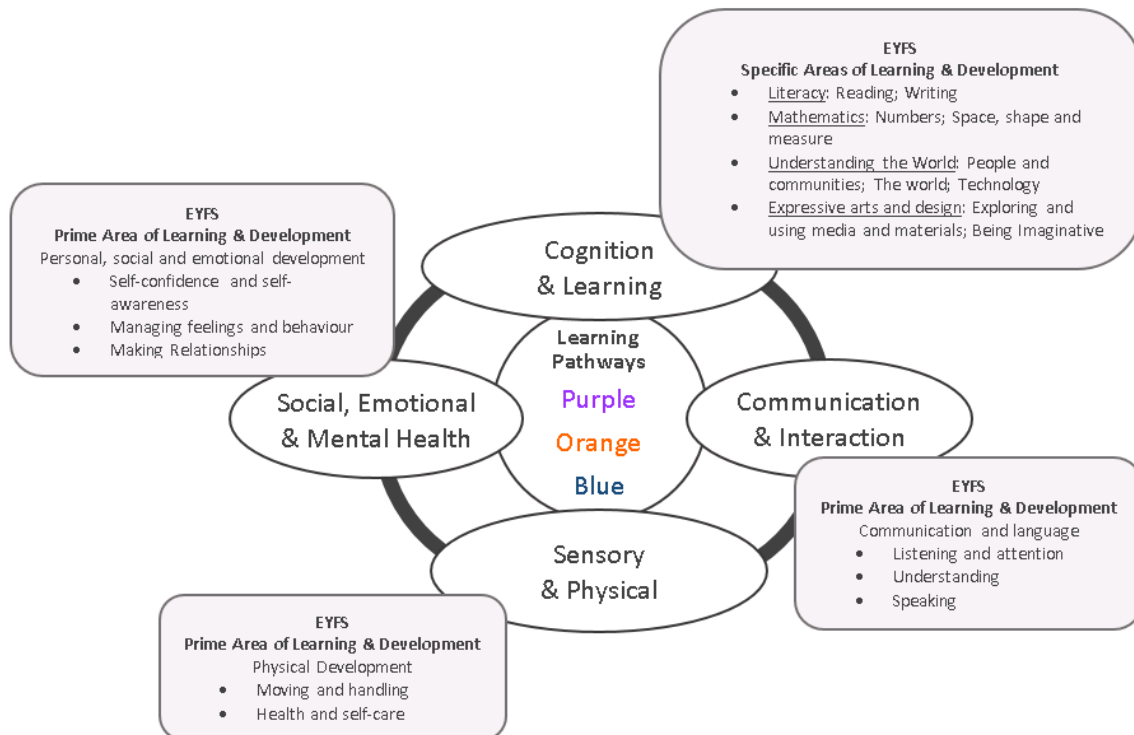
The school has a well-defined curriculum intent and the curriculum implementation takes into account differentiation through three identified Learning Pathways (Purple, Orange, Blue). The curriculum impact is clearly articulated in the expected progress towards Education, Health and Care Plan (EHCP) outcomes.

## The Learning Goals

In line with the Statutory Framework for the Early Years Foundation Stage (2017), each child has 'early learning goals' reflected in their Individual Educational Plans (IEPs) related directly to the child's Education Health and Care Plan (EHCP) outcomes. Learning activities are planned to reflect children's interests and individual characteristics with each Learning Pathway. The aim is to provide each child with a challenging and enjoyable experiences.

## EYFS and EHPC

In line with the Statutory Framework for Early Years Foundation Stage (2017), the School Curriculum covers the prime and specific areas of learning and development which correlate to the four areas of need specified in the SEND Code of Practice (2015) as defined in each child's Education, Health and Care Plan (EHCP).



Each area of learning and development is implemented through a mix of adult-led and pupil-initiated activity. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Where appropriate, therapeutic support and interventions will be provided by the school's Clinical Team which includes Speech and Language Therapy, Occupational Therapy and Psychology.

Taking into consideration each child's level of ability and Autism aspects, activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up-to-date with their child's progress and development, and play an important part in contributing to the yearly Education, Health and Care Plan reviews.

The Deputy Head Teacher with responsibility for Quality of Education will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles.

This information will then be used at summative assessment points review cognitive progress and progress towards Education, Health and Care Plan (EHCP) outcomes which inform the setting of Individual Education Plan (IEP) targets and to shape learning experiences for each child.

Assessment Procedures follow the Sutherland House School assessment cycle including qualitative and quantitative assessment which are done in a holistic way with input from education staff and the clinical team.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English.

During assessment, if a child is found to not have a strong grasp on English, the Deputy Head Teacher with responsibility for Quality of Education will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

The process of transition from EYFS to Year 1 is completed as part of the yearly review of Education, Health and Care Plan (EHCP) outcomes. The learning and development approach for EYFS will continue in Year 1 in line with the Learning Pathway (Purple, Orange, Blue) the child is following.

Any changes in approaches to learning and development will be specific to each child to reflect the child's strengths and needs and to offer the right level of challenge in line with aspirational outcomes.



All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues are dealt with in line with the Safeguarding Children and Young People and Child Protection Policy. All members of staff are required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is responsible for safeguarding children and liaising with local children's services as appropriate.

Sutherland House School has a team of Deputy Designated Safeguarding Leads (DDSLs) who undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

The DSL and DDSLs undertake child protection training as required.

Staff receive safeguarding training that enables them to understand the Safeguarding Children and Young People and Child Protection Policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Staff are required to read and follow the guidance in Keeping Children Safe in Education (KCSiE) Part 1 and Annex A (2019).

Staff are required to read and follow all related Safeguarding and Health and Safety policies.

Sutherland House School has a robust recruitment process which aims to ensure that all members of staff employed in the school are suitable. Upon employment, staff receive a two-week induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families are supervised by a line manager. The supervision offers staff opportunities for:

- Discussing any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identifying solutions to address issues.
- Receiving coaching to improve their effectiveness.

Sutherland House School has suitably trained First Aid staff and a daily rota of First Aiders is made available to all staff.

The school provides a staffing ratio in line with the Education, Health and Care Plan (EHCP) identified needs and in line with safeguarding and welfare requirements set out in the Statutory Framework for Early Years Foundation Stage (2017).

## 7 Information and Records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Privacy and Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports the identified Special Educational Needs and Disabilities (SEND) areas of need in accordance to the child's Education, Health and Care Plan (EHCP)
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children