



Early Years at Lisburne School

The EYFS Department

At Lisburne we have 2 EYFS classes, based at our Holly and Overdale sites.

The Holly site has a main hall area, light room, creative/kitchen area, low distraction teaching room and a soft play room.

The Overdale site has a classroom with a low distraction room attached. The children have access to the light room, soft play, main hall and forest school area.

Our children are encouraged to engage in a range of activities both independently and in small groups with staff. We are able to provide high quality indoor and outdoor learning experiences for our children where they can explore, build, move and role play.

Each child has their own EHCP which is used to ensure all children access a range of therapy, learning and health care opportunities which meet their individual needs.



Staffing

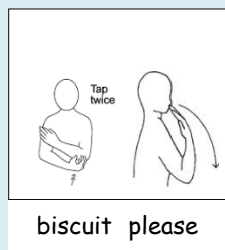
The EYFS staff team consists of 3 Teachers, 1 scale 6, 5 Early Years Practitioners and 15 Teaching Assistants.

Positive relationships with the adults in our setting encourage children to explore and show curiosity. They show persistence and enjoy new challenges. We promote independence and resilience in our children. A variety of accessible resources and pedagogies are used to develop learning experiences.



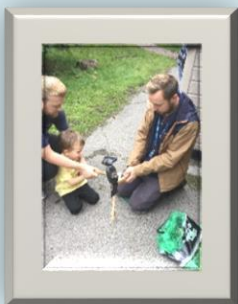
Communication

Communication is promoted in all areas of learning in the Early Years. Staff work closely with SALT (Speech and Language Therapists) and all staff are trained to use strategies such as timelines, PODD pages, Makaton, intensive Interaction, picture exchange (PECS) and working with individual communication plans. Children also take part in individual and group sessions with SALT. All staff are ELKLAN trained and able to offer a complete communication environment introducing children to many different strategies of communication



Activities and Experiences

All our children experience a range of activities where there are regular opportunities to go out of school. These include planned visits linked to topics, jump space, life skills, walks in the local environment and Forest School.



All activities are planned to challenge and help pupils to progress to the next stage in their development and also to take their individual interests and ways of learning into account. Planning is linked to the seasons and celebrations throughout the year but we also follow the topic themes in school which have a two year cycle.



Year 1	Year 2
Autumn - Fantasy and Adventure	Autumn - Food
Spring - Outdoors	Spring - Journeys
Summer - Children's Choice	Summer - Children's Choice

We follow the EYFS curriculum, which is a progressive document to guide us through next steps and assessment of children through the age ranges.

Literacy is taught through continuous provision but set out in a quiet area. Children are introduced to early literacy, through phonics, reading and writing activities. All children are encouraged to have a love for books and reading and are taught early reading behaviours. All children have sharing books to take home and share and these are changed regularly. Daily small group reading sessions take place before lunch.

Maths is taught through practical activities in number and shape space and measure through games in small groups and individual activities. Resources for maths are accessible for pupils at all times to reinforce the activities done in groups.

Specialised Group Sessions

Our children take part in specialised group sessions including TAC PAC, Intensive Interaction, Food Tasting and Sensory Stories. These activities are a strength of the provision we offer and help children to progress in sensory learning.

Through visits from advice from SALT and OT, individual and small group sessions are arranged for children and some have individual sessions of physiotherapy. These specialised activities further enhance the provision we offer.

Whole School Events

Children in EYFS take an active part in whole school days such as Anti-bullying Day, World Book Day, Red Nose Day and Children In Need. All these special activities help the children to feel part of the wider school environment. We are also involved in Immersive Learning Weeks each term and invite parents and carers in to school to join their children in a Wow session.



Technology

Teachers and staff make every effort to keep up to date with technology and make this available to pupils in their teaching practice.

IPads are now used in activities and appropriate apps acquired regularly. Our children also have access to Smartboards

Home School Links

School keep in close contact with parents through Class Dojo, an instant messaging system that allows staff to share activities the children have been doing, as well as communicate directly with individual parents / carers.



Children allocated a place at Lisburne School will be contacted by one of our Family Liaison Co-ordinators (FLC's) who will make a home visit. The visit provides parents and carers with the opportunity to share information about their child, the FLC will provide support during the transition into school. The work of the FLCs is an invaluable tool between home and school.



Linzi



Fiona



During the first month of school, teachers and HLTAs make home visits to introduce themselves and talk about EYFS, assessments, contact, routines and expectations.

There is a welcoming and 'open door' policy to all parents and carers. Those children who are brought to school by parents come to the playground gate each morning, where several members of staff greet them and talk to parents and carers. In the afternoons, the children are handed over safely to their parents/carers in the playground and members of staff/key workers will talk about the child's day and what they have been doing.

Parents are contacted and can contact school by Class DOJO, text, email or phone.



Sharing books are sent home and returned each week. We also share resources for Number and Literacy.