

We follow the [Early Years Foundation Stage \(EYFS\)](#) which sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

Our Intent:

We intend to give the best possible start in life to children under 5 with additional needs and disabilities by providing specialist early learning and interventions and offering support and friendship to their families. We individualise each child's early years experience to promote and develop communication and independence skills in whichever area is applicable to each child.

We believe that every child should be valued and respected and deserves the very best possible start in life and support to fulfil their potential. Young children are vulnerable and their experience in an early years setting has a major impact on their future life chances. We offer a secure, stimulating and happy environment on a daily basis to help children thrive and develop

Implementation:

We follow the Early Years Foundation Stage, which sets standards for the learning and development and care of children from birth to 5 years old. Our curriculum is bespoke to each individual child. We strive to offer experiences that are meaningful in each child's context; delivering learning through interaction and stories that are accessible by all children. Learning is supported throughout by a multi-sensory approach. Each session has a regular routine providing consistency and opportunities for repetition as well as a safe secure base from which to explore and experiment. We deliver 'Bucket time' activities at every session to build on children's listening and attentions skills in an irresistible way. There are playful opportunities for both adult led and child initiated learning, building on the children's strengths and interests. We use augmentative or alternative communication techniques where necessary.

Adults maintain a positive approach to learning, rewarding children with praise and encouragement throughout. Children's play is scaffolded to encourage active learning and to promote independence.

We believe that being outdoors has a positive impact on children's sense of well-being and helps all aspects of their development. For large parts of the day the children are offered free access to the outdoor environment and appropriate clothing is provided.

Equal importance is given to both the indoor and outdoor environments when planning and resourcing. Staffing is deployed flexibly in order to respond to the flow and movement of children between indoors and outdoors.

Staff plan curriculum and environmental resources to ensure that children's individual interests and passions are reflected and utilised. We nurture strong relationships with our families through our support networks, family support workers and stay and play sessions. All families are welcome at Springboard Opportunity Group and all parental concerns about their children are taken seriously.

To ensure we offer high quality experiences we regularly reflect on our practice and so continually look for ways to improve the quality of the learning, development and care offered to our children. We offer mentoring and development opportunities to all staff and all levels within the organisation.

Impact:

Assessment is used to ensure that each child's needs are being met and that parents can be kept fully informed of their child's small steps of progress. Although most of our children make small steps of progress, all progress is monitored, supported and celebrated. We offer a robust system of transition into school in partnership with the LA and schools and we monitor our own impact using parental surveys, parental focus groups and staff surveys.

We recognise the importance of British values and incorporate the principles into our planning.

1. Rule of law

At Springboard we encourage the children to follow simple rules and boundaries such as tidying up and respecting each other and the toys. We encourage children to acknowledge their feelings and the feelings of others and think about how our actions can impact those around us. Positive behaviour is supported through encouragement, praise and role modelling.

2. Individual liberty

We encourage and provide opportunities for risk taking such as climbing, jumping and balancing in a safe environment. By encouraging the children to have a go they develop a positive sense of themselves and their abilities; building on self-esteem and confidence.

3. Democracy

We provide opportunities for children to make choices about their play and experiences through the use of choosing boards, photographs and group voting. At 'Hello time' children vote which action they want to sing by standing either side of the adult. Visual tools such as sand timers, mats and first and then boards help support children during turn taking.

4. Mutual respect and tolerance

At Springboard we value people as individuals; embracing all faiths, cultures and differences. We encourage children to share photographs and experiences from home and listen to and respect others.

The following areas of Learning and Development are delivered through planned, purposeful play with a balance of adult-led and child-initiated activities.

The prime areas of learning are:

1) Communication and Language (C+L)

The development of language underpins all seven areas of learning and development. Children's back-and-forth interactions form the foundations for language and cognitive development. Children at Springboard are given the opportunity and encouragement to use their skills in a range of situations and for a range of purposes. Interventions and strategies such as Hello Time and Bucket Time are used in supporting children whose communication and language skills are not yet developing at the usual rate. Augmentative communication aids are used to enable children to learn to make their own choices, express themselves and to understand at a level in keeping with their stage of development and sensory abilities.

2) Personal Social and Emotional Development (PSED)

Children attending our settings have a wide range of additional needs which can have a considerable secondary effect on their personal, social and emotional development. We aim to have strong, warm and supportive relationships with children which facilitate their desire to learn, in group situations and as individuals, to develop their independence and to make choices and solve problems. We recognise that this area of development underpins all other areas of learning and use specific intensive interaction techniques and small group activities to teach children how to play together as necessary. We work closely with parents to help them value and support their children's development whatever challenges may be present.

3) Physical Development (PD)

Physical development of babies and children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills in coordination, manipulation and movement. They have the opportunity to use a range of small and large equipment, indoors and outdoors, and be encouraged to sit, stand, crawl, walk, run, jump, balance, throw and catch a ball, pedal etc. Appropriate seating, standing and walking aids will be sought to give those who need it access to full use of play facilities. They will be shown how to keep themselves and others safe and healthy.

The specific areas of learning are:

4) Literacy (L)

We foster a love of books, songs and rhymes. We model reading and writing, providing numerous opportunities for children to develop these skills through play.

5) Mathematics (M)

Children are supported in their understanding of mathematics in a broad range of contexts in which they can explore, enjoy and learn. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

They are encouraged to count, sort, match, sequence, create patterns and complete puzzles. They are also encouraged to refer to written numerals and plans and to record their discoveries. They experiment with quantities and measures. They begin to understand routine and time based events.

6) Understanding the World (UW)

Children are supported in developing knowledge, skills and understanding that help them make sense of the world. They will be encouraged to share information about their families and experiences, and be introduced to the culture and beliefs of others. Their learning is supported through offering them opportunities such as the following:

Encountering creatures, people, plants and objects in their natural environments and in real life situations, indoors and outdoors.

Undertaking practical experiments.

Using every day technology in the form of computers, switch toys, CD players and keyboards.

7) Expressive Arts & Design (EA+D)

Children's creativity is extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, dance, imaginative and role play activities, mathematics and design & technology. They have the opportunity to explore texture, shape and form and are able to choose from a variety of media, materials and suitable tools. We encourage the children to express their ideas, thoughts and feelings in a creative manner.

This policy was adopted by Springboard Opportunity Group's Board of Trustees at a meeting held on:	
Date of meeting	15/11/21
Signed by	
Name	Beth Manning
Role	Chair
Date policy to be reviewed.	11/10/24