



EYFS Curriculum Rationale

Curriculum Pathways Pupils at Lansbury Bridge are sorted into 4 pathways:

Pathway 1 & 2: Pathway 1 and 2 are for learners who are working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C. as they move through the pathway.

Pathway 4: Pathway 4 is for those who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.

Intent- What do we want to do?

At Lansbury Bridge School, all children should **learn** in an individualised way, **believe** in their capabilities and **shine**. Learning in the Early Years Foundation Stage (EYFS) will prepare young people for their time at school and for life beyond. We want our children to gain the confidence and independence that will support them through each stage of life.

Our curriculum is engaging, relevant and facilitates progress. It is steeped in opportunities to rehearse and consolidate new skills and knowledge. Learning is child led, differentiated and various approaches are implemented to enable our learners to be successful. We believe that learning in the foundation stage should be a rewarding and enjoyable experience, in which children explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

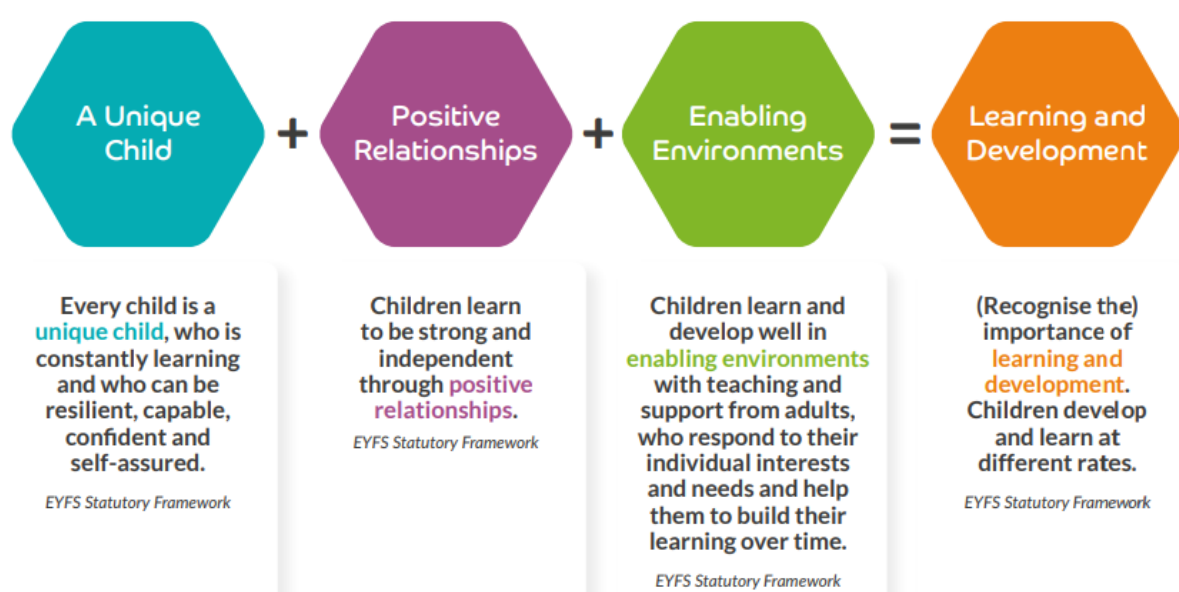
Our pupils are given experiences to support developing a wider understanding of the world around them in order to be able to maximise their engagement and involvement in society. Our curriculum takes account of different starting points, potential barriers to learning and finds ways to work with these to maximise outcomes and equip children for each stage in education and life beyond school as confidently and independently as possible. We believe in creating happy and safe learning environments which facilitate opportunities for exploration and engagement.

During the foundation stage, children will be given the opportunity to develop their learning through play and communicating in their preferred mode with each other and interacting with practitioners. We work with children to develop their methods of communication and use a total communication approach so that all individual ways of communicating are accommodated for. We share ideas and strategies with parents to ensure consistency for

children both at home and at school, enabling their communication to develop as much as possible for each individual.

Practitioners will support children's learning through direct teaching, interacting, questioning, responding to questions, working with and observing children, assessing and reporting children's progress. This includes planning and creating the indoor and outdoor learning environment, organising time and the use of resources to support and extend children's learning.

The overarching principles of the Early Years Foundation Stage underpin effective practice in our delivery of the EYFS:



Implementation- How will we do this?

In EYFS, we achieve our intent through a relevant and purposeful curriculum which is tailored to meet each child's individual needs. We baseline learners into one of the 4 pathways, use the targets outlined in the child's EHCP and develop from these short term, achievable goals (Personalised Learning Goals). We work closely with parents and other relevant professionals to share best practice and to ensure consistency for each child. In EYFS we focus on the following priorities as outlined in each child's EHCP:

Communication and Interaction:

- Building close partnerships with SALT to increase communication skills using symbols, PECs, Makaton, speech and ensuring a total communication approach is used within the classroom.

- Providing opportunities for children who are at the early stages of communication using intensive interaction and increasing social and communication opportunities throughout the day e.g. through 1:1 work, small group work, whole class activities and facilitated turn-taking activities with peers.
- Maintaining excellent parental engagement and communication through our face to face and online channels.

Social, Emotional and Mental Health:

- Learning is based around the children's interests and can be adapted to suit each individual, ensuring that learning is motivating and engaging to them.
- Meeting children's sensory needs by working with OTs and following children's sensory diets.
- Regular opportunities for learning outside of the classroom and utilising facilities in the wider school, such as the Sensory Integration Base and swimming pool.

Cognition and Learning:

- Applying a curriculum where children learn through play and that can be adapted and shaped to meet a young person's individual needs and interests.
- Ensuring breadth of experiences in the curriculum through implementation of the 7 areas of learning as outlined in the EYFS framework.
- Continuous improvement, ensuring that we regularly reflect upon our curriculum and provision and modify these where appropriate to meet the needs of our young people.
- By baselining children by October after they start school, this allows staff and parents to identify areas which require further support.

Sensory and Physical Development

- Working with OTs and following sensory diets to ensure children's sensory needs are met before learning can take place.
- Working with Physiotherapists to support children who require support with their physical development, posture and functional mobility.
- Providing daily opportunities to increase independence and life skills.
- Providing daily opportunities that enable children to develop their gross and fine motor skills.

The curriculum is delivered through a variety of different topics throughout the year. These topics have been carefully planned to ensure that children have a well-balanced range of learning experiences and opportunities. Enhancements are also planned with a child-centred

approach in mind, taking into account the things that excite, motivate and inspire our children in order for their learning to be fun and for them to develop a sense of curiosity and foster a love of learning.

Addressing Barriers to Learning

A collaborative multi-disciplinary approach allows us to successfully meet the needs of each pupil, implementing set programmes to remove barriers to learning.

The curriculum supports opportunities to develop a readiness for learning through personal support plans and personalised sensory diets (where appropriate). All of our children have a range of barriers to learning and our aim is to identify these and find the best ways of engaging children to minimise the impact of their identified barriers.

Strategies used to remove barriers to learning include mentoring, interventions, sensory diets, daily mile, implementation of OT, physio and SaLT set programmes, specialist seating and adaptive equipment including AAC, nurture groups, food tasting opportunities, total communication approach across school, communication assistant and dedicated family liaison officers in school.

Impact- How will this support our learners to fulfil their potential?

Pupil progress is measured through a variety of means including observations and assessments. These could be planned for or on the spot observations. Evidence for Learning is an online tool which is used to measure the smaller steps of progress some of our pupils make. Through the use of our Evidence for Learning assessment tool, we create a timeline of progression across the curriculum which are presented through photographs, videos and annotations. This allows a clearer picture of the smaller steps of progress our pupils make as well as making real time assessment easier and more meaningful, ensuring pupils are receiving the correct support as quickly and efficiently as possible.

We are dedicated to providing and delivering an exciting and engaging curriculum for all of our children and we are constantly striving to improve and ensure that the curriculum we offer is the best it can be for all of our learners, no matter their stage of development.

The continuous hard work and dedication of our staff in ensuring that all children receive a broad and balanced Early Years Curriculum, that meets the needs of each individual. It supports children to become more independent, engaged and confident learners and sets them up for a successful school journey, whilst also promoting a love for learning!