



Birmingham Federation
Maintained Nursery Schools

Allens Croft Nursery School

Jakeman Nursery School

Shenley Fields Nursery School

Lillian De Lissa Nursery School

Newtown Nursery School

St Thomas Nursery School

Adderley Nursery School

Gracelands Nursery School

Highfield Nursery School

TEACHING AND LEARNING POLICY

Cluster:

Gracelands Nursery School

Jakeman Nursery School

Local Committee Approved: 22 October 2024

Full Governing Body Approved: 09 December 2024

Date Policy Adopted: 22 October 2024

Date for next renewal: Autumn Term 2026

Chair of Governors: Sean Delaney

Executive Head Teacher: Samantha Richards

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RRS – The UN Convention on the Rights of the Child links

Article 3 (best interests of the child) *The best interests of the child must be a top priority in all decisions and actions that affect children.*

Article 12 (respect for the views of the child) *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

Article 13 (freedom of expression) *Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.*

Article 15 (freedom of association) *Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

Article 17 (access to information from the media) *Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.*

Article 24 (health and health services) *Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.*

Article 28 (right to education) *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

Article 29 (goals of education) *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Article 31 (leisure, play and culture) *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

EYFS Framework

We follow the Early Years Foundation Stage Framework (2021), the statutory framework that sets the standards for learning, development and care for children from birth up to 5. It outlines what adults must do to help children learn and develop and be healthy and safe. The EYFS includes seven areas of learning and development, split into three age bands:

- Birth to three
- 3-4 years
- 4-5 years (the reception year in school)

The EYFS prepares children for the National Curriculum. The seven educational programmes inform the curriculum design & content.

There are the three prime areas of learning:

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

There are four specific areas:

- Literacy
- Numeracy
- Understanding the World

- Expressive Arts & Design

The EYFS is about how children learn, as well as what they learn. High-quality early years education, with a strong focus on communication and language development, is good for every child. Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need today, but also set them up with every chance of success tomorrow.

Our curriculum design reflects our knowledge and understanding of how young children learn, our statutory document (EYFS framework, 2021) and non-statutory guidance documents including:

- Development Matters (Department For Education 2020, revised July 2021)
- Birth to 5 Matters – Guidance by the sector for the sector (Early Years Coalition, 2021)

EYFS Statutory Educational Programme: Communication & Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or are doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

English as an additional language

Some of our children start nursery speaking languages other than English and are at an early stage of acquiring English. Speaking more than one language has lots of advantages for children. Children will learn English from a strong foundation in their home language. It is important we encourage families to use their home language for linguistic as well as cultural reasons. We know that bilingualism is an asset and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.

Supporting continued development of first language and promoting the use of first language for learning enables children to access learning opportunities within the EYFS and beyond through their full language repertoire.

The skills, knowledge and understanding of children learning English as an Additional Language (EAL) are often underestimated. Cognitive challenge can be and should be kept appropriately high through the provision of linguistic and contextual support. Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context.

Personality plays a great part in language development. Some children go through an extended period of silence when entering an unfamiliar language environment; others may continue to speak the language they know best, regardless of who can understand them. Each child must be carefully observed so that, when their situation begins to change, parents and practitioners can support their next steps.

EYFS Statutory Educational Programme: Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Statutory Educational Programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS Statutory Educational Programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Statutory Educational Programme: Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

EYFS Statutory Educational Programme: Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS Statutory Educational Programme: Expressive arts and design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key person system

Every child and family has at least one named key practitioner (part-time staffing can create the need for more than one). The key person acts as champion for the child and family. This offers the opportunity for a special relationship to develop. The key person builds a close relationship by acting as a companion for the child and being mindful to the needs of the child during each day. Sharing information and creating opportunities to talk during the day builds trust and partnership.

Parents as partners

Parents make a crucial difference to children's outcomes. Parents are children's first and most enduring educators. Each unique family must be welcomed and listened to. Practitioners have a responsibility to work with all families (Birth to five matters 2021).

'What to expect in the Early Years Foundation Stage: a guide for parents' is a guide for parents, carers and guardians of children from birth to five years old. In each band there are suggestions about what a child may be doing, and how parents can help them. It is important to remember that children develop in different ways and at different rates. After each age band there are top tips for fun, playful experiences that parent and child can do together at home.

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

A progress check at age two must be undertaken between a child's second and third birthday. We assess together with parents to ensure early identification of need and plan action for every child. Practitioners provide parents with a short, written summary of a child's development in the prime areas of learning: communication and language, personal, social and emotional development and physical development. We discuss with parents how the summary can be used to support learning and development at home. We describe the activities and strategies we intend to adopt in our school to address any issues or concerns and promote consistency between home and school.

Reflective talk

Staff teams have time to reflect and talk together to plan the delivery of the curriculum to meet children's welfare and learning needs. We focus on time, pace and rhythm of early childhood practices that celebrate play. We also look for opportunities to reduce staff workload.

Curriculum Intent

The intent is for our curriculum to be inclusive and ambitious for all children and especially the most disadvantaged children in our community so all children thrive. A team of experienced and skilled practitioners and leaders know what we want children to learn before they leave us. We offer a broad and balanced curriculum which is carefully sequenced to support children's progression in skills, knowledge and vocabulary. Progression and sequencing are connected to the different stages of child development rather than to the ages of children. Our progression model is based on 'typical' child development with skilled practitioners drawing on their knowledge of child development milestones.

The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

- every child is a unique child, who is constantly learning and capable
- 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 practitioners and parents
- children develop and learn in different ways and at different rates.

We have a multi-dimensional approach to pedagogy that values:

- Secure, rich and deep learning aligned to slow pedagogy & well-being
- The importance of early communication
- Minute by minute interactions
- Listening to children and having conversations
- Equality
- Enabling environments
- Parents as partners
- Observation so we know children's interests & achievement and use this professional knowledge to shape teaching and learning

Importance of play & enabling environments

The importance of play is considered an essential approach to learning and teaching, focusing on the process rather than the outcome. The main way that children learn in our schools is through high-quality play and first hand experiences, both indoors and outdoors. These encourage social interaction, communication, independence, movement and multi-sensory experiences which develop health, strength, co-ordination and thinking. This all takes place in an emotionally warm, secure and orderly environment underpinned by the key person approach.

We believe that children learn by exploring, investigating, discovering, creating, practicing, rehearsing, repeating, revising and consolidating their developing knowledge, skills, understanding and attitudes through playful learning. Children develop confidence, a 'can do' attitude from having time and freedom to choose who to be with, where to go and what to do, with the skilled timely and tailored support from adults.

The layout of each classroom in school has been influenced by the pre-schools of Reggio Emilia in Northern Italy where emphasis is placed on creating beautiful environments to support children's emotional, cognitive and social development. 'There are three teachers of children: adults, other children and their physical environment.' 'It has been said that the environment should act as a kind of aquarium which reflects the ideas, ethics, attitudes and life-style of the people who live in it.' (Malaguzzi, 1998)

Image of the child

Children are viewed as strong, competent individuals with their own ideas and theories about the world around them. The environment is designed, arranged, equipped and resourced to support this image of children.

Core experiences

The learning environment is set up with continuous provision which provides children with core experiences that are mostly offered every day, with a few offered less frequently. Core experiences include:

- Introducing children to literature and books
- Emergent writing
- Block play
- Malleable materials
- Loose parts play
- Role-play

- Cooking
- Outdoor play, exploration and gardening
- Small-world play
- Sensory play
- Painting and colour mixing
- Modelling and making with boxes and other materials, including woodwork
- Music, movement and dance
- Sand and water
- Local trips and educational visits

Each core experience promotes learning across all seven areas in the Early Years Foundation Stage. This enables children to learn through repeated experiences which can be differentiated to match and extend their development, all the way from the earliest stages of EYFS to the ultimate Early Learning Goals.

Outdoor environment

Our outdoor environments are equally as important as the indoor environments and act as an outdoor classroom, with the addition of space to move and run. Outdoor and nature play are particularly important in our curriculum due to our inner city location.

Movement Matters

“Children want space at all ages. Ample space, is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood.” Margaret McMillan (1930)

Physical development and cognitive development are linked. Brain connections are built from birth onwards, from all of our ‘doing’ experiences; the more ‘doing’ experiences, the more connections. Children learn about the world with their body.

Risk-benefit analysis

Our outdoor risk assessments include risk-benefit assessment. Risk-benefit assessment considers the benefits to children as well as the risks to provide challenge in play but offering protection from unacceptable harm.

Risk taking in children’s play helps children to:

- Test their physical limits
- Develop their perceptual-motor capacity
- Learn to avoid and adjust to dangerous environments and activities

Eliminating risk leads to a child’s inability to assess danger for themselves. We offer opportunities for risk, challenge and adventure, which have been suitably risk-benefit assessed and considered as purposeful.

Daily routines

A daily routine provides structure yet is flexible to meet the needs of children and prioritises play.

There is a balance of child-led learning and adult-guided teaching, with adults that extend children's learning opportunities and provide on-going formative feedback. The proportion of adult-guided learning is dependent on the development stage of the child.

Planned opportunities for group learning in daily group time

- Citizenship
- Caring for each other
- Knowing their rights (UNICEF Rights Respecting School Award)
- Stories
- Number skills and mathematical concept development
- Singing, rhyme and sound play
- Sense of belonging to a group
- Talking
- Caring for living creatures and plants
- Planning
- Sharing news and learning about world events
- Reflection
- Caring for the learning spaces
- Having a voice and being listened to
- Building relationships

Meeting children's universal needs

All young children have a right to a range of services to meet universal needs, including access to an Early Education Entitlement and access to health services (GP, dentist, health visiting service & development checks)

When young children have their education & health needs met:

- They enjoy and participate in learning activities, have access to books, toys and age appropriate learning
- There are good links between home and school
- They experience success and achievement
- They access a healthy diet and nutrition
- They have good hygiene
- Their developmental and health checks/immunisations are up to date
- They meet their developmental milestones
- They have good quality early attachments
- They are able to adapt to change
- They are able to understand others' feelings
- They respond appropriately to boundaries and constructive guidance
- They demonstrate age appropriate self-care skills
- They demonstrate resilience
- They demonstrate good emotional wellbeing

Adapted from Right Help Right Time, Delivering effective support for children and families in Birmingham - Guidance for Practitioners (Version 5 BSCP, December 2021).

Curriculum Offer

All of our children and families access a universal offer in nursery. Some of our children and families access our targeted offer and a small number of children and families access our specialist offer. This approach means we are not offering everything to everybody, all of the time. We know typical additional pathways to support and our offer is accessed at identified point of need. Mapping out our provision enables us to increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards.

Universal

Range of support available to all pupils.

A culture that values and supports the learning and well-being of all pupils demonstrating an inclusive setting ethos.

Quality First Teaching

- Regular daily routines that promote emotional well-being and support independence.
- On-going monitoring of progress using assessments related to the EYFS 2021 including additional standardised/diagnostic tests when needed e.g. EYFS - Development Matters/ Birth to Five, WELLCOMM, PIC, ESDJ.
- Quality First Teaching incorporating a multi-sensory curriculum and continuous provision.
- Activities, materials and communications, which take in to account individual needs and interests. (Differentiated teaching)
- Communication Rich Environment – the use of language is simplified and supported where necessary by objects of reference, photos, pictures, signs, Makaton, visual timetables, Now and Next.
- Promoting vocabulary development and effective social communication in everyday teaching and learning.
- Modelling of skills, outcomes including modelling of effective communication between adults.
- Prompting and scaffolding to support independent learning.
- Assessments in the moment to allow for immediate feedback and timely interventions to progress learning.
- A positive classroom environment in which pupils are actively learning behaviours such as resilience, reciprocity, reflectiveness, resourcefulness e.g. conflict resolution, Mindfulness, TIASS Mind-Mindedness.
- Children receive regular, considered personalised praise for their efforts, progress and achievements.
- Time limited specific support to help fill gaps in pupils' learning e.g. nurture groups, language groups.
- Planned interventions from a qualified teacher, implemented by key workers in the classroom to support differentiation.
- Access to specialist resources to support access to the curriculum e.g. fiddle toys, multi-sensory materials.
- Access to nurturing and empathetic adults/ key persons.

Physical Environment

- Classroom layout and surroundings which take into account the needs of the children with SEND e.g. use of visual cues, access to sensory materials to support well-being.
- System in place to ensure child has access to an identified quiet space.
- Use of visual timetable, objects of reference, signs and symbols to prepare child and ease transitions throughout the day.

<ul style="list-style-type: none"> • Appropriate environment for medical interventions and meeting personal hygiene needs, dependent on the needs of the child. • All areas outside and inside supervised at all times.
<p>Staffing</p> <ul style="list-style-type: none"> • Time set aside for teachers and key persons to plan and review children’s needs together. • Staff available at all times to support well-being as necessary and as appropriate. • Support for basic eating, medical or personal care. • Outside agencies are utilised to build the school’s capacity to respond to a range of children’s needs and learning styles, including making changes to the learning environment e.g. Communication Autism Team, Sensory Support • Staff have a range of on-going training opportunities to support and meet the needs of children within the school. • Staff available to check assistive technology e.g. hearing aids as part of the daily routine.
<p>Targeted Provision Targeted Describes what some children will receive if they do not make the expected progress with Universal provision.</p>
<ul style="list-style-type: none"> • An individualised SEND plan is in place following the graduated approach. SMART targets are set and progress towards those targets is recorded. The learner’s views and wishes are reflected in the setting and/or monitoring of the targets set which are regularly reviewed and updated by teaching staff in conjunction with the SENCo and parents/carers. One or more outside agencies may be used to support target setting as appropriate. • Regular structured teaching activities are given to a small group of children (following advice and guidance and possibly training from an outside agency) to help them meet clearly defined targets e.g. Speech and Language Therapist. Progress is recorded. e.g. social interaction and communication, language and communication, problem solving, language and communication, literacy, numeracy, or fine and gross motor skills. • Child received extra support from adults to follow consistent, regular daily routines e.g. personalised visual reminders, instructions which are broken down into shorter chunks. • Child is prepared for changes to routines/activities/staffing at a small group or individual level. • Involvement of outside agencies to assess, provide advice and review the child’s progress over time (following an assess, plan, do review cycle). E.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy. • Extra individual support over a lunch time period for a specific purpose e.g. intensive interaction communication, turn taking, developing gross motor and fine motor skills. • Support for medical/nutritional/ checking and maintenance of equipment/personal care as advised by an outside agency e.g. giving insulin injections, tube feeding.
<p>Specialist Extra type of support that a few children might receive if targeted provision does not enable them to make consistent progress. Higher needs provision is set out in the 4 broad areas of need as set out in the SEND CoP 2015.</p>
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Structured, regular small group or one-to-one targeted support teaching or activities delivered 3 or more times per week for by trained staff with ongoing advice and guidance from an outside agency. (X times a week for X minutes) • Individualised support for social interaction and communication e.g. Intensive interaction Communication.

- Activities and teaching to help children use skills in different situations throughout the session(s) following ongoing advice and review from outside agency e.g. use of symbols, Picture Exchange System, Objects of Reference, photos, Makaton
- Child specific changes to the environment following advice from an outside agency.
- A key member of staff from the setting with appropriate training and supervision available from outside agency to support children when needed.
- Regular, frequent access to a calm space when needed e.g. when the child is overwhelmed by noise, distractions or heightened levels of anxiety.
- Ongoing support, advice and training from outside agency e.g. Speech and Language Therapist, Occupational Therapist, Specialist Teacher.
- Use of alternative communication systems for a child with e.g.
 1. Significant hearing loss e.g. British Sign Language
 2. Visual impairment e.g. large print, specialist sensory materials

Cognition and Learning

- Highly personalised curriculum which is reviewed and monitored termly and is needed because the child is working significantly below typically developing peers, as evidenced by setting's own data or from information from outside agency such as Educational Psychologist.
- Specific teaching and practice of education focused skills, which support the transition into adulthood.
- Intensive, ongoing, highly targeted support for learning, likely to involve individually targeted teaching for significant parts of the setting day e.g. direct teaching of 1 skill at a time, daily practice, and earning tasks broken down into their smallest steps.
- Regular liaison between outside agency and setting staff termly about specific programmes and targets for the learner. This may be co-ordinated through SEND reviews, Team Around the Child Meetings, SEND Locality Planning Meetings, Specialist consultations with Occupational Therapist or Speech and Language Therapist
- Highly structured routines with individual support and/or prompts e.g. use of photographs, symbols, objects or reference.
- Enhanced transition arrangements between home and setting e.g. 1 to 1 support for transitions at the beginning and end of the day.
- Access to an adult facilitating lunch times to enable and support social interaction with peers e.g. through the provision of structured activities that develop the child's pro-social skills/experience – eating lunch together with peers.

Social, Emotional and Mental Health

- Frequent access to, or exclusive use of a quiet space e.g. to help the learner manage their emotional state, reduce risk of harm to staff or other children and/or reduce the need for prolonged and frequent use of physical intervention.
- Prioritised access to a space, which feels safe to the child and where they will find familiar friendly faces.
- A highly personalised approach to the curriculum informed by the social, emotional, and mental health needs of the learner, and which is reviewed half-termly (possibly with outside agency) to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.
- Access to ongoing, highly targeted therapeutic support from suitable qualified, trained and supervised staff e.g. access to mindfulness and multi-sensory activities, use of mind-mindedness, work focused on thoughts, feelings and behaviour, emotional literacy.
- Highly structured routines communicated with visual supports and prompts.

- Access to a workstation or safe space to reduce emotional and sensory arousal when appropriate.
- Daily teaching of skills by experienced staff to address agreed targets on the child's pastoral support/ individual behaviour plan e.g. ABC - highly targeted support observations of the pupil's interactions with others with immediate helpful feedback.
- A safer handling plan using Team Teach strategies/individual behaviour plan in place, which is followed by all the staff involved with the pupil and reviewed at least half-termly in consultation with the pupil and parents/carers.
- Individual risk assessment to identify dangers and inform when and how the child needs extra support.
- Additional arrangements for movements within the setting and/or between home and setting e.g. hand to hand transfer, daily meet and greet with an identified member of staff.
- On-going assessment, support and advice and training for setting staff from outside agencies e.g. Educational Psychologist, Forward Thinking Birmingham.

Physical and Sensory

- Fundamental changes to teaching and learning methods to meet the individual needs of the child e.g. hand over hand support, support for moving, low vision aids as advised by an appropriate outside agency.
- Access throughout the setting day to staff who are trained to meet the specific needs of the child and increase their independence e.g. enhanced hearing equipment, low vision aids, manual handling, meeting health needs, offering reassurance and emotional support.
- Individual risk assessments to inform when and how the child needs extra support.
- Sensory circuit or individualised and tailored support for sensory differences.
- Pupil specific changes to the setting indoor and outdoor environment to enable a child to fully join in with the whole curriculum and/or learning materials e.g. response to a visual/hearing/sensory differences audit.
e.g. Individualised Sensory Support plan.
- Significant individual adaptations to curriculum and/or learning materials e.g. because the child has a severe visual impairment or sensory processing difficulties.
- Intensive support for social interactions e.g. use of signed support for learner with hearing loss in both ears.
- Personalise curriculum e.g. because the child has a range of physical/sensory needs including significant difficulties moving around.
- Access to aids and equipment for mobility and learning.
- Suitable, identified area for personal care, physiotherapy programmes, quiet areas.
- Personalised and agreed intimate care plan.
- Personalised medical care plan as completed by specialist nurse or medical professional e.g. allergy with AAI, asthma with inhaler, diabetes, tube feeding, epilepsy with rescue medication, catheter changes, BPAP, deep suction.
- Physical Management Plan supported by Physical Difficulties Support Service.
- On-going assessment, support, advice and training for all involved with the child by appropriate outside agencies e.g. Speech and Language Therapists, Physiotherapists, Occupational Therapists, Physical Difficulties Support Service, Sensory Support, Teacher of the Deaf, Teacher of the Visually Impaired, Communication Autism Team.
- Individualised planning and support for transition in to or out of setting e.g. home to nursery, nursery to Reception, nursery to nursery.

Observation-planning-assessment cycle systems

We have a principled and meaningful approach to assessment. We assess what the children can do when they arrive, what they are working on now and what we want them to learn or be able to do by the time they leave. We assess all children at milestone stages. As part of our assessment cycle, we have established at what point each child will be assessed and at what point further assessment is required for some children and for what reason. We have reduced the amount of individual child observational documentation but increased time to talk to and about children. We believe these changes will reduce staff workload and benefit children's progress. Practitioners can talk at length about the children in their care, what they enjoy, what they are interested in, what they know and what is next for them.

We use the Progress Check at aged 2 (DfE non-statutory guidance, 2022) to assess our younger children.

Transitions

We use a Birmingham Transition Approach documentation for children moving on. The aim of the Birmingham Transition Approach is to develop a consistent approach to early years' transitions.

The approach:

- Focuses on the child's journey
- Includes and values input from the child's family
- Uses a "One Page Profile/All About Me" approach
- Is sector informed
- Meets the needs of children and families with SEND
- Values families' diverse and cultural needs

Inclusion and Special Educational Needs

We believe that every child is entitled to an education that allows them to achieve well, in an educational setting that meets their individual needs.

In line with the Code of Practice we will ensure:

- All children have the right to a broad, balanced, relevant and differentiated curriculum
- All children have a right to learn in a caring, considerate and inclusive environment, where the staff and children are all valued for their contribution to school life
- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes

Our commitment

We are committed to:

- The early identification of additional needs
- Working in partnership with parents
- Providing, within available resources, the highest possible quality support and inclusive education for all children
- Providing a high-quality, accessible learning environment for all children, both inside and outside
- Ensuring that all children's progress is monitored, recorded and reviewed
- Recognising the rights of the child and ensuring that inclusion and equal opportunities are embedded in our practice
- Providing opportunities for staff to receive relevant training

- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential

For more information refer to our Inclusion and Special Educational Needs Policy.

Understanding and implementation of the characteristics of effective learning

The characteristics of effective learning explain how young children learn:

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

The Characteristics of Effective Learning explains that practitioners should support children to take new risks and explore, encourage children to try new activities and to judge risk for themselves and to always respect children’s efforts and ideas, so they feel safe to take a risk with a new idea. We provide open-ended resources and experiences that encourage children to explore, investigate, think, ask and answer questions.

Intended Outcomes by 36 months	Intended Outcomes by 48 months
Personal, Social & Emotional Development	
Shows an interest in others and makes new relationships Explores new environments	Can play with others, sharing what they are using with help Plays imaginatively with other children Confident to have a go and try new things
Communication & Language	
Responds to questions and instructions Asks for help if they need it Speaks in simple sentences	Talks about what they are doing and things they remember Starts conversations with familiar people and asks questions Listens when they are in a group with other children.
Physical Development	
Uses the toilet with some support Moves around their environment with awareness and control Manages a range of equipment purposefully	Can dress themselves with some support Gives new challenges a go and is aware of their own safety Uses resources with some control, e.g. can pour from a jug into a cup.
Literacy	
Enjoys sharing books with adults Uses simple marks including lines, curves and circular movements.	Looks at books and has some favourites. Makes marks to represent their name and talks about their drawings. Knows the difference between pictures and words.
Mathematics	
Shows an awareness of number Uses mathematical language in their play	Beginning to count objects in their play Understands how different shapes fit together Will notice who has more or less
Expressive Arts & Design	
Explores and plays with a wide range of media and materials	Creates with increasing thought and purpose Know about and appreciate the work of others
Understanding the World	
Explores natural materials and the natural world	Show interest in the lives of others, understanding the differences between people.

Talk about their family and people important to them	Know about different beliefs and celebrations Show care for the environment and living things within in Observe closely and find out about the world around them
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Refer to our Curriculum document for more information.

IMPACT of our teaching and learning

Children’s learning will be closely monitored, in close collaboration with parents, to ensure that all children are supported to reach significant milestones for their age.

We regularly review our learning environments. Staff meet weekly to talk about the learning that has taken place and what we can do to enrich further learning.

Using reflective practices and strategies

We aim to see our nurseries through the eyes of the children, understanding their experiences, their learning and seeing through the lens to best identify what we can do to support them. We watch videos of children’s play, study photos and share observations.

Senior leaders carry out regular learning walks to assess the impact of the teaching and learning environment.

Staff have regular time out of class to reflect on their key children’s learning.

We have a commitment of staff training which continues to build on staff knowledge of child development and the quality delivery of the early years curriculum.

At Jakeman and Gracelands Nursery Schools, we pride ourselves in preparing children for life in modern Britain, with a sound knowledge of British values and how they can become valuable and outstanding citizens.

https://www.birmingham.gov.uk/downloads/download/452/birmingham_curriculum_statement

Responsibilities

Governors

- Governors monitor children’s progress through the termly analysis of data produced
- Specific learning priorities identified in School Improvement Planning (SIP) are monitored and regularly reported to governors
- Governors visit the school to observe work in practice, the learning environment and focused learning priorities at least twice per year for curriculum focus, twice per year for SEND focus and three times per year for safeguarding focus.

Executive Head Teacher and senior leaders

- Ensures the provision meets the learning and development needs of the cohort and follows the school’s tailored curriculum.
- Involves external agencies to support in the assessment of the quality of learning and teaching e.g. Quality Mark, ECERS and Peer to Peer support
- Uses Performance Management/ Appraisal targets to challenge teaching and learning opportunities
- Provides professional development opportunities to support Learning and Teaching

- Monitors learning and teaching practice through scrutinising children’s progress records, observations of learning and teaching through learning walks and peer observation
- Provides opportunities for parents to support their children’s learning, including provision of their child’s progress and an opportunity to discuss this with the school.

Teacher

- Take responsibility for learning environments, both indoors and out to ensure activities and resources meet the needs of the learners
- Create opportunities which link to all areas of learning and development and evaluate the impact
- Support Teaching Assistants to reflect on and assess children’s learning
- Meet with parents to discuss children’s progress and provide end of year reports
- Take responsibility for the learning and development of the provisions through recording assessments each term, moderating these across the setting
- Take responsibility for a key group’s records
- Differentiate activities to suit the needs of the learners
- Observe and document children’s learning.

Teaching Assistants / Nursery Officers

- Support the class teacher/ senior leader in the planning and development of the learning environment
- Support teachers in learning walks and peer observations to develop a culture of reflective practice
- Support teachers in the reflection and preparation of activities
- Reflect with other practitioners to highlight learning and plan for development
- Meet with parents of their key group to discuss the children’s progress
- Take responsibility for a key group of children and their records
- Observe and document children’s learning
- Assess children’s learning using on-going observations and documentation
- Take responsibility for a particular activity or area of learning linked to the EYFS and ensure resources are appropriate and well maintained.

Parents/Carers

- Attend workshops where possible
- Attend parent consultations
- Consult regularly and when necessary with practitioners about the learning and development of their child
- Contribute to their child’s learning journey
- Utilise Ready, Steady Reception transition documentation to support key pre-Reception skills at home