

Acre View Primary School



Curriculum, Teaching and Achievement Handbook 2026-2027

Written by: Jo Mullin

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Curriculum

Acre View Primary School is a school for pupils aged from 5 to 11 with Special Educational Needs and Disabilities (SEND). The school is able to meet the needs of pupils with a diagnosis of Autism Spectrum Conditions (ASD/ASC) or Speech, Communication and Language needs (SCLN). Some children may also have a range of special educational needs including, but not exclusively: ADHD, Attachment difficulties, Demand Avoidance and SEMH.

Due to the complex nature of the pupils that attend it is our responsibility to provide them with the most appropriate education to promote their academic learning, life skills, personal, social, health and citizenship and their Spiritual, Moral, Social and Cultural education. We must also ensure that they meet the long-term outcomes as identified in their Education, Care and Health Plan (EHCP). This policy covers the flexibility of approach we take and how this approach supports the pupils' access to the curriculum.

The deputy headteacher has overall responsibility for the implementation, development and monitoring of all areas of Quality of Education throughout Key Stages; supported by the Senior Leadership Team (SLT).

We offer an innovative curriculum developed with the aspirations and interests of the student at the centre. All pupils follow the 2014 National Curriculum. We offer a holistic approach assisted by our Clinical Services Team who provide a wide range of support to enable pupils to access an innovative and aspirational curriculum.

Aims

The core aims of the curriculum are to support each child in developing independence, to encourage a positive sense of self, and to promote a positive attitude to learning, so that each child can access learning fully.

Our curriculum aims are:

- To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future.

- For all pupils in year 6 to leave, ready for their next stage of learning.
- To create a sense of awe and wonder, our creative curriculum aims to inspire a lifelong love of learning.
- To promote positive mental health, well-being and to enhance our children's life skills, social skills and cultural awareness through the holistic nature of our practice.
- To ensure relationships that develop between children and adults are positive, consistent and secure.
- To provide an environment which meets the needs of all children.
- To meet sensory needs.
- To develop self-awareness and self-control.
- To develop resilience and motivation for learning.
- To support children in responding to change.
- To recognise and support anxiety in children.
- To celebrate success in all its forms.

Subject leaders, in conjunction with the SLT, have a responsibility for the implementation, development and monitoring of their particular subject area across the key stages, thus ensuring continuity and progression throughout the whole school.

We use:

- Read, Write Inc. phonics scheme
- Read, Write Inc. Fresh start phonics intervention (from year 5)
- Literacy Counts – Ready Steady Write and Ready Steady Read Together
- Literacy shed - VIPERS
- Nelson Handwriting
- White Rose Maths
- White Rose Science, alongside Plan
- Learning Means the World Dimensions Curriculum
- Sefton Agreed RE Syllabus, alongside Jigsaw
- PSHE – myHappymind+

We teach phonics and maths daily; the pupils read regularly and are read to in order to improve their understanding.

We teach science as a discrete lesson; and the foundation subjects (history, geography, art, DT and music) in a thematic way through our global curriculum called "Learning Means the World". We also teach French as our modern foreign language.

Our primary curriculum is innovative, forward thinking and highly relevant to our pupils' needs. It thoroughly engages them as they tackle challenging topics and issues.

[Appendix 1 –Curriculum Overview](#)

[Appendix 2 – Rationale and Aims](#)

Assessment

Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress. Methods of formative assessment include the following:

- Question and answer sessions
- Observation of pupils
- Quizzes
- Self-assessment

Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
- Checking understanding as a group and as individuals
- Targeted questioning to determine how secure the pupil's understanding is
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding

- Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
- Coaching pupils using verbal feedback to guide them and prompt improvement
- Providing verbal and written feedback to pupils that is closely matched to their learning needs
- Assessment of exemplar work of different levels

Annotated schemes of work, made by class teachers and other adults involved with each pupil, are used to record other important information about pupils' progress.

In addition to this we use:

- Phonics Assessment – Read, Write Inc
- Diagnostic Reading Assessment
- White Rose Maths end of unit assessments
- White Rose Science end of unit assessments
- BSquared
- Tapestry

Reporting

Termly progress reports are sent in the Autumn and Spring term. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide opportunities for parent consultation evenings and the annual reviews so that parents can discuss how well their child has settled and are able to be involved in the target setting process. We also provide reports for pupils at the end of KS2 which include the outcomes of Statutory assessments (SATs).

Marking and Feedback

Acre View Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school ensures is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

See [Appendix 3](#) – Marking Symbols

Expectations for Marking

- Marking is up to date and offers clear information about why pupils have done well
- Written feedback is completed in green pen
- Green and pink highlighters are used to assess the learning objectives
- When required, verbal feedback can be given
- It provides pupils with opportunities to reflect on feedback, using the purple pen, which also allows them to respond to the feedback and ask questions
- It identifies the next step for pupils
- Teachers use the agreed marking symbols

SLT understand that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact the learning. If a teacher is unsure about the effectiveness of their own practices, the SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

Regular moderation takes place each term to ensure consistency. Teachers meet to analyse pupils' work against National Curriculum stages and external examination grades. Teachers are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. We also have a number of partner schools, with whom we moderate externally

Evaluation of Teaching

The main purpose of evaluating teaching is to increase and improve pupils' learning. Therefore, the key indicator of high-quality teaching is rapid, sustained and retained learning. For some of the pupils learning may be in relation to social, emotional and independence skills as well as academic learning. We provide procedures aimed towards ensuring high quality teaching and learning throughout the school.

See [Appendix 4](#) – Timetable of moderating teaching.

The Leadership Team aim to improve and enhance the quality of teaching by:

- Ensuring that the needs of pupils are met
- Embedding an agreed range of good practice across the school.
- Ensuring consistency throughout the school.
- Informing and reminding staff of the school's expectations.
- Providing a unified focus for monitoring learning and classroom practice.
- Ensuring that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensuring that teaching is appropriately differentiated for all pupils.

Every teacher can expect the following to support their professional development and continuous improvement:

- Their teaching and impact on pupil learning to be evaluated every term
- This will include lesson observations, learning walks, book scrutiny, pupil progress meetings with teachers and pupil conversations.
- Lessons observations and learning walks will not be graded.
- Those evaluating teaching and learning for the purposes of performance and development of teachers will be senior or subject leaders.
- Findings will be based on professional opinions taking into account the teachers standards.
- Feedback from reviewers will be specific and ensure that teachers know how to improve further.
- There is an expectation that teachers receive written or verbal feedback within 24 hours of a lesson.
- Where a school's evaluation of teaching identifies a member of staff in need of improvement, an action plan will be implemented to address areas for improvement and key actions expected of the teacher and support provided by the school. Action plans will be reviewed at least half termly by a member of SLT.
- Teachers will be encouraged to undertake peer observations and share best practices with colleagues around learning.

Most Able Pupils

We value all pupils equally and endeavour to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Identification

Most able pupils are pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum that is appropriate for the majority. More able pupils are defined as those pupils with one or more abilities developed to a level significantly ahead of their year group. The school also endeavours to identify any pupils who may have the potential to be gifted, but are currently underachieving.

We believe that the day-to-day learning environment is the most crucial area for the enrichment, extension and progression of the most able pupil. Therefore, every teacher has the responsibility to reflect this provision in their planning.

A teacher's professional judgement will be used to identify the most able and talented and will be based on a combination of objective and subjective assessments:

- Ongoing teacher assessments
- Test results such as 2 SATS, Read Write Inc phonics, Diagnostic Reading Assessment and all current standardised tests in use
- High standards of work
- Depths of insight, intuition and understanding within lessons
- Outstanding talents which may be apparent within a lesson, e.g., for drama, sport, art
- Through parental discussion, finding out about pupils' hobbies and interests, which may give a fuller picture of their particular talents.

Homework

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will consider ensuring homework is well-balanced across the school.

Homework is given out regularly.

Personal, Social, Health and Economic Education (PSHE)

Through our curriculum, our school environment, our school vision and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

'Pupil Voice' lies at the heart of our school and the curriculum; and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

PSHE is taught through My Happy Mind +.

Reading and Phonics

For pupils up to Year 5, we use Read Write Inc. Phonics programme. Phonics is taught until they reach the end of Key Stage 1 reading expectations.

For pupils in Year 5 and above who require additional support, for example, who have reading ages below 9 or are below National Curriculum expectation for Key Stage 2, we use Read Write Inc. Fresh Start. This teaches students to read accurately and fluently with good comprehension; also, how to spell correctly and compose their ideas for writing step-by-step.

Regular training and moderation are completed by the phonics lead with an annual visit from the Read Write Inc consultant.

All training and moderating is recorded on the Read, Write Inc portal.

Reading is a vital skill that will support pupil's learning across the whole curriculum. We aim to develop a love of reading to all of our pupils. A range of fiction and non-fiction texts are available to the children in our well stocked library and the notion of everyone is a reader is promoted across the school. Reading for pleasure is at the heart of our reading ethos. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include national and school competitions, activities linked to World Book Day, visits to the library, author visits and trips to book shops.

Read Write Inc reading assessments and the Diagnostic Reading Assessments are used to ensure pupils are reading at the correct reading level. Pupils are monitored by the Reading lead and the Head Teacher.

Pupils are listened to regularly until they develop the skills to become a 'free reader'. Free readers have a reading age of approximately 10 years.

The use of AI (Artificial Intelligence) within our organisation.

All staff are responsible for ensuring AI is used safely, ethically, and effectively to support pedagogical, administrative, and operational functions, while rigorously upholding our duties regarding student well-being, data protection, and professional standards.

As a specialist provision for children and young people who have complex

social and emotional needs, children with SEND and who may be particularly vulnerable; the application of AI requires heightened consideration of individual communication styles, sensory needs, processing differences, and potential vulnerabilities.

This aligns with statutory guidance including Keeping Children Safe in Education (KCSIE), the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 (DPA 2018), and the SEND Code of Practice.

For the purpose of this policy, AI refers to systems performing tasks typically requiring human intelligence (e.g., Large Language Models (LLMs), chatbots, AI-powered assistive technology, content generators).

Primacy of Professional Judgement: AI tools are supplementary aids and must not replace staff expertise, pedagogical understanding, knowledge of individual student needs, or therapeutic relationships. Staff remain responsible for evaluating and adapting any AI-generated output.

Data Protection and Confidentiality: Strict adherence to UK GDPR, DPA 2018, and the Charity's Data Protection Policy is mandatory. Protection of student Personally Identifiable Information (PII) and sensitive personal data is a fundamental requirement.

Ethical and Responsible Use: AI must be used ethically, transparently, and without bias, promoting equity and inclusion of learners.

Authorised Use Only: Please see additional **AI Protocol List**.

Unacceptable Use

The following uses of AI by staff are strictly prohibited:

- Inputting PII or sensitive pupil data into non-approved/public AI tools (Critical Breach).
- Using AI to generate personalised pupil plans (e.g., EHCPs, Individual Education Plans (IEPs), Behaviour Support Plans, Risk Assessments). Professional judgement and knowledge of the individual student remain essential for these documents.
- Employing AI to make high-stakes decisions regarding pupils (e.g., assessment outcomes, placement decisions, disciplinary actions).
- Relying on AI for real-time interpretation of pupil's behaviour; communication or emotional states. This requires nuanced human understanding and established relationships.
- Substituting essential human interaction, teaching, or therapeutic support

with AI.

- Using AI tools without due care to potential errors and inaccuracies.
- Violating academic integrity or professional standards by presenting AI-generated content as original work without appropriate acknowledgement or adaptation.

AI: Staff Responsibilities & Training

All staff must read, understand, and adhere strictly to this policy.

Staff must complete mandatory training provided by the school on the safe, ethical, and data-compliant use of AI tools in our specific educational context.

Staff must exercise professional judgement and extreme caution regarding any data input into AI tools, particularly concerning student information. The default position must always be maximum data privacy.

Staff must consult the AI Lead, HT, DSL, DPO or DDSL if they are in any doubt about the appropriate, safe, or compliant use of any AI tool.

Organisational Responsibilities

The School (Senior Leadership Team - SLT) will ensure appropriate and relevant training on this policy and AI use is provided to all staff.

The HR Team, School, via the Headteacher and DSL, will undertake necessary due diligence and vetting processes, including data protection impact assessments where required.

Non-compliance with AI policy, particularly breaches relating to data protection and

unacceptable use, will be treated extremely seriously and may result in disciplinary action in accordance with the Trust's Disciplinary Policy and Procedures, up to and including dismissal. Breaches involving personal data may also need to be reported to the Information Commissioner's Office (ICO).

Acre View Primary School



EYFS Policy

Statement of intent

At Acre View Primary School we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and

understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe. We are committed to promoting independence and nurturing each child's ability to self-regulate, recognising these as essential skills for lifelong learning and wellbeing.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff. Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Statutory framework for the early years foundation stage' in line with statutory requirements or the 'EQUALs Curriculum' based on pupils individual needs.

The headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.

- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Statutory framework for the early years foundation stage' or the 'EQUALs Curriculum' based on pupils individual needs.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

The class teacher will be responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Statutory framework for the early years foundation stage' and the requirements therein.
 - The DfE's current 'Early years foundation stage profile handbook'
 - The STA's current 'Early years foundation stage assessment and reporting arrangements'.
- The EQUALs Curriculum
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.

- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'. The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language
- Physical development
- Personal, social, and emotional development

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

For our F2e pupils with complex needs who are developing below age-related expectations and benefit from a highly individualised, developmental approach we use the EQUALs curriculum. This may be the Informal or Semi-formal curriculum depending on their individual needs. The areas covered within this curriculum is: 'My Play and Leisure', 'My Communication', 'My Independence', 'My Physical Well-being' and 'My Outdoor School'.

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support such as accessing the EQUALs curriculum or specialist support from our clinical team.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.

- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. This is recorded through observations, including images, videos, and written comments from teachers, teaching assistants, and clinical team members on Tapestry.

Parents will be kept up-to-date with their child's progress and development through Tapestry, parents evening meetings and communications on Dojo. The EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook', the 'Cherry Garden Assessment Framework' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

The Cherry Garden Assessment is used for our reception pupils with complex needs who are developing below age-related expectations and benefit from a highly individualised, developmental approach. It provides a developmentally appropriate and highly flexible framework for pupils who progress in a non-linear way. Based on milestones from birth to five, it allows staff to recognise and celebrate small but significant steps in learning. Its visual Branch Maps and Cherry Orchard tools help track emerging, consolidating, and generalised skills across all areas of development, including communication, independence, and self-regulation. Integrated within Tapestry, it supports multi-disciplinary working and enables families to clearly see and understand their child's progress.

Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities Policy will ensure all children receive the support they need and are given the best learning experience possible.

The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills. Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside. Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including: Sensory exploration, calm/regulation space, communication and interaction, fine motor and mark-making, gross motor/movement, construction, early maths, early literacy/book corner, creative/expressive arts, outdoor provision, and independence stations.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon. Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Manage behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

The school will inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises. See BAAS policy .:

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures. The school will have a Fire Safety Policy in place.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children. See BAAS Policy document

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. See BAAS Policy document

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent. Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL. School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Updates about personal care provided to pupils during the school day via Tapestry.
- Details of the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. Parents will be invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Location will be utilised for confidential discussions between staff and parents.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Transition

The following process will be in place to ensure children's successful transition to Year 1:

- Parents will be invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.
- The children will be invited to a number of visits throughout the year to their Year 1 class. The first visits will be with support from familiar staff, allowing the children to feel secure in the new environment. In the Summer term, the children will visit at least once without the support of the familiar staff or parents.
- In the Summer term, teachers will meet to discuss each child's development in order to support a smooth transition to Year 1.

Monitor and review

This policy should be reviewed annually

Appendix 1 Curriculum Overview

Intent	Our vision • Share the high expectation that children and young people (CYP) are ready for their next stage of learning (Key Stage 3) • Ensure that young people leave school with a good reading level. • Support, enable and develop CYP to self-regulate and manage their social emotional and mental health and physical needs both within a school environment and in life. • Become respectful members of society who are community minded, uphold British Values, understand Protected Characteristics and who contribute to charitable causes. • Enable young people to be proactive, enterprising, aspirational and career minded. • Ensure that CYP and their parents/carers feel pride in their achievements and a developed/developing self-esteem. • Develop independence and resilience in pupils. • Enable staff to feel pride in and be aspirational for their pupils and for themselves.				
Implementation	Needs of the pupils:		Subjects		Specialist Services
	ASD ADHD Attachment Dyslexia OCD Demand Avoidance Anxiety	Developmental Co- Ordination Disorder Social Communication Self Esteem Failure tolerance SEMH	English Maths Science Computing	RE History Geography DT Art PSHE MFL	SALT OT Reading Support Nurture ELSA
	Approaches to Learning: * Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil's need *Differentiation * Personalised learning * Build on learning beyond school * Inclusion for all * Promote communication			Enrichment: Weekly Wellbeing and Life skills includes opportunities to participate in a variety of activities as they become available.	
Impact	<u>Personal Development</u> Through our SMSC curriculum, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing Pupils gain the skills knowledge and understanding they need to lead, healthy, independent lives and to become informed, active and responsible citizens			<u>Pupils Outcomes</u> *Standardised Tests (Key Stage 2 SATs) *Pupil Progress meetings	

Appendix 2: School Curriculum Rationale and Aims

We believe that children are entitled to a curriculum that raises the aspirations of every child and gives them the confidence to fulfil their potential through positive learning experiences. The school is for pupils with complex learning needs including autism and ADHD. This impacts on individual development and, to differing extents, shapes the nature of the child's learning experience. Education for children at the school should reflect the unique presentation of each individual, for example meeting sensory needs, providing for social and communication difference or challenging areas of strength. We believe these differences merit a specific approach, whereby skills can be fostered to maximum effect, rather than trying to fit the child into a 'normative' model of development. Core aims of the curriculum are to support the child in developing independence, to encourage a positive sense of self and to promote a positive attitude to learning, so that each child can access learning fully.

Pupils require a support network that is cohesive. We believe it is imperative to work in close partnership with parents, carers and families, to facilitate the sharing of good practice and success across all environments. Drawing on the expertise our school provides including: speech and language therapists, occupational therapists, psychologist ensures we have a dynamic and holistic approach to every child.

Aims

- To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future and helps to inspire a lifelong love of learning.
- The holistic nature of our practice promotes positive mental health and well-being and enhances our children's life skills, social skills and cultural awareness.
- Provide an environment which meets the needs of all children including sensory needs.
- Develop self-awareness and self-control.
- Support children in responding to change.
- Recognise and support anxiety in children.
- Celebrate success in all its forms.



Personalised Curriculum

Every child is unique. Many children will present with a 'spikey' learning profile, with areas of strength and areas that are under developed, which would benefit from intervention. Additionally, children will experience a range of different barriers to learning, in areas such as sensory processing, communication, attention deficits, anxiety or low self-esteem.

The effects of social communication difficulties are unique to every child and the impact on the ability to learn is extremely varied so we therefore deliver a curriculum to meet the pupils' dynamic needs.

Children will require support to develop a wide range of skills, including: Communication, life skills, mental health and social.

Teaching and learning is supported by the Clinical Services team. This approach works on the premise of identifying pupils' needs and provides support which enables teaching and learning to take place in a safe and purposeful environment.

Appendix 3: Marking Codes

V – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

SR – Support given to record/scribe their work

SL – Support given to access the subject specific learning/learning objective



- Next Steps

Learning objective to be demarcated with the following codes:

Pink highlighter – “Pink for think” – learning objective not quite achieved, more work to be done.

Green highlighter – “Green for great” – learning objective achieved.

Anyone marking work other than the class teacher must initial the work they have marked.

Appendix 4 Timetable of Learning Moderation

Half Term	Activity	Staff completing moderations
Autumn Term	Lesson visits x 2	SLT/ Middle Leaders / Subject Leads
	Book Look x 2	SLT/ Middle Leaders / Subject Leads
	Student Feedback	SLT/ Middle Leaders / Subject Leads
Spring	Lesson visits x 2	SLT/ Middle Leaders / Subject Leads
	Student Feedback	SLT/ Middle Leaders / Subject Leads
	Teacher Feedback	SLT/ Middle Leaders / Subject Leads
	Book Look x 2	SLT/ Middle Leaders / Subject Leads
Summer	Lesson visits x 2	SLT/ Middle Leaders / Subject Leads
	Book Sample x 2	SLT/ Middle Leaders / Subject Leads
	Student feedback	SLT/ Middle Leaders / Subject Leads
	Teacher feedback	SLT/ Middle Leaders / Subject Leads