

# Early Years and Foundation Stage Policy



**Chelsea Community Hospital School**

**DATE: September 2022**

THIS IS AN **EARLY YEARS AND FOUNDATION STAGE POLICY** FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY, PUPILS AND PARENTS.

# **School Mission Statement**

The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.

We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each student's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.

We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.

## SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across six NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Center for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

## TOTAL NO. OF PUPILS

Variable due to hospital admissions.

## DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE: September 2022

POLICY REVIEW DATE: September 2026

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Legislation

This policy is based on requirements set out in the Statutory framework for the early years foundation stage ([publishing.service.gov.uk](http://publishing.service.gov.uk))

## Structure of the EYFS Curriculum

Chelsea Community Hospital School provides education for Reception aged children at our Chelsea & Westminster, Royal Brompton and St Mary's hospital sites from the first day of their admission. The EYFS curriculum is delivered either in the classrooms or at the bedside.

Our aim is to give children the opportunity to experience all 7 areas through planned adult led activities and essential opportunities for child-initiated play.

Areas of Learning and Development			
Prime Areas			
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self-confidence and Self-awareness</li><li>• Managing Feelings and Behaviour</li></ul>	<b>Physical Development</b> <ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self-care</li></ul>	<b>Communication and Language</b> <ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>	
Specific Areas			
<b>Literacy</b> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>	<b>Mathematics</b> <ul style="list-style-type: none"><li>• Numbers</li><li>• Shape, Space and Measures</li></ul>	<b>Understanding the World</b> <ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"><li>• Exploring and Using Materials and Media</li><li>• Being Imaginative</li></ul>

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. We recognise the importance of this and work, together with the Play Specialists, within the restrictions of a hospital setting to provide a range of activities and relevant toys linked to the child's learning and interests.

There are EYFS themes associated with our half termly KS1&2 themes and these plus information from the home school and the child's individual interests and needs form the basis for our planning.

We aim to follow the phonics and reading schemes from home schools in order to support continuity and reintegration. If for any reason, a child is not following a systematic synthetic phonics programme or we cannot access the materials for their programme, we teach them using the DFE approved Twinkl phonics programme, for which staff have been trained. We use fully decodable books that staff match to the developing phonic knowledge of the child. In addition, children have access to reading for pleasure where teachers support

independent reading and provide language rich texts, based on the pupil's interests, to encourage discussion about books and build a love of reading.

### **Assessment**

We are keenly aware that the children we work with can have dramatic changes in their cognitive abilities and their ability to engage with education as a result of their medical and mental health conditions and the associated treatments. Information from home schools and other agencies are helpful in letting us know what children have been able to achieve in the past but not necessarily a predictor of what they can do now. We therefore see assessment as an ongoing process which enables us to ensure that learning is tailored to individual need and ability and remains dynamic to changing needs.

Information from the child and parents/carers about interests and needs form the starting point for our initial assessment and this is supplement with

- Observations of play
- Making All about me booklets (opportunity for assessing writing / mark making skills)
- Reading You Choose book / playing All About Me board game for vocabulary
- Counting and recognising numbers games (Spotty Dogs / The Ladybird game
- Busy Things App
- CVC reading games e.g. word Bingo, I spy
- Exploring interesting books

For pupils with SEND every effort is made to get as much information as quickly as possible – in particular copies of any documents related to communication needs and strategies. For long term (10 days +) information we already have about the student from: the current admission, previous admissions and/or the medical team is supplemented with detailed information from the home school, including a copy of any EHCP and individual education/learning plans. It may also be helpful to have a copy of the last school report, particularly if the reason for admission has impacted on cognitive functioning.

We have regular discussions with the ward staff regarding the needs of individual children and are happy to focus on tasks that will help in achieving particular health targets e.g. increasing mobility.

Curriculum plans are written for recurrent students and admissions of over 2 weeks. Individual Learning Plans are written when indicated.

### Statutory Assessment

EYFS Profile	Teaching staff can contribute to this for any long-term or recurrent students
Reception Baseline Assessment	We do not complete this at CCHS as we believe it is best completed at a student's home school

On discharge a report is written for children who are with us for 10 days or more.

Staff will provide supporting evidence to the appropriate Local Authority for any EYFS children undergoing an Education Health Care Plan (EHCP) assessment.

**Links with other policies**

Curriculum Policy

Assessment, Feedback, Recording and Reporting Guidelines

Safeguarding Policy