

Learning and Development Policy (EYFS March 2021)

Overarching principles (EYFS March 2021 Effective from September 2021)

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Policy 1	Parent Partnerships
Policy 2	Outdoor Play Safety and security Staffing
Policy 3	SEN Policy Principle and Aims
Policy 4	Settling In
Policy 5:	Learning and Development

Procedures	Free Entitlement Multi Agency Meetings Parental Information and Consents Recruitment Volunteer Induction Outreach Protocols
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Maximising Ability; Minimising Disability



Springboard

Tel: 01249 657145

www.springboardchippenham.co.uk



Registered with
**FUNDRAISING
REGULATOR**

Kings Centre, Lodge Road, Chippenham, Wiltshire SN15 3SY

Patron: The Marchioness of Lansdowne Ambassador: Brian Ashton MBE Company No. 2698820 Charity No. 1010231

Policy Statement 1: Parent Partnerships

Staff recognise parents are a child's first educator. When parents and practitioners work together, the outcomes are improved for the child. Reference is made to the Statutory Framework for the Early Years Foundation Stage (DfE March 2021)

At Springboard we aim to support and work in partnership with parents' by:-

- Valuing and welcoming parents.
- Facilitating review and planning meetings that ensure the parents, views and cultural beliefs are recognised and supported in achieving the best outcomes for their child.
- Recognising and encouraging the past and future part played by parents in their child's education and using home experiences to develop learning in the setting
- Involving parents in the ongoing assessment and planning for their child
- Listening to parents' accounts of their child's development and any concerns they have; this includes providing information on Early Help and safeguarding procedures that enable parents to work together with a range of agencies
- Keeping parents fully informed about their child's progress and achievements through regular contact and encouraging learning and play activities to be continued at home;
- Making settling-in arrangements, a flexible joint venture involving parents and playroom staff to give time for children to become secure.
- Recognising, and respecting the race, culture, religion and language of all children and their families and working with other agencies to increase awareness, overcome barriers and offer support in these areas.
- Keeping parents fully informed about the running of our setting and the curriculum
- Organising and running skills workshops when the need arises i.e. Makaton and PECS (Picture Exchange Communication System).
- Inviting all parents to become involved in the running of Springboard either as members of the Management Committee or Fundraising.
- Ensuring parents are signposted to the appropriate agencies for support outside of Springboard's remit and when their child moves on either to school or a mainstream setting
- Providing opportunities for parents to contribute to the planning ideas for sessions and activities through suggestion boxes and parents voice in all assessments and planning.
- Using the Parent Confidence questionnaire as a means of measuring outcomes for effective support for parents
- Engaging parents in service development through consultation and feedback.
- Providing a space for parents to meet and discuss their child's needs with other professionals i.e. paediatricians' clinics, therapists appointments
- Create social opportunities through Cuppa and Chat, Playdates, Saturdads and workshop for parents to develop confidence and knowledge about their child's learning
- In the event of restrictions on face to face delivery , staff will work to deliver virtual/online learning experiences and opportunities for children and their families.

We will provide information for parents on their individual child's progress through 1-1 contact, informal and formal opportunities. Using TAPESTRY (online learning journal) provides immediate written and visual feedback. We will use social media -platforms such as Facebook and Instagram alongside our website to ensure parents have access to information that they need. Information on all our procedures are shared electronically or by hard copy if appropriate and support will be given to enable the family's to access the documents in their home language to promote inclusion and





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participation. The display boards in the centre include families with their children and encourage the celebrations of their child's achievements

Policy Statement 2: Outdoor Play

EYFS March 2021 3.59. Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Guidance is available from the Chief Medical Officer (CMO) 2011 advising on recommendations for children under 5.

Aim

At Springboard we aim to provide children with opportunities for outdoor play to promote the development of confidence, co-ordination, well-being, and strength.

The freedom and space of the outdoor environment affords opportunities for:

- Imaginative play
- Development of spatial awareness
- Building skills of control and co-ordination within gross and fine motor activities.
- Awareness of personal safety and the safety of others
- Learning to co-operate with others in active play, games and in social play.
- Taking time to sit and observe others at play.

The playroom team will consider how best to encourage and support more timid children towards gaining confidence to participate. By observing the children at play, they will also work to develop strategies for channeling the energies of children.

The outdoor play activities and experiences will be delivered through a planned programme of activities some of which will be theme-linked. Appropriate resources and environments will be provided, and these will be identified through joint planning.

In the delivery of this activity, staff will include the consideration of:

- Safety and security
- Range of activities
- Resources
- Storage
- Staffing
- Information to parents

In reference to CMO guidelines – physical activity is understood to be a range of activities relevant to the individual child's physical development and needs. This may relate to therapy exercises.

Safety and security

A daily check of the outdoor play area is conducted before children go out to play. Any damage and hazards will be reported to the maintenance person and to the Manager or Deputy Manager. Welfare requirements state that these include checking for

- Damage to fences & gates.



- Vandalism
- Hazards such as broken glass, mud, discarded items, animal fouling.
- Cracks, holes, or other damage to play area surface.
- Daily checking of any fixed equipment

Arrangements are in place to:

- Supervise children returning indoors to use the toilets.
- Have prompt access to the first aid box.
- Ensure children are adequately clothed for current weather.
- Ensure that outdoor spaces are maintained and fit for purpose.
- Work together as a whole setting to ensure ratios are in place to enable all children access to the outdoor environment

Safety Procedures

- There is an agreed procedure for accounting for the number of children in each session. This procedure ensures that children are safely returned to the playroom and accounted for after each outside play session.
- There will be two members of staff always available
- The setting supplies protective clothing if parents/carers have not supplied these items
- There is a shed for portable equipment.
- All equipment and storage are checked on a regular basis in accordance to daily and annual risk assessments.

Staffing

- Staff/child ratios are maintained outdoors and indoors.
- Staff to be clear about issues of safety and supervision (induction process, policies and procedure awareness/availability).
- Adults on outdoor / indoor duty must be qualified members of the team.
- Students or volunteers cannot be left in charge and must work under the direct supervision of a qualified staff member.
- The Deputy Manager is responsible for ensuring that a designated person has responsibility for carrying out the daily safety checks.
- Children must not access the outdoor area until the nursery team know that it is hazard free.
- The staff are responsible for setting out the portable equipment and ensuring that it is safely returned to the storage points at the end of the day.

Policy Statement 3 :_Special Educational Needs (SEN) policy

All our work is governed by the SEN Code of Practice 2014.

Definitions of special educational needs (SEN):- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.





A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

SEN Code of Practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Principle and Aims:

Springboard is committed to ensuring that each child's individual needs are met including any special educational needs. The very nature of Springboard's provision means that all children attending have identified SEN and/or disabilities.

To ensure that the needs of the children are supported appropriately all staff members are familiar with the SEN Code of Practice (2014). Both practice and policy adhere to the Equality Act (2010).

Staff and parents work together to ensure that resources and support are offered at the earliest opportunity to ensure that children can engage in broad and lively learning experiences.

Staff will ensure that parents have access to services that offer support, guidance, and information. Staff will encourage parents to express their views and make contributions to their child's learning. Staff work with mainstream providers to support shared children in accessing local community provision.

Practice includes seeking the child's view when decision making occurs, this is achieved through observations and methods developed within the keyperson relationship.

Staff will work in partnership with parents and all relevant partners involved with the child to draw up a personalised plan that will support the child's unique needs.

All children attending Springboard are supported through the provision of additional resources identified within our Local Offer statement <https://springboardchippenham.co.uk/local-offer/>

Springboard has 2 designated SENCOs. All staff are trained in SEN provision to ensure day to day overview of needs, provision, and resources.

Springboard will work with the local authority to ensure that early years SEN/D needs are supported across the designated area of North Wiltshire.

The manager and management committee are accountable for ensuring statutory requirements are delivered.

Policy Statement 4 : Settling In

Following the offer of a placement with Springboard a settling in programme will be agreed between parents and staff.

Documents such as The Child's Voice and Parent's Voice will be used to ensure a bespoke approach is taken. The ethos is based on what can the child 'do', 'how does the child learn'

Most placements are weekly and therefore it is accepted that even for children already attending a setting will take more time to form positive and familiar attachments. It is important that the child, parents, and keyperson all feel confident in the relationship.



We use an approach called Welcome to Springboard (W2S) which are sessions designed for out of term visits. These sessions are led by the Deputy Manager. They are organised based on need and intakes.

Where the child already attends a mainstream setting, we will organise with parents the sharing of any relevant information i.e. learning journey, One Page Profile

Consideration of the child's needs and welfare are paramount, parents are encouraged to understand that the child's keyperson will need time to get to know the child. Children will not start independent sessions until the necessary provision i.e. medical training for staff is in place.

At any point that a settling in programme is not working it can be reviewed and adjusted according to need.

Parents are supported by all staff to ensure that they feel comfortable with the placement for their child.

Policy 5: Learning and Development

Staff at Springboard implement creative curriculum that will impact on individual learning of each child at their own pace. Development Matters non-statutory curriculum guidance for the EYFS, is drawn on to support staff in their delivery of the EYFS learning and development requirements. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Springboard staff must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

The EYFS (DfEs 2021) learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

1.4. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

1.5. Staff must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world





- expressive arts and design

Springboard staff will deliver a curriculum that enable a child to develop into a well rounded personality, progressing in all areas of learning.

Assessment and planning are undertaken in partnership with professionals and other agencies

Cross reference policies

Safeguarding Children
Staffing and employment
Admissions Policy
Working with Parents
Safety
Accident Reporting
Behaviour Management
Recording existing injuries
Transport
Privacy
complaints
Health and Hygiene
Fire Safety
Mobile Phone

Training
Lost and Uncollected child
Equality and Diversity
Manual Handling

Charging
Anti-bribery and corruption
Medical Needs of Children
E- Safety
Comments, Compliments and Com-

Illness
SEN
Photo and Video
Alcohol, Drugs and Smoking

Procedures

Free Entitlement
Parental Information and Consents
Volunteer Induction
Outreach Protocols

Multi Agency Meetings
Recruitment

This policy was adopted at a meeting of Springboard Chippenham

Held on

Date to be reviewed: March 2023

Signed By:

Name of signatory *E Stead*

Role of signatory: *Vice Chair Trustee.*



Springboard

