

# Early Years Foundation Stage

## Welcome to the EYFS

*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*

***"I like playing with all my friends. I play so many different things. I feel happy. I am learning to be happy all the time and I am learning everything about the whole wide world".  
Amelia Rahman, Reception.***

John Scurr Primary School

Would you like a place in our friendly and welcoming

# Nursery

Then please give us a call to arrange a visit  
**0207 790 3647**

Stay & Play

Mud kitchen

French & Music lessons

Forest School

Friendly Staff

New playground area

Spaces for older siblings

Our own Chickens

Full time places

website: [johnscurr@towerhamlets](mailto:johnscurr@towerhamlets)  
email: [admin@johnscurr.towerhamlets.sch.uk](mailto:admin@johnscurr.towerhamlets.sch.uk)  
John Scurr Primary School  
Cephas Street London E1 4AX

Ofsted Good

**Are you a new parent looking for an inspiring, creative and friendly nursery or Early Years place.** Then please come and visit us, we are happy to answer any questions you may have.

Contact the school office **0207 790 3647** to arrange a suitable date and time.

# The EYFS at John Scurr

At John Scurr Primary School, we endeavour to provide the best possible start for every child. We aspire for our children to become happy, confident and independent lifelong learners. We use a holistic approach to teaching and learning, building each child's character, knowledge and understanding and skills. We take pride in building strong relationships with our children and their families. We ensure learning is exciting and engaging for our children, by providing a broad and balanced curriculum that will enable every child to progress and develop personally, emotionally, creatively and academically.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At John Scurr Primary School, children join:

- the two-year-old provision the term after their 2<sup>nd</sup> birthday
- the Nursery the term after their 3rd birthday
- Reception class in September of the school year that they turn five

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

This Early Years Foundation Stage (EYFS) Policy outlines the purpose, nature and organisation of the EYFS at John Scurr Primary School. The implementation of this policy is the responsibility of every practitioner working in the EYFS setting, and across the school.

## Aims of the Early Years Foundation Stage

We believe that every child is entitled to the best possible start in their school life. This enables them to develop their full potential and ***be the best that they can be.***

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding the importance of play in children's learning and development.
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.

- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching children to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and values required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Providing learning experiences in play, which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences, which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.
- Providing opportunities to embed and review learning.

## The Early Years Foundation Stage Framework

Teaching in the EYFS setting at John Scurr is delivered in accordance with [The Early Years Foundation Stage \(EYFS\) framework](#) (September 2021). This sets standards for all early years providers and ensures that all children learn, develop well and are kept healthy and safe at school.

This document is a principled approach to Early Years education, bringing together children's welfare, learning and developmental requirements through four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

The Early Years Curriculum which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas of which three are 'prime areas,' and four 'specific areas.'

### The Early Years Curriculum is centred on three prime areas of learning:

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

**Providers must also support activities through four specific areas, which strengthen the prime areas. These are:**

- Literacy
- Mathematics

- Understanding of the World
- Expressive Arts and Design

By addressing these seven areas of development, and by understanding how these are interwoven, we ensure the delivery of a holistic, child-centered curriculum, which ensures children to make links between what they are learning. At John Scurr, we understand that only through addressing children's prime areas can they acquire the specific areas.

## CHARACTERISTICS OF EFFECTIVE LEARNING **do we need to add something about the role of the adults?**

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. The areas of learning (prime and specific) as well as the characteristics of effective learning are interconnected.

| Characteristics of Effective Learning             |                                                                                                  |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Playing and exploring- engagement</b>          | Finding out and exploring, playing with what they know and being willing to 'have a go'          |
| <b>Active learning- motivation</b>                | Being involved and concentrating, keeping trying, enjoying and achieving what they set out to do |
| <b>Creating and thinking critically- thinking</b> | Having their own ideas, making links and choosing ways to develop                                |

## Our Curriculum

We believe that education happens best when children are excited, engaged and active in their learning. Our child centred approach means that children acquire new skills, language and knowledge through their own interests and experiences. Learning in Early Years happens in a range of context, including the inside classrooms as well as the outside provision. Children learn in adult-led whole class sessions, in small group learning, and in all interactions with adults in the environment.

In EYFS we follow the CUSP Early Foundations, which is guided by evidence-led curriculum structures, such as retrieval and spaced retrieval practice. It is underpinned by explicit vocabulary instruction and research-focused pedagogy.

EYFS CUSP consists of three elements:

1. Foundational knowledge: what pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for life long learning.
2. Opportunities and experiences: how this foundational knowledge can be learnt through play and through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts.
3. Structured Story Time: core texts that will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that uses all that we know about effective literacy instruction.

## **A Curriculum, for Communication and Language**

**At John Scurr Primary, we prioritise a curriculum that emphasises communication and language, recognising its fundamental role in all other learning. Communication and language form the cornerstone of our curriculum, seamlessly interwoven through every element. We understand that strong communication skills are the foundation for all other learning, and we are dedicated to fostering these skills from the earliest stages of education. Our staff are trained in using evidence-informed strategies to support communication and language development. We are committed to continuous professional development to ensure our practices align with the latest research. Our collaboration with the East London Research School allows us to implement best practices developed by leading experts in the field. We employ highly successful strategies that have become an integral part of our daily routine. At any point during a session, regardless of the context, our staff engage in high-quality interactions with children. These interactions involve active listening and extended back-and-forth conversations, ensuring that every child feels valued, is heard and understood. We believe that communication and language development is too important to leave to chance. We are particularly attentive to children who might be reluctant to spend time with adults, ensuring they have ample opportunities to engage in meaningful conversations. Our goal is to create an environment where every child can thrive through high-quality, interactive communication. Our in-house Speech and Language Therapists provide invaluable advice and support, helping us plan and deliver high-quality interventions tailored to meet individual needs. This expert guidance ensures that all children receive the support they need to develop their communication skills effectively. Join us and see how our dedicated focus on communication and language can make a significant difference in your child's educational journey. By prioritising these essential skills, we lay the groundwork for a lifetime of successful learning and personal growth.**

## **Early Years Literature**

Our literacy spine is a carefully curated collection of 75 high-quality texts that form the backbone of our EYFS curriculum. These books have been meticulously chosen to be taught, revisited, and enjoyed over a three-year period, providing a rich and immersive literary experience for our children. Each book in our literacy spine has been handpicked for its literary merit and educational value across the curriculum. These texts are seamlessly woven into our curriculum, ensuring that they form the foundation of the learning experience across all areas of development. The careful selection process ensures that every book supports our educational goals and reflects our diverse community. Our literacy spine is designed to establish a strong foundation for learning, ensuring that

students develop the critical thinking and comprehension skills necessary for academic success. These books help the children make meaningful links across different subjects, and make the interconnectedness of their learning explicit. We incorporate deliberate vocabulary instruction based on the latest research. Each book is chosen not only for its narrative and thematic value but also for its potential to enrich our students' vocabulary. This evidence-based approach ensures that students are consistently exposed to new words and phrases in context, enhancing their language skills. Our goal is to foster a love of reading in every student. By revisiting and enjoying these high-quality texts over three years and beyond, students develop a deeper connection with the material. This repeated exposure helps to reinforce key concepts and vocabulary while making learning a joyful and engaging activity. These wonderful books are chosen to support the holistic development of our students. They include a diverse range of genres, cultures, and perspectives, promoting empathy, cultural awareness, and critical thinking. This diversity ensures that every student can see themselves in the literature and learn about the world beyond their own experiences.

[Add front covers here](#)

## **Active Learning Through Play**

We recognise that young children learn best and thrive when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. We recognise the balance between child-led, adult-led and structured learning opportunities.

Play is a crucial part of our Early Years Curriculum, as it is an essential and rich part of every child's learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn and embed a variety of different skills and concepts.

Our practitioners provide both structured and unstructured play opportunities inside and outside. These activities are carefully planned and responsive to needs to engage children in practical, first-hand experiences, which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts

## **Observations, Assessment and Planning**

At John Scurr Primary, we believe that our time as practitioners is best spent building relationships and engaging with our children. Within the first six weeks of starting reception, children complete the national Reception Baseline Assessment. This evaluates their language, literacy, and mathematics skills, providing a benchmark to measure progress from reception to Year 6. Ongoing assessment is a crucial aspect of the effective running of the EYFS at John Scurr Primary

School. We are acutely aware of each child's individual needs and set next steps based on our interactions and observations. We use a range of techniques to assess and monitor children's learning and development, including:

- Ongoing observations and interactions
- Pupil progress meetings
- Language of Learning, to provoke, provide and evaluate language development
- Tapestry Online Journal, to document observations and communicate the learning between school and home
- A school based tracking system is used to assess children's learning and development

These systems ensure that every child's progress is carefully monitored and that any additional needs are identified and addressed early. These assessments summarise the continuous interactions and observations we conduct daily and form the foundation of our planning. We adopt a child-led approach, balancing children's interests with local, national, and international events, and the carefully planned foundational knowledge. This method fosters high levels of thinking, independence, and motivation for learning.

We carefully plan links to Key Stage 1 through connected vocabulary, knowledge and skills, ensuring a smooth transition and continuity in learning. This is achieved through regular meetings and shared planning between reception and year one teachers. Our dedication to nurturing each child's interests and needs supports their development into confident, independent learners.

At John Scurr Primary, we are committed to creating a nurturing and dynamic learning environment where every child can thrive.

## **17 Early Learning Goals**

There are 17 Early Learning Goals which set out the knowledge, skills and understanding that the children should have at the end of the academic year they turn five. Children will be assessed in these goals at the end of Foundation Stage, which are as follows:

| Area of Learning                                  | Aspect                                 | Early Learning Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal, Social and Emotional Development</b> | Self – Regulation                      | <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>                                                             |
|                                                   | Managing Self                          | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>                                                                                                                                                 |
|                                                   | Building Relationships                 | <ul style="list-style-type: none"> <li>• • Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Communication and Language</b>                 | Listening, Attention and Understanding | <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>                                                                                                                                             |
|                                                   | Speaking                               | <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> |
| <b>Physical Development</b>                       | Gross Motor Skills                     | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>                                                                                                                                                                                                                                                                            |

|                                |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | Fine Motor Skills  | <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                  |
| <b>Literacy</b>                | Comprehension      | <ul style="list-style-type: none"> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>● Anticipate (where appropriate) key events in stories.</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>                    |
|                                | Word Reading       | <ul style="list-style-type: none"> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>● Read words consistent with their phonics knowledge by sound-blending.</li> <li>● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>                                                                                              |
|                                | Writing            | <ul style="list-style-type: none"> <li>● Write recognisable letters, most of which are correctly formed.</li> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>● Write simple phrases and sentences that can be read by others.</li> </ul>                                                                                                                                         |
| <b>Maths</b>                   | Number             | <ul style="list-style-type: none"> <li>● Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</li> <li>● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>                                                 |
|                                | Numerical Patterns | <ul style="list-style-type: none"> <li>● Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |
| <b>Understanding the world</b> | Past and Present   | <ul style="list-style-type: none"> <li>● Talk about the lives of the people around them and their roles in society.</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>                                   |

|                                       |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <b>People,<br/>Cultures and<br/>Communities</b> | <ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> |
|                                       | <b>The Natural<br/>World</b>                    | <ul style="list-style-type: none"> <li>● Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>                                                                   |
| <b>Expressive Arts<br/>and Design</b> | Creating with<br>Materials                      | <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> <li>● Make use of props and materials when role playing characters in narratives and stories.</li> </ul>                                                                                                                                                                                                |
|                                       | <b>Being<br/>Imaginative and<br/>Expressive</b> | <ul style="list-style-type: none"> <li>● Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                                                                                                                                                                                                                         |

# Parents as Partners

At John Scurr Primary School, we understand the vital role that positive relationships with parents play in enhancing children's learning and development. We believe that a strong partnership between school and home creates a supportive environment for our pupils. We strive to maintain open lines of communication with parents, encouraging the regular exchange of information about their children. Recognising parents as the primary educators, we highly value their unique insights about their child.

Parents stay updated through various channels, including informal conversations at the beginning and end of the day, School Ping, our school Twitter account, and our school website. Regular individual meetings are scheduled throughout the school year, and additional meetings can be arranged with the class teacher as needed.

We cultivate a welcoming and inclusive atmosphere where all parents feel valued and involved in their child's education. Our efforts to build strong relationships include:

- **Open-Door Policy:** Our Early Years setting promotes a friendly, open-door ethos. Practitioners are available to talk to parents at the beginning and end of the day, ensuring parents always feel welcome to share their thoughts.
- **Admissions Meetings:** We organise admissions meetings with the Early Years team to get to know new families better.
- **Garden Visits:** We offer garden visits for new families, providing a comfortable introduction to our school community.
- **Workshops and Coffee Mornings:** Workshops and coffee mornings offer parents opportunities to learn and engage with the school.
- **Stay and Play Sessions:** Parents are invited to join their children in play and learning activities weekly, fostering a deeper connection with their child's education.
- **Parent Volunteering:** We encourage parents to volunteer in class and on school outings, strengthening the school community.
- **Newsletters and Tapestry:** Parents receive newsletters and have access to the Tapestry online learning journal, keeping them informed about their child's progress.
- **Special Events:** We host class assemblies, celebrations, and performances, providing opportunities for parents to participate in school life.

By establishing and nurturing these connections, we ensure that parents are active partners in their child's educational journey. We are dedicated to creating a collaborative and supportive community for every child to thrive.

## **Admission and Settling In**

Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging communication are some of the strategies practitioners use to maintain children's positive feelings about school.

### **Two-Year-Old Arrangements**

Our two year old provision welcomes children the term after they have turned two. Children can avail of one of two 15 hour offers – morning or afternoons. This is available for children who are eligible for free two-year-old education, as well as fee paying families.

Families can apply directly through the school office. Once the application is successful, a member of the early years team will be in contact and will work with the family to map out an individual settling in plan.

Children who attend the two-year-old provision at John Scurr, will automatically transition into the Nursery, once they turn three. This transition will happen at a pace that is appropriate for each unique child. Families do not need to reapply for this space.

### **Nursery Arrangements**

John Scurr Primary School provides Nursery education to children the term after they have turned three. Parents are encouraged to apply to the Nursery after the child has turned two. Application are made online and can be found on the [Tower Hamlet website](#).

In year applicants will be contacted by a member of the Early Years team and the child and their family will be welcomed into the Nursery environment for an initial visit. The Nursery team will then work with the family to map out an individual settling in plan.

For families joining us in September:

- We have an initial welcome evening for all new parents
- A Garden Visit is arranged in the summer term for smaller groups of parents/carers and their children to meet the Early Years team and to find out more about how the Early Years works.
- Parents/carers and their child will be invited to 1:1 meetings with the class teacher

- Parents/carers will then be given a start date towards the end of September
- All children will start with shortened days to help them settle and their time will increase at a rate that suits their individual needs.

Our Nursery Setting provides 15 hour places for all three and four year olds. Some families may be eligible for 30-hour places, based on their individual circumstances. More information regarding eligibility can be found on the government website.

<https://www.gov.uk/check-eligible-free-childcare-if-youre-working>

Our morning session begins at 8:45am and ends at 11:45am. The afternoon session begins at 12:15pm and ends at 3:15pm. Children who attend the nursery on a 30-hour basis begin their day at 8:45am and go home at 3:15pm.

Children who attend John Scurr Nursery **must** re-apply for a reception place. This application needs to be made by January for the following September. Children start reception in the school year that they turn five. Applications are made online and can be found on the [Tower Hamlet website](#).

## Reception Arrangements

Children join reception in the September of the school year in which they will turn five. Children who attend John Scurr Nursery **must reapply for a reception place**. Applications are made online and can be found on the [Tower Hamlet website](#).

For families joining us in September:

- We have an initial welcome evening for all new parents
- A Garden Visit is arranged in the summer term for smaller groups of parents/carers and their children to meet the Early Years team and to find out more about how the Early Years works.
- Parents/carers and their child will be invited to 1:1 meetings with the class teacher
- Parents/carers will then be given a start date towards the end of September
- All children will start with shortened days to help them settle and their time will increase at a rate that suits their individual needs.
- Reception children start their day at 8:45am and end at 3:15pm.

# Transitions

At John Scurr Primary School, we follow carefully planned systems to ensure a smooth transition for the children in our care.

## 2YO provision:

- Children in our two-year-old provision begin their transition into the Nursery close to their third birthday.
- They will spend time in the Nursery environment with familiar adults based on the child's needs and interests.
- Once the child is ready for the Nursery classroom, they will transition up. During this time, the two-year-old team will work very closely with the Nursery team.
- A transition meeting will be held between the family, the Nursery team and the two-year-old team.

## Nursery:

- Transitions from Nursery to Reception will take place in the Summer Term.
- Children will meet their new nursery team during a short session in the Nursery.
- The children will visit the Reception classrooms with their familiar adults from the nursery team.
- Children will then have a short stay in Reception with the Reception team.
- This transition process will be adapted based on children's individual needs.

## Reception:

- Transitions from Reception to Year 1 will take place in the Summer Term.
- Children will be introduced to their new teacher during a short session in the Reception classes.
- The children will visit the Year 1 classrooms with their familiar adults from the Reception team. The children will then have a short stay in Year 1 with their new Practitioners.
- This transition process will be adapted based on children's individual needs.

During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of the child. The profile includes on-going observation, all relevant records held by the setting, discussions with parents and any other adults whom the teacher or parent judges can offer a useful contribution.

# High Needs Provision

At John Scurr, we are committed to providing all children, including those with additional needs, an aspirational learning environment that allows the child to be the best that they can be. We recognise the importance of Early Intervention and in response to this, we have a class (Packham Class) attached to our mainstream classrooms which specifically caters for children with social communication needs, including Autism. This class consists of:

- o A classroom for younger children and children who are pre-formal/semi-formal learners
- o A classroom for older children who are formal learners
- o Outreach support for children in mainstream classes

Children are identified for this class when we assess that they have or may have social communication needs, their progress is very limited in the mainstream and/or they cannot manage the mainstream classroom safely. Children may have a full time offer in this provision or a hybrid offer of SEN class and mainstream. Children may join this class for a short period of time, or may stay within this provision long term.

<https://padlet.com/evelynmacsweeney/high-needs-support-at-john-scurr-primary-ylfm98sxs4uh41mp>