

EYFS Curriculum Intent, Implementation and Impact

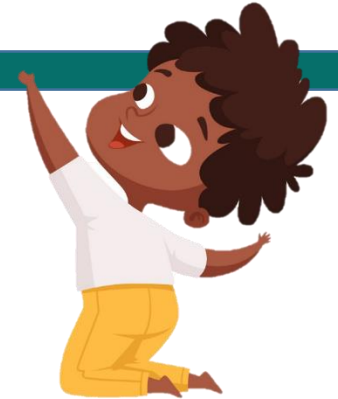
Our Vision

We value and celebrate the children for who they are. Our learning is inclusive and we understand that each child is completely different and unique and therefore so is their learning. We tailor the learning to each individual to ensure that all children succeed and make good progress.

EYFS Intent

To make relevant progress from their starting points.	To create rich, enabling environments both inside and outside.	To personalise learning to support the unique needs of each child.	To prepare children for the next stage in their learning.
To make progress in all 7 areas of the EYFS curriculum using a topic based approach.	To use skilful observations and interactions to inform immediate and future planning	To provide children with the opportunity to develop a range of communication skills (AAC) in order to access their curriculum.	To build strong and positive relationships with the children, their families and the professionals involved in their care.

“Where learning has no limits”



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Curriculum Implementation

EYFS Curriculum

We follow the EYFS framework and ensure all learning is linked to both the prime and specific areas of learning.

We carefully plan to include children's interests and broaden them through our topic and intervention work.

We capture the individuality of each child through regular and accurate observations and use these to inform immediate and future planning.

Learning Environments

Our learning environments are regularly reviewed and adapted to meet the different and emerging needs of our current learners providing them with opportunities to be independent and make choices.

We have a daily class timetable that we follow with smooth transitions and each child has an individualised timetable designed to meet their needs.

Communication & Teaching

Our Early Years Curriculum is delivered through a mixture of direct teaching, adult-led activities, child initiated activities and continuous provision.

We work closely with the rest of the school to ensure children receive a smooth transition when they leave EYFS and go onto either the Sensory or the Enquiry learning pathways.

Intervention strategies

We use a range of visual and communication intervention strategies to enhance and develop children crucial skills, knowledge and vocabulary.

Strategies include:

- Attention Autism
- Identiplay
- TEACCH
- Pre-Braille Skills
- Task Boxes
- Lego Therapy
- Circle of Friends

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Measuring Impact

The impact of this curriculum is that children (by the time they transition into the next pathway) will have achieved their full potential and be fully prepared for the next curriculum pathway. They will have the skills, knowledge and confidence for future learning as well as becoming more self-regulated.

Each child's learning is assessed using DEYO (Differentiated Early Years Outcomes) by Bristol Early Years and teachers will use their professional knowledge of the child to make a best fit judgement about their attainment and progress. Progression is recorded as a Learning Journey on Earwig (our online learning journey and assessment platform).

Children will make progress towards their PDP goals. These are pulled from their EHCP's and development with the parents. Evidence working towards their targets will be captured throughout the year and PDP's will be reviewed with the parents or carers on a termly basis.

Every child is working towards their ELG's (Early Learning Goals) and the statutory EYFS profile will be completed for each child at the end of their EYFS journey.

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