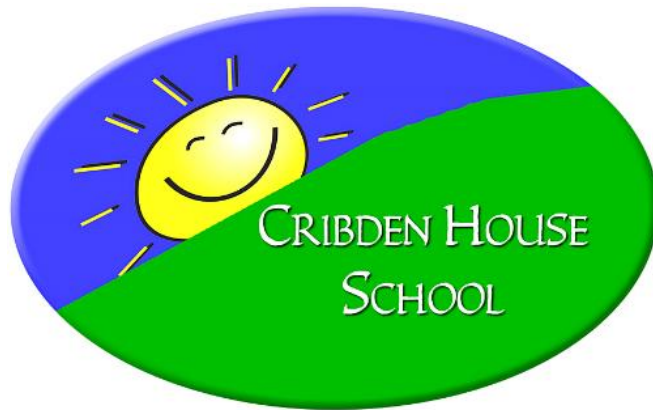


# Cribden House Special School



## Early Years Foundation Stage (EYFS) / Being Pathway policy

Approved by: Governors

Last reviewed on: September 2025

Next review due by: September 2026

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

## 3. Structure of the EYFS / Being Groups

Our school's youngest children are Reception age (4) and there is no nursery provision. Children are grouped by need and ability; not necessarily by age group.

## 4. Curriculum

Our Being curriculum is planned, designed and implemented to meet the needs of children who benefit from combining the needs of the children with aspects of the Early Years Foundation Stage Curriculum.

They follow a topic-based curriculum incorporating all seven areas of Learning and Development from the Early Years Framework which have been developed and adapted to ensure all children have opportunities to progress. This curriculum provides no barriers to children's achievements, the flexibility and responsiveness of the curriculum enables this to happen.

Children are provided with an engaging, challenging learning experience with indoor and outdoor play opportunities in a supportive learning environment. Our ever-changing cohort means our lessons and activities are always being adapted to ensure they are delivered in a personalised way. This incorporates using a multi - sensory approach enabling complete inclusion for all children. Additionally, all our children have personalised interventions to close gaps in all aspects of learning e.g.

- Attention Autism,
- Precision Teaching,
- Thrive,
- Squiggle While You Wiggle

- Intensive Interaction.

<b>The 3 Prime Areas – each area is divided into aspects</b>		
<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<ul style="list-style-type: none"> <li>• Building Relationships</li> <li>• Managing Self</li> <li>• Self-Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Attention and understanding</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> </ul>

<b>The 4 specific areas – each area is divided into aspects</b>			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding of the World</b>	<b>Expressive Arts</b>
<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• People, culture and communities</li> <li>• The natural world</li> <li>• Past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>

### **Long Term Topic Overview**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
All about me	Seasons	Traditional Tales		Growing	Under the sea
I'm special!	Changes	Magical Mayhem!	People who help us	Life on the farm	What a wonderful life
Ourselves	Celebrations	Animal antics	Space	Dinosaurs	Around the world in 6 weeks!

The highlighted row indicates the current long-term topics which is then broken down to support the needs of the children.

Playing and exploring:

Providing opportunities for children to investigate and experience things and encouraging children to 'have a go'.

Active learning:

Providing opportunities for children to concentrate and keep trying if they encounter difficulties as well as enjoy and celebrate their achievements.

Creating and critically thinking:

Providing opportunities for children to have and develop ideas, make links between ideas and develop strategies for doing things.

#### **4.1 Planning**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

When planning and guiding learning opportunities, we consider the different needs of our children and the different ways that our children learn effectively alongside the guidance contained in the Early Years Foundation Stage Framework.

Each half term a detailed medium-term plan is created to ensure that are opportunities for the children to develop their curiosity and love for learning. This medium-term plan is created based on the children's individual needs and their current developmental level linked to their Provision Plans and the Being assessment document. We also have the support of schemes such as White Rose Maths which is adapted to meet the needs of our cohort.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning and the doing groups.

### **5. Assessment**

At Cribden House Special School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests

and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) for children that are able to access the assessment. All children will be baselined within their first 6 weeks using the Cribden Being Assessment Tool.

After the initial assessment, all children have ongoing assessment, targets and objectives linked to their individual needs and EHCP outcomes. Provision Plans allow SMART targets to be created specifically to set annual and termly targets linked to each child's EHCP. Parents are kept informed through daily Class Dojo updates and reports, parent's evenings and annual review meetings.

This profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For reception / mixed classes in our maintained schools:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have always at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Rebecca Slinger annually.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Intimate Care Policy	Policy folder on Staff drive
Safer Sleeping Policy	Policy folder on Staff drive