

Early Years / Foundation Stage

THE VISION

We aim to provide a caring, nurturing and creative environment that ensures that your child's early years experiences are positive, happy and rewarding. We aspire to provide every parent and carer with an understanding of their child's potential through developing a close, trusting and long lasting reciprocal relationship. We aim to ensure that our youngest pupil's leave the Foundation Stage with a firm foundation of skills, ready for the learning journey into Key Stage 1 and beyond.



RATIONALE

At Tor View we believe every child deserves the best possible start in school life and the best possible support and environment to fulfil their potential. The Foundation Stage provides a safe and secure environment that meets the individual needs and interests of the children. Promoting children's learning through planned experiences and activities that are challenging but achievable is at the centre of our practice and all pupils have access to a structured play based curriculum to suit their needs.

Role play using real items



Investigative Play



FACILITIES

The Foundation Stage is a self-contained secure environment. It consists of a spacious room which is divided up into areas of continuous provision and leads out onto an enclosed outdoor classroom.

Within the classroom we have a self-contained toilet and changing area with shower and hoisting facilities. This area is equipped to deal with all personal care needs,

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ensuring a smooth transition into the self-management of personal hygiene where appropriate.



The Foundation Stage has a further enclosed soft surface outdoor play area resourced to develop gross motor skills alongside play and social interaction skills.

The Foundation Stage offers a full range of resources and equipment for imaginative play, role play, construction, sensory exploration, sand and water play, creative play, musical instruments, art and craft activities as well as an integrated multi-sensory area. There is an interactive white board and a touch screen computer. All pupils have access to alternative and augmentative communication (AAC) aids where appropriate.

The Foundation Stage is able to share and benefit from the specialist equipment available in the main part of the school. The pupils have access to the school hall equipped with ceiling hoist for physical and expressive activities, a multi-sensory environment (MSE room) and the multi-sensory hydro-therapy pool.

*timetabled therapy session
in the hydrotherapy pool*



interaction in the Dance Studio



STAFFING

The Foundation Stage caters for pupils with a wide range of needs and abilities and staffing reflects the current needs of the group. Careful consideration is given to individual need. All staff are specially trained to meet specific medical needs such as tube feeding, epilepsy, asthma and tracheotomy care. The ethos of the school ensures that all the staff have regular professional development opportunities to develop and update their expertise.

LEARNING AND DEVELOPMENT

Planning in our Foundation Stage covers the 7 Areas of learning:



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3 specific areas of learning:

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

4 Prime areas of learning:

- Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Expressive Art & Design



Our Foundation Stage acknowledges that all pupils have individual developmental, physical, emotional and learning needs. The 7 areas of learning, above, are accessed through planned and structured play based activities through areas of continuous provision both indoor and outdoor. All of our pupils are encouraged to explore, experience and extend their skills: learning through movement and all of their senses. Our creative topic based approach to teaching and learning ensures creative and imaginative play activities and experiences.

In line with the EYFS all of our planning is flexible enough to adapt to circumstances, allowing for individual interests and spontaneous investigation of a snowflake or the news of the birth of a sibling! Throughout the day pupils will have access to whole class activities, adult directed small group tasks and

focused activities in 1 of the areas of learning. Careful consideration of the needs of individual pupils will determine the exact ratio of the above experiences.



Communication is at the centre of our practice and as such we have a total communication environment. Through the use of Makaton, symbols, photographs, Objects of Reference and PECS we aim to foster and develop all of our pupils' communication skills. Within the classroom children are 'surrounded' by rich language experiences, modelled continually by understanding and empathic adults.

Carefully structured direct teaching also ensures that pupils progress in language comprehension. If you would like to know more about any of the techniques and strategies we use in the Foundation Stage please see the section **Parent's as Partners**.

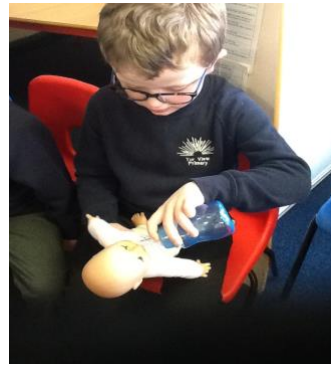
We aim to understand your child's efforts to communicate and help them to develop their skills further. We aim to create the right learning situations to scaffold learning.

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KEY SKILLS & CARE PLANS



Individual work focuses on extending skills.



Pupils learn , 'Good Sitting' and 'Good Listening'

All of our pupils throughout school have a Key Skills and Care Plan and this details their individual current priority target and care needs. This very important document will be shared with you at your child's Target Setting Review held in their first half term at school. Throughout the day pupils will engage in 1:1 sessions, group session and play sessions with some time devoted to more individual sessions relating to specific therapy needs and priority targets outlined in the plan.

An essential feature of the Foundation Stage is the development of 'Learning to Learn' skills and preparation for their life in school.

INCLUSION



The Foundation Stage aims to maximise the opportunities for inclusion by enabling pupils to attend half day sessions at our link Nursery (Hillside Nursery School). Pupils are supported by Tor View staff and the link visits have proven very popular with both the pupils and parents. We also offer opportunities for local mainstream schools to access our facilities in order to support both pupils in their work and the Teaching Assistants in their professional development.

PARENTS AS PARTNERS

The Foundation Stage staff are often a parent's/carer's first experience of working in partnership with a school. We aim to ensure that your child's educational life begins positively and as such we foster a strong partnership with all our new parents and carers. This relationship will begin even before your child

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starts at Tor View with liaison and visits to current settings, Induction Sessions and a Welcome Morning in July.

POINTS OF CONTACT

In order to provide the best possible learning environment for your child we promote strong home school liaison through either the Home-School Diary or telephone contact. Equally the staff within school are always on hand to offer advice and support at any time. The Head of Department is also happy to help if you require further assistance. The Headteacher, Mrs Parrish and the Deputy Principals; Ms Morgan and Mrs Dillon are also available for consultation, if required.

SPECIAL EVENTS & CELEBRATING SUCCESS

Over the course of a year your child will take part in numerous exciting cross curricular events of which you will be notified of as the year progresses.

To celebrate weekly success we hold a Whole School Achievement Assembly every Friday afternoon where pupils receive certificates for progress and achievement. In July we hold our annual Presentation Afternoon where parents, carers and family are invited to celebrate each child's progress and view some of the activities we have all taken part in over the year. Awards for outstanding progress are also presented. Each year you will have the opportunity to purchase a CD of your child's year which will contain a slideshow of photographs accompanied by music.

