



Early Years Foundation Stage (EYFS) Policy

1. Introduction

This policy underpins all aspects of practice within the Early Years Foundation Stage (EYFS) and reflects the values, aims, and principles of Boston Endeavour Academy. For the purpose of this policy, the term '*Early Years*' refers to the education and care provided to pupils within our Early Years and Key Stage 1 department; Spring Wing.

2. Intent

- At Boston Endeavour Academy, we recognise the critical importance of Early Years Education in preparing children with SEND for lifelong learning, independence, and meaningful life experiences. Our intent is to provide an ambitious, inclusive, and highly personalised curriculum that builds on each child's unique starting point, strengths, and needs.
 - We are committed to ensuring that no child is excluded or disadvantaged. Our Early Years provision is designed to celebrate diversity and difference, offering a nurturing and structured environment that supports communication, emotional development, sensory needs, and physical development.
 - Our curriculum provides a flexible and responsive framework that enables us to meet a wide range of developmental and learning profiles, ensuring that every child is given the opportunity to thrive, make meaningful progress, and begin their educational journey with confidence and joy.
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3. Inclusive Practice

We are committed to ensuring all children can access the curriculum regardless of their individual needs. This includes:

- Differentiated teaching and learning strategies
- Use of visual aids, Makaton, PECS, and assistive technology
- Personalised support through Individual Education Plans (IEPs) or Education, Health and Care Plans (EHCPs)
- Early identification of needs and close collaboration the Early Years Lead and Senior Leadership Team.

4. Curriculum & Planning

Our curriculum offers both sensory and play-based provision, flexible, and adapted to meet the needs of each child. Planning focuses on the 7 areas of learning and we:

- Deliver a sensory-rich and communication-friendly curriculum
- Set individualised, meaningful targets
- Incorporate children's interests and preferred learning styles

3. Assessment & Progress Monitoring

Assessment in the Early Years is ongoing, purposeful, and responsive to each child's individual needs. We begin with a detailed baseline assessment to establish each child's starting point, followed by continuous observations and summative assessments that are carefully linked to individual targets within IEPs (Individual Education Plans) and EHCPs (Education, Health and Care Plans).

Progress is monitored and reviewed regularly through a combination of professional judgement, evidence collection, and collaboration. We hold regular review meetings involving parents/carers, senior leaders, and relevant external professionals to ensure a holistic understanding of each child's development. This multi-agency approach enables us to adapt provision swiftly and effectively,

ensuring every child makes meaningful progress and is supported in achieving their full potential.

6. Safeguarding & Welfare

Children's safety, dignity, and welfare are paramount. We:

- Follow safeguarding procedures tailored to vulnerable children
 - Employ positive behaviour support strategies
 - Maintain a high staff-to-child ratio
 - Conduct regular risk assessments and ensure staff are trained in intimate care, de-escalation, and medical needs
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7. Staff Roles & Professional Development

- All staff receive training in EYFS, SEND strategies, and communication methods
 - We have a paediatric first aid first aider in each class within the department.
 - Ongoing CPD ensures staff stay current with best practices for within Early Years and Special Educational Needs
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8. Environment & Resources

Our learning environments are fully accessible and adapted to meet learning, sensory and physical needs:

- Quiet rooms, sensory spaces, and outdoor areas
 - Specialist resources including sensory equipment, communication aids, and mobility tools
 - Play based continuous provision to promote a love of learning
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9. Parent Partnership & Multi-Agency Work

We value strong partnerships with parents and external professionals:

- Regular communication through diaries, meetings, and digital platforms
 - Involvement in planning, review meetings, and transition support
 - Collaboration with therapists, health services, and local authorities
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10. Transitions


We support children through all transitions with care:

- Tailored transition plans
 - Photo books, social stories, setting and home visits, and gradual introductions
 - Information sharing between settings, families, and receiving staff
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11. Policy Review & Evaluation

This policy is reviewed annually by the EYFS Lead in collaboration with SLT. Feedback is used to update practice and maintain compliance with current legislation.

Signed:

Headteacher: _____  _____ Date: _ 23.06.25 _____

EYFS Lead: Natalie Ruck Date: 20.06.2025

Next Review Date: June 2026