



Nancealverne School

Early Years Foundation Stage

Prospectus



Welcome to Nancealverne School! We are a special school in Penzance for pupils aged 2-19. This prospectus is an introduction to our Early Years Foundation Stage for our pupils aged 2 -7.

- If you would like any further information, please visit our school website: www.nancealverne.org.uk
- If you would like to book an appointment to come meet the staff and pupils and have a look around, please contact us: 01736 365039

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Welcome

Welcome to Nancealverne Special School's Early Years Foundation Stage. We welcome children from the age of 2 to 7. Usually our pupils start at around the age of 4 or 5, having previously attended a nursery setting and/or a child Development Centre and received their EHCP. The local authority will agree for Nancealverne to be named on your child's statement and funds their placement. Some of our younger pupils begin part-time, perhaps starting 5 mornings a week and gradually building up until the term of their 5th birthday when they start fulltime.



Our Early Years Foundation Stage classroom.

Families are welcome to come and visit school and look around. You can make appointments for a tour by contacting school and talking to our home-school liaison. Once you receive knowledge of your placement from the local authority, the Early Years Class teacher Natasha Foulds will visit your child in their education settings to meet them, play and find out all about their likes and needs.

We will then also do a home visit to see your child at home and help you fill out all the necessary admission paperwork. We will also attend any TAC meetings to continue to gather information. Your child will then be invited to school for some stay and play sessions to see their new classroom and toys and meet their new friends and teachers. We will give your child a photo book of their new school so that they have something to help prepare them for school. We believe that all of this helps us to build a clear picture of your child so that we can provide a smooth transition for them into big school! We also believe in the importance of this stage in your child's development and education so that they are building the right foundations for the rest of their school education.



What do children learn in EYFS (Early Years Foundation Stage)?

We follow the Early Years Foundation Stage Curriculum and the Development Matters guidance materials for our Nursery, Reception and also our Year 1 pupils. This is the same curriculum as other mainstream settings but we tailor it more towards their phase of development rather than their chronological age. It is a continuation of the curriculum that your child will have been used to in their nursery setting or Child Development Centre. We learn a lot through play and through topics, e.g. Under the Sea, Jungle Animals, Food, Pets, Growing, Transport. We often try and link our learning to a book of the week. We try to provide a balance by including the pupils' particular interests as well as encouraging them to explore new topics and interests. We also base our learning around our book of the week.

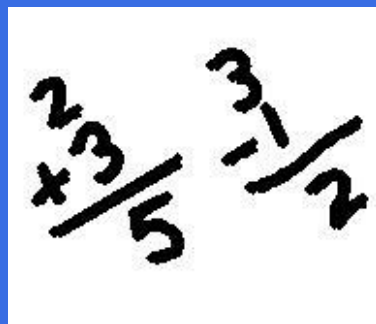
The 3 prime areas of learning are:

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

These three Prime areas are fundamental, work together and support development in all other areas. These are the initial foundations of learning.

Out of these develop the four specific areas which provide important contexts for learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Personal, Social and Emotional Development

In Personal, Social and Emotional Development we focus on three areas:

- **Making Relationships**
- **Self-confidence and Self-awareness**
- **Managing Feelings and Behaviour**

Personal, Social and Emotional Development is all about learning to play with others, sharing resources, taking turns and co-operative play. This can be very difficult for some of our pupils, so we encourage lots of play with adult support.

Some children may build up playing with an adult first, then perhaps one other pupil and then working towards being in a small group. This subject area is all about: making friends, role-play, sharing with familiar adults, exploring new environments around school, showing own interests and preferences, selecting and using resources with support, and building confidence. A really important and difficult aspect of learning is about our own and others' feelings and emotions and how to manage them. We also learn about following routines throughout the day such as meal times and use visuals such as timetables and photos and also music cues to help support this. We also learn about adapting our behaviour to different events, social situations and changes in routines. This is a prime area of learning because it gives our pupils' confidence in other areas, particularly their communication and language skills and development.

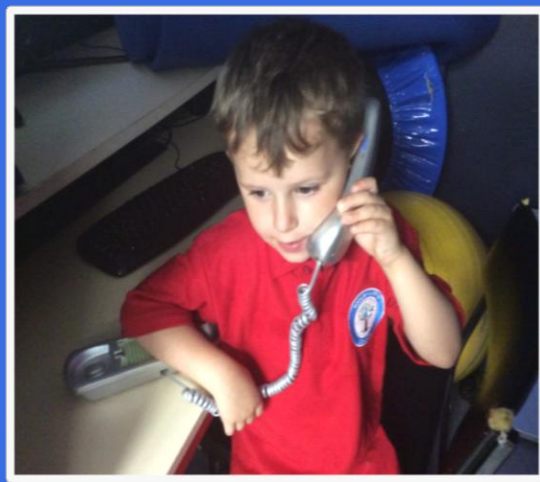


Participating in collaborative play.

Communication and Language:

In Communication and Language we focus on:
Listening and Attention, Understanding, and Speaking.

To promote our communication and language as well as our Personal, Social and Emotional Development we have a small group circle time every morning to share our learning. We will sing and introduce ourselves, maybe share how we are feeling and talk about what day and season it is. We practise listening to each other and taking turns to speak in small groups, enjoy rhymes and rhythms together. We may listen to stories and join in with an adult or a small group and learn to respond to our name and instructions. Some of our pupils may be developing babbles and sounds, whilst others may be developing words and/or sentences either with their voice, switches or PECS. We learn to make requests and choices using photos, symbols or words, showing our likes and preferences. Also we learn to understand and respond to simple questions, copy expressions and phrases and use and develop our communication and language through play.



Our Early Years class is a total communication environment with photos, symbols, PECS and Makaton signing. We also use traffic lights to aid pupils' transitions. We work with our children with guidance and support from their communication plans from SALT (speech and language therapists). We have school communication champions throughout the school who help to update and promote communication for the school. Our Early Years Foundation Stage teacher is responsible for developing the schools' Makaton signs of the week so that we are constantly reviewing or learning new signs.

Physical Development

In Physical Development we focus on **Moving and Handling, Health and self-care.**

Physical development is about climbing and moving confidently in different ways. However, it is also about exploring textures and mark making, pre-emergent Literacy and writing skills. Some pupils may need a lot of messy exploration and mark making before they are confident holding pens or pencils. We may practise drawing lines and shapes and maybe some recognisable letters in a variety of textures such as oats, sand, shaving foam and corn flour as well as using pens and pencils.

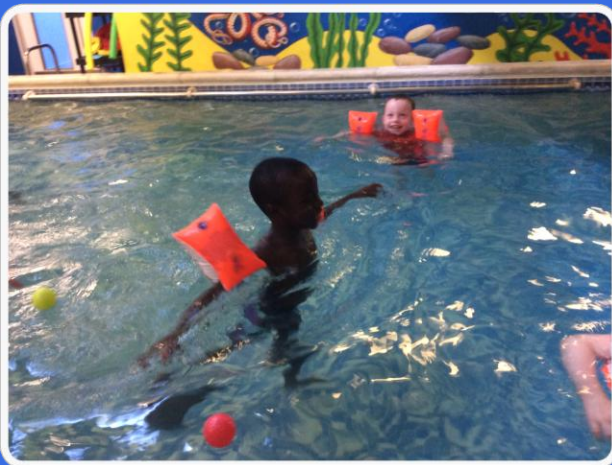


Physical Development is also about trying new foods and drinks, using cups and cutlery and becoming more independent with self-help skills, e.g. toileting, hygiene routines, dressing and undressing. When the pupils are very young, we often eat our lunch in the class to be in a quieter environment and focus on trying new foods and using cutlery. Later we then progress to eating in the hall with the rest of the primary aged pupils.

Physical Development

In Physical Development we also focus on **Moving, Handling, Health and Self-Care**

Our class has Weekly P.E sessions in the hall and 2 soft play slots. We also do a weekly welly walk and Zumba sessions. We also do morning preparation for work with support and guidance from the Occupational Therapists, e.g. using the peanut ball and trampoline. This is especially good for our pupils who may have already had a long bus ride to school in the morning. We have also had sessions of Balanceability in which we have learnt to develop our balance and co-ordination skills learning how to ride balance bikes. We receive support from physiotherapists where necessary for support with exercise and stretches and adaptations for equipment such as standing frames and walkers. They will review physio programmes regularly and provide updates at your child's EHCP review each year. We also have a weekly swim in our school's heated hydro pool. This is fully equipped with a hoist for pupils who require it. Older pupils have swimming lessons at nearby Penzance Leisure Centre.



Pupils using our purpose built hydro pool.



Balanceability Sessions.

Literacy: Reading and Writing

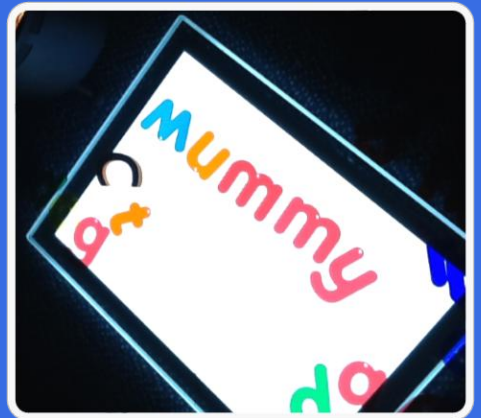
In the Early Years Foundation Stage, Literacy is all about handling books with interest, holding books the right way up, having favourite rhymes, songs and stories and joining in with repeated refrains. We have Read Write Inc Phonics groups to help our children develop their knowledge of Phonics and letter sounds and also practise writing them.

These groups are mixed throughout primary so some children may work in a group in an older class for a short session. The Phonics groups are differentiated and adapted to our pupils' needs: some may be working on a more sensory level exploring items beginning with a letter sound and learning to mark make in different textures such as cornflour, oats, flour and sand whilst others may be ready to learn correct letter formation on whiteboards and start to read some words and books independently.

Pupils work through learning initial letter sounds and some familiar words and signs, giving meaning to marks, over-tracing or copying some letters and learning to write their own name when they are ready to do so. We also have a weekly Big Write when the whole classroom is set up to practise writing and mark making skills and develop fine motor skills. Each pupil has a weekly visit to our school library to read and choose a book to take home in their book folder.



Choosing a book in our school library.



Using a light board to spell words.



Reading in class.

Mathematics

Mathematics in the Early Years is lots of fun and often embedded with our play e.g. making tallies of how many goals we have scored, measuring our towers or following directions on our welly walks.

We learn an awareness of number through rhymes, sorting, counting and organising, measuring, cooking and weighing both inside and in our outdoor kitchen. We learn how to find and recognise 2d and 3d shapes and their properties, counting out correct numbers, recognising numerals, measure and compare quantities (e.g. through sand and water play).

We develop and learn a sense of time through our daily routines and visual timetables, songs about time, days and seasons and time games such as "What's the time Mr Wolf", using stopwatches, using language of size and learning how to solve Maths problems.

We have a school bank where children can open a savings account and pay in money each week. We also have a weekly tuck shop where children can learn to use money to buy their snacks.



Opening a bank account.



Learning to tell the time.



Spending money at tuck shop.

Mathematics

EYFS pupils practice maths in a range of contexts:

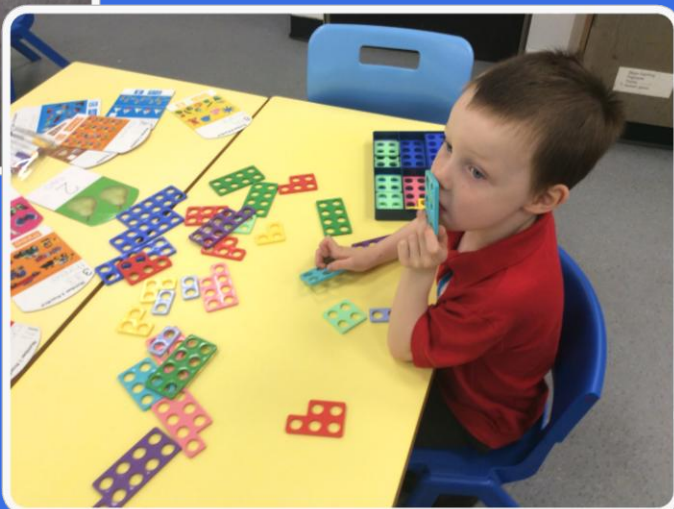


Filling 10s squares to help count objects.

Using PECS to recognise and label shapes.



Using "Numicon" tiles to add numbers together.



Understanding the World

People and Community, The World and Technology

Understanding the World is all about taking an interest in and learning about our family and friends. It is about sharing and celebrating special times and celebrations for our friends such as their birthdays and achievement school assemblies. We also learn about other celebrations in the wider community and world.

We learn about a range of technology and how to use it safely. We learn to explore toys with buttons and use switches to make changes to lights and sounds in the sensory studio. Also we learn how to use computers and Ipads.

When learning about the World, we learn how to manage our sensory needs so that we can accept and understand our world more. We learn to notice features of our environment and develop a sense of growth or change. This may be in our classroom or our outdoor play and learning environment. It is often through our weekly welly walks and trips to our local environment, when we may make maps or look for specific things. We learn to develop a sense of caring both for others and our world around us.



Understanding the World



Looking after our plants.

Helping to scoop the Pumpkins.



Visiting the fire station.

Expressive Arts and Design:

Exploring and Using Media and Materials Being Imaginative

Expressive Arts and Design is all about choosing and exploring materials and textures to make things with . It is about enjoying and joining in with familiar songs and rhymes, moving to music and using and playing different instruments. We explore how colours can be used and changed, as well as : paint, draw, use playdough and clay pottery, build and use construction materials. We begin to make- believe by pretending and taking on a role in a game or story. There is a changing roleplay area in class which has been an aeroplane, shop, café garden centre , doctors or a veterinary surgery at different times.



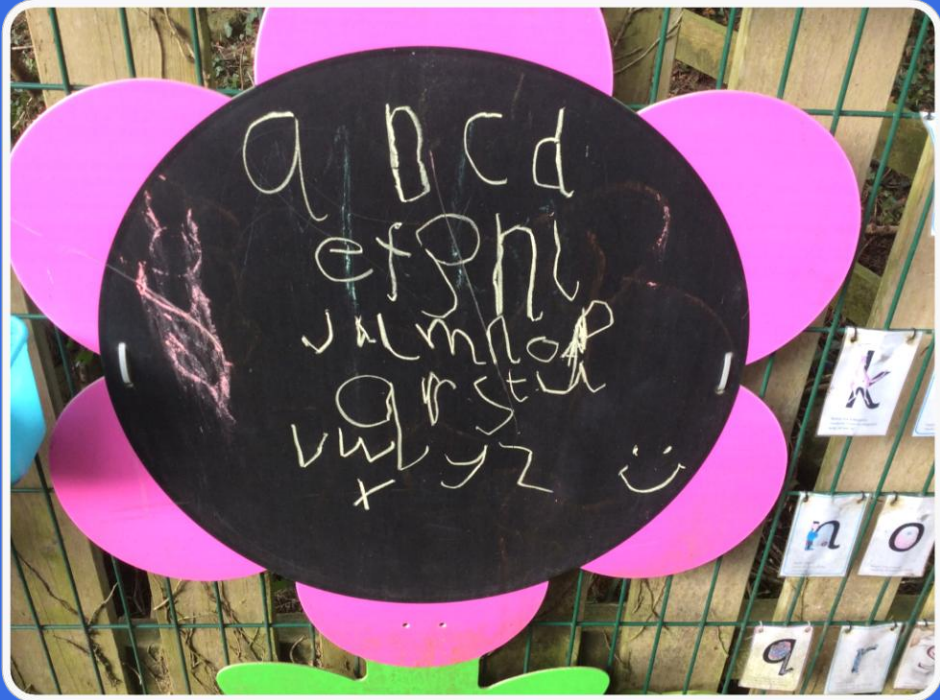
Being a vet in our
roleplay corner.

Painting a
favourite animal
in our Arctic
topic.

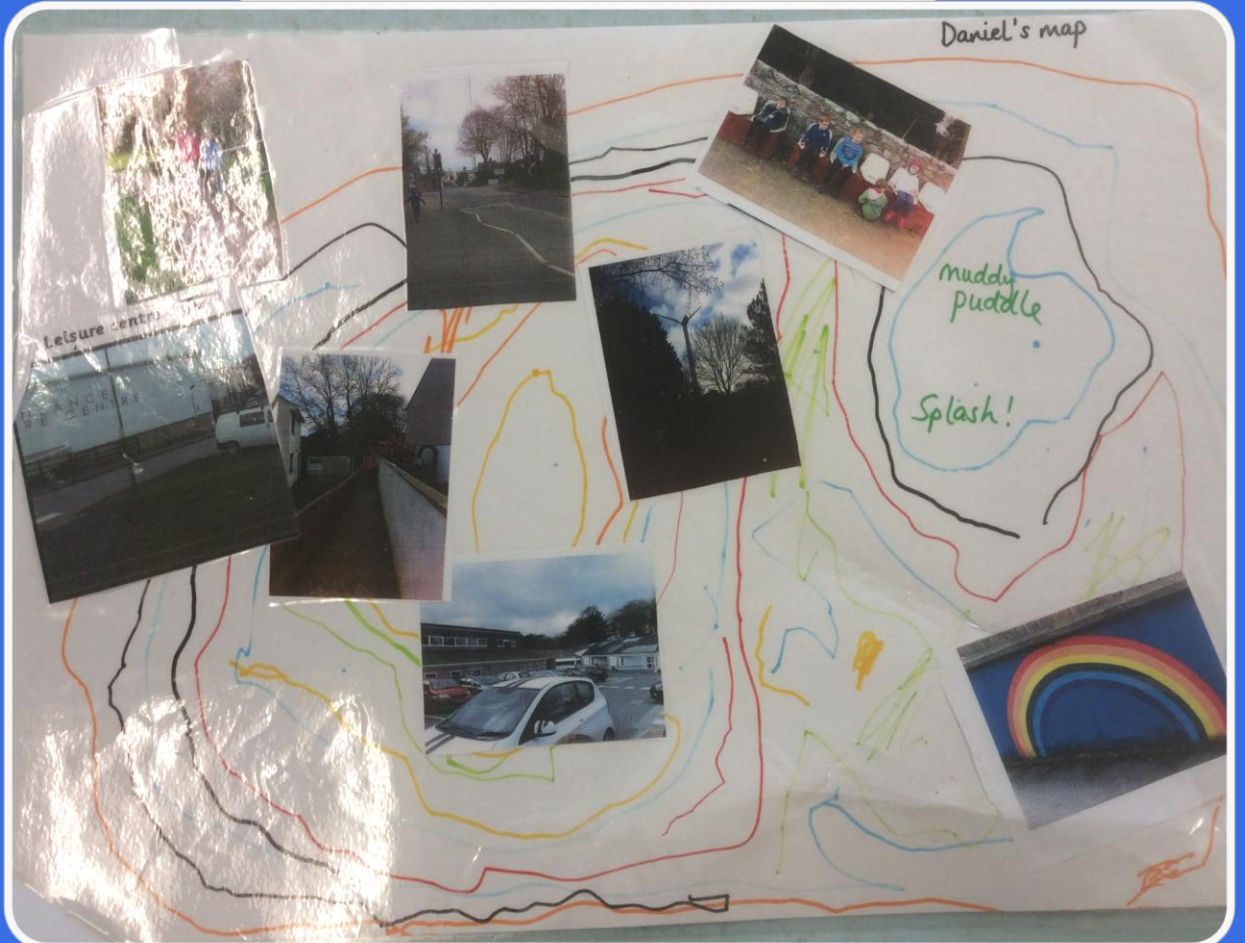


Outdoor Learning

We believe in the importance of outdoor learning and have our own smaller playground and outdoor learning area with a bug hotel, mud kitchen and planting area. We have our weekly welly walks in all weathers, and make our own maps.



Outdoor Learning



Sensory Provision

We incorporate a sensory diet throughout our day, e.g. using the trampoline and peanut ball first thing in the morning to wake up for the day or blowing bubbles and whistles before lunch to be ready for lunch and trying new foods. All school children under the age of 7 are entitled to free school meals. This means that we can provide every child with small tasters of different foods even if they prefer to have packed lunch. We give all our pupils a small taster plate to desensitise some of our pupils who may have sensory difficulties surrounding trying new foods and textures. We also do TACPAC and HandyPac in class and are supported by the occupational therapists and their sensory plan. We have a therapy room where children may work 1:1 with the therapy team or the School Specialist Intervention team

We also have twice weekly timetabled slots in our sensory studio which we use in different ways, e.g. to make a specific environment like a visit to Africa or to the cold Arctic.



Using the studio to make an African environment.

Our soft play room



Assessment

We assess our pupils using the EYFS Phases of Development.

We also use an assessment called *Cherry Garden*, which records assessment within each EYFS phase as branches of the tree. We progress through the skills on each branch moving through the 3 stages of Emerging, Developing and then Established

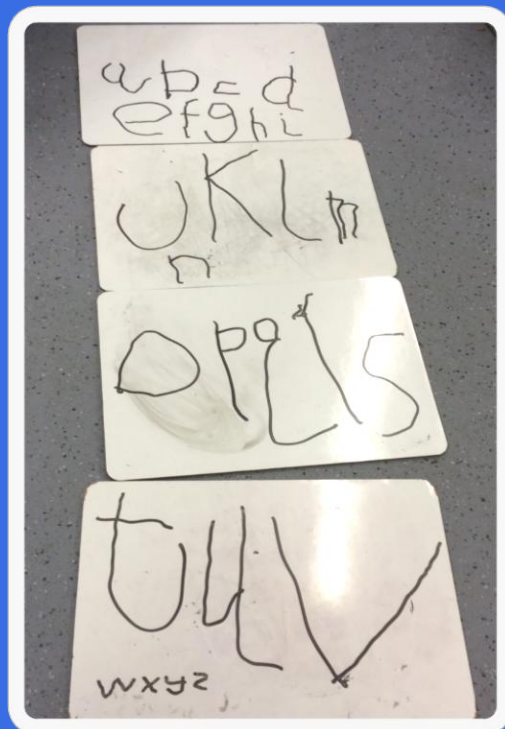
Termly updates and a report will be sent home at the end of each term. Updates and targets will be shared at parents' evenings and at Education, Health Care Plan (EHCP) review meetings. Twice a year your child will be set Personalised Learning Goals which are taken from the areas of learning in their EHCP:

Communication and Interaction

Cognition and Learning

Social and Emotional Mental Health

Sensory and Physical



Learning Journeys

An electronic Learning Journey application called "Evidence for Learning" is used in our EYFS to record pupils achievements. We produce learning journeys using iPads in the classroom to take photos and videos of the pupils' work, and use these to create an online portfolio of work.

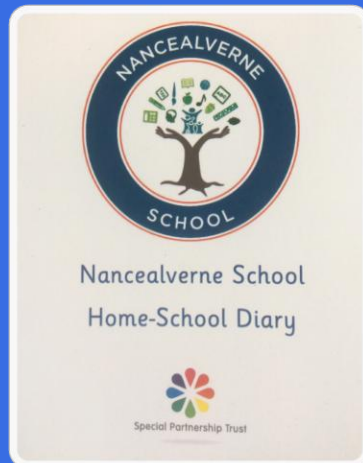
This includes commentary about the children's work as well as the Cherry garden branches your child is working towards. We also print copies so that we can share them when you visit the school.

Parent find that this system provides informative and regular updates of their child's work and progress. We also share regular photos through Class Dojo.



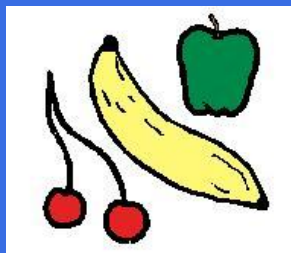
Home School Contact

We communicate daily with families using home school diaries and show what we have been learning, what we have eaten and any other reminders or information. Our parents find that the home school contact books are useful to communicate issues that their children may be facing, or share an event that may impact on the child's performance at school.



- We have a home school liaison who you can speak to at any time.
- Our school day begins at: 9 am. It ends at: 3.20pm

All children under the age of 7 are entitled to free school meals and are given fruit for snacks everyday. You may wish to send a packed lunch in for your child.



Also you may qualify for "pupil premium" which entitles your child to additional funding. If you have any queries or would like more information about any of our provision, please contact us:

Email: nfoulds@nancealverne.org.uk
Phone: 01736 365039

School Uniform



Our school uniform is available from Trophy Textiles at their shop in Pool or online at trophytextiles.co.uk. We also wear white t-shirt and black shorts for P.E.



Nancealverne school is a provider of specialist high quality, relevant and balanced education for young people aged 2-19 who have severe, profound and complex learning difficulties. We focus on individualised, personal and academic achievement. We are committed to and passionate about, the learning and progress of our pupils, and have high aspirations for all pupils.