



ASPIRE

EYFS POLICY

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“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. “

(EYFS, 2014)



Our Early year’s policy describes the framework upon which the beliefs and practice of The Aspire Hub are based. This policy should be used in conjunction with:

Teaching and Learning Policy (Currently being developed)
Assessment Policy (Currently being developed)
SEND Policy

OUR PHILOSOPHY

In the Foundation Stage children learn best through play-based activities and first-hand experience. Every child deserves the best possible start in life. In Foundation stage we aim to give this by looking at what the children can do and supporting them to fulfil their potential. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

At our setting we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual. The Aspire Hub is split into 2 classrooms. EY and KS1 in ‘The Butterfly Room’, KS1 and KS2 in ‘The Den’. KS1 children will be divided based on their developmental stage.

Children learn in different ways. We ensure that every learning style is catered for. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and support these in their practice. Three characteristics of effective teaching and learning are promoted:

- 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.

We value the diversity of individuals within The Aspire Hub and do not discriminate against children. All children at The Aspire Hub are treated fairly regardless of race, religion or abilities. All children and their families are valued within our setting.

At The Aspire Hub we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning and intervention support. In The Butterfly Room and The Den we set realistic and challenging expectations that meet the needs of our children.

At The Aspire Hub, we understand that we are legally required to comply with certain welfare requirements whilst the children are within our Alternative Provision. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.



OBJECTIVES

- To provide a happy, caring, safe and secure environment, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults
- For the children to become aware of moral and social values
- To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within The Aspire Hub, community and the wider world.
- To foster positive home school links and share a common sense of purpose with parents.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Worker' to ensure that every child's learning and care is tailored to meet their individual needs.

At The Aspire Hub we train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children.

THE FOUNDATION STAGE

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

ORGANISATION

Our ultimate aim is to establish a smooth and successful transition back into mainstream education at the school that the child is on roll with whilst at The Aspire Hub. This is facilitated by:

- Weekly video conferencing with the named adult at the school; children can share progress and keep in touch.
- Reminders around the classroom of their school
- Bespoke transition when the child is ready back to school.

- Liaison with outside agencies.

EQUAL OPPORTUNITIES

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs. **Also see the Inclusion Policy**



ASSESSMENT

Whilst at The Aspire Hub, numerous assessments are carried out by staff in the form of:

- Spontaneous observations
- Focused observations
- Photographs
- Videos
- Examples of children's work
- Information from parents and carers

More intense assessments will also take place:

- Boxall Profile
- Half Termly EYFS tracking and statements
- PIVATS
- Speech and Language Assessments

Referrals to outside agencies:

- Occupational Therapy
- Educational Psychology
- Child and Adolescent Mental Health Services

See also the Assessment Policy (currently being developed)

Assessment is carried out on a daily basis by all staff. They are used to inform planning and identify the children's next steps, which enables us to deliver a curriculum that is specific to the children's needs. Evidence is collated daily and written observations are done daily. An internal tracker is used to record the data and progress of each child.

At The Aspire Hub each child's level of development and progress is recorded. Throughout the child's time at The Aspire Hub, we provide reporting on progress, work alongside school, parents/carers and outside agencies and we can provide parenting classes, advice and support.

THE CLASSROOM ENVIRONMENTS

The classroom is set up into different areas, where children are able to find and locate equipment and resources independently. There is a reading area, a learning area with desks where children can complete work, a reflection space, there is also an outdoor area for play. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

SAFEGUARDING

It is important to us that all children at The Aspire Hub are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist, this also includes online safety. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

See Safeguarding & Child Protection Policy.

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.

PARENTS IN PARTNERSHIP

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.



- The children have the opportunity to spend time with their Key Worker before coming to The Hub during transition sessions (if necessary).
- Inviting all parents to an induction meeting before their child starts The Aspire Hub.
- Offering parents regular opportunities to talk about their child’s progress.
- Encouraging parents to talk to the child’s Key Worker if there are any concerns.
- Offering parents ‘stay and play sessions’.
- Offering parenting sessions/training, advice and support.

At The Aspire Hub we encourage and ask parents to drop off their child in a morning and pick up their child after at the end of the day. We understand in some cases it may be difficult for parents to drop off due to other commitments and is why we give parents until 9.30am to drop off children.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Monitoring and review

It is the responsibility of the Aspirations Room Leader to follow the principles stated in this policy. The Aspirations Room Leader will carry out monitoring with support from SLT and Senco on the EYFS as part of the whole monitoring schedule.

| Date | Ratification | Reviewed by |
|-------------|--|-----------------------------------|
| Feb 17 | This policy was ratified by the board of Directors | Directors |
| August 17 | Policy was amended to reflect the changes to The Hub converting to school status | GB |
| August 18 | Policy was amended to reflect the changes in management structure | Gill Bullock Principle / Director |
| August 2019 | Reviewed – no changes | LB/GB |
| March 2021 | Reviewed – no changes | KJ / LE |