



# **EYFS Policy**

**Priestley Smith Specialist VI School**

**October 2025**

Policy review date: October 2026

Policy status: Statutory

Responsible member of SLT: Joanna Garvey Headteacher

## THE PRIESTLEY SMITH SPECIALIST VI SCHOOL CURRICULUM

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

### Article 3

The best interests of the child must be a top priority in all things that affect children.

### Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

### Article 29

Education must develop every child's personality, talents and abilities to the full.

## 1. AIMS

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. LEGISLATION

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

## 3. INTRODUCTION

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

(Early Years Foundation Stage Statutory Framework 2025)

## 4. STRUCTURE OF THE EYFS

The EYFS is based upon four key principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing
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## 5. A UNIQUE CHILD

At Priestley Smith Specialist School we recognise that every child is a unique learner who develops in an individual way.

Children from two to five years old are cared for in our EYFS setting, where they are provided with a broad range of knowledge and skills. Children who's developmental delay is more significant may be offered an additional year as a supportive measure. Staff in the EYFS include a teacher, a Higher Level Teaching Assistant specialising in EYFS and a Teaching Assistant.

As they take their first steps into a full-time, school-based education system, pupils work within the EYFS framework with a curriculum that is flexible and designed to meet their personal needs. The curriculum is designed to build on each individual's strengths and interests building on pupil's own

experiences as a foundation for new learning, with planning and assessment being in line with the Early Years Foundation Stage Profile.

Children are able to use their own knowledge of the world as a starting point on which to give meaning to their learning. The pupil's understanding is gradually extended through concrete, real life resources, activities and first-hand experiences within the school setting, local and wider community.

Our VI expertise and provision allow us to have play-based, tactile and experiential learning for all pupils, including those that respond better to structure, need support to explore or learn new play skills or need physical assistance. The importance of play is integral and can provide multiple ways for children to learn a variety of different skills and concepts. These additional curriculum and educational opportunities are designed and contextualised specifically for the development of children with a VI and additional needs on an individual basis.

## 6. POSITIVE RELATIONSHIPS

At Priestley Smith Specialist School we recognise that children learn and develop well through strong and positive relationships. Children and their families often have many professionals involved and we believe it is important to develop a partnership between all agencies involved with each child, including health, education and social care.

### 6.1 Working with parents and carers

We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

Prior to children starting school in the EYFS we talk to parents about their child's needs, taking into account any additional professional advice. Children and their families are able to attend 'stay and play' sessions in order to ensure a smooth transition to the setting.

Parents / carers are kept up to date with their child's progress and development. The progress check and EYFS profile as well as EHCP reviews and parent/ carer meetings helps to provide parents / carers with a well-rounded picture of their child's knowledge, understanding and abilities.

As a specialist setting with many children using local authority transport, we appreciate that it is not always easy to meet staff on a more informal basis. Parents are invited to make contact with EYFS staff through email or telephone to discuss any concerns or queries.

A Tapestry journal is kept throughout a child's time in EYFS recording a child's journey, including pictures. This documents the progress made throughout their time and is handed to parents as they move from EYFS.

### 6.2 Transition into the EYFS setting

Almost all the children attending the EYFS setting have a EHCP when they arrive, although in a few cases the documentation is underway though not complete. The EHCP must state that the child's

most significant barrier to learning is sight loss, although there may be additional needs included alongside this in the plan.

Some children will have attended a toddler group or nursery local to home while others may not have had this experience. In almost all cases, support from the child's local authority team for the visually impaired will have been offered to the child and the family, which is an important stepping-stone for the start to school. Staff in the EYFS will receive advice from the designated QTVI (Qualified Teacher of the Vision Impaired) before the child and family are invited into school and will therefore have some prior knowledge. The school will also have been issued with a copy of the child's EHCP prior to the visit.

Staff in the EYFS will make arrangements for the initial visit and any subsequent visits the family consider necessary before the child enters school. Taster sessions can be offered if the family feels this will ease the child into school more happily and a starter timetable can be discussed following this. Currently children under the age of 5 are not offered transport by the local authority, so this may play a part in determining what is practical and possible for the family.

The school is flexible and creative in offering the best start to children in their early years and their families.

### **6.3 Transition into KS1**

Most children will make a transition into KS1 at the end of the Foundation Stage. This is dependent on the rate of progress the child has made but usually occurs after he/she is 5 years old. This means moving into a new classroom with new staff which will be an unfamiliar and sometimes bewildering experience. In order to allow the child to have some understanding of what a new setting means, a number of transitional arrangements are offered over the term before he/she moves on. These include shared whole group sessions, informal visits to the class base where staff will meet and greet the children, lunch-times in the dining hall where meals are taken for the children in KS1 and KS2, and more formal lesson times which may last for a whole morning or afternoon in which practical, hands-on activities are planned and carried out.

The staff in KS1 will have prior knowledge about each child coming to them through dialogue with Foundation Stage staff and through the individual progress data kept by staff throughout the child's time in the nursery. Parents are kept informed of the transitional process in order to be a part of the move the child is about to make to the next Key Stage.

### **6.4 Staff training**

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy which can be found on our website or is available on request

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

## 6.5 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures which can be found on our school website

## 6.6 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to Chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing which can be found on the school website

### 6.6.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

## 7. THE CURRICULUM

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

Foundation Stage students enter school from 2 years of age. They spend up to age 5 years in this group and the curriculum has been created in order to utilise the Early Years Foundation Stage Profile in planning and assessment.

Children's learning is at a very early stage in this phase, which is further delayed by individual levels of vision and cognition. It is essential, therefore, that the curriculum offered takes account of children's early experiences of the world and provides every opportunity for learning by doing.

<b>The Early Years Foundation Stage is made up of seven areas of learning and development. 3 Prime Areas and 4 Specific areas. Each area is divided into aspects.</b>			
<b>Personal, Social and Emotional development</b>	<b>Communication and Language</b>	<b>Physical Development</b>	
Making relationships, self-confidence and self-awareness	Listening and attention Understanding Speaking	Moving and Handling Health and self care	
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive arts and design</b>
Reading Writing	Numbers Shape, space and measure	People and Communities The World Technology	Exploring and using media and materials Being imaginative

Children's progress is tracked using the EYFS and the Development Matters profile as well as more detailed tracking utilising Cherry Garden which records more accurately emerging skills in the early

years, at the pace of the individual child. Children are Baseline 6 weeks after entry to the Foundation Stage and are then assessed at the end of every term. In many cases the Development Matters descriptors are used to document progress, with a very small number of students achieving some areas of learning in the Early Learning Goals on completion of the phase, in preparation for entry to Key Stage 1.

### 7.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

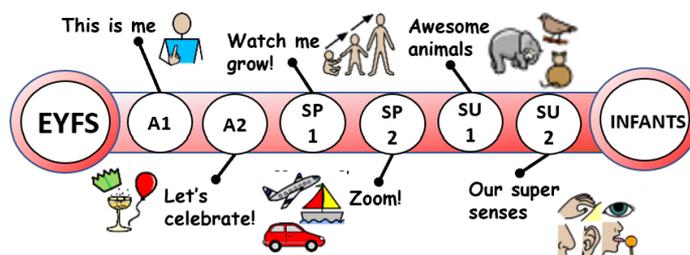
Staff also take into account the individual needs, both from a VI and an additional needs perspectives, taking into account their interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

The topic matrix for Foundation Stage shows a 1 year cycle with themes which allow for children to use their individual knowledge of the world as a starting point and to gradually extend understanding through planned visits, activities and first hand experiences. Some children will be in the EYFS for 2 to 3 years and although topics are repeated each year, individual lesson plans will take into account children's prior learning and extend it through questioning and experiences. Children with limited vision have to experience something many more times to learn compared to a child with full sight who learns incidentally through watching, so experiencing similar themes year on year will help to scaffold their learning.

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. The DJVI will be used to generate targets to support children's holistic development. Specialist support is provided with a focus on the development of tactile discrimination and the development of independence and links with relevant, for example Speech and Language therapy, physiotherapy, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice



Staff will also plan activities to support the Curriculum Framework for children and young people with a visual impairment (CFVI), which supports specialist skill development that is considered essential for children with a visual impairment. This will closely link to the development of skills and targets generated by the DJVI. The teaching areas in the CFVI are as follows:

- Facilitating an inclusive world
- Sensory development
- Communication
- Literacy
- Habilitation: orientation and mobility
- Habilitation: independent living skills

- Accessing information
- Technology
- Health: social, emotional, mental and physical wellbeing
- Social, sports and leisure
- Preparing for adulthood

## 7.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Due to the need to enrich concept development, there is an emphasis on adult-led activities in the learning process. Experiences for exploration are limited in children with vision impairment in comparison to sighted peers as it is difficult to independently explore what can't be seen. Learning experiences need to be scaffolded and supported in order to support risk-taking and finding out about new things.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The use of tactile resources and support to develop independence are integral to children's learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for **KS1**.

## 7.3 Characteristics of Effective Learning

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.'

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

3 characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

*(Taken from Development matters 2023)*

### Playing and exploring

Experiential learning is vital for children with vision impairments. All activities are planned to enable children to develop learning through tactile and non-visual means, providing a safe environment to explore and investigate.

### Active learning

Fostering resilience is vital for children with vision impairment. Children will be taught to develop concentration through the careful planning of activities which foster individual interests. Achievements and overcoming difficulties will be celebrated through reward systems and assemblies.

### Creating and thinking critically

Children with vision impairments do not always learn incidentally in the same way as their sighted peers. Hands-on learning experiences through the formal curriculum and specialist VI curriculum will enable them to make links between different areas of their learning and life in the 'real world'.

## 7.4 Engagement model

On rare occasions students admitted to the nursery are so significantly developmentally delayed that an alternative approach to their learning needs to be considered. These pupils will typically be delayed in all areas of learning and will be working below the standards of national curriculum assessments. The Engagement Model replaces P scales 1 to 4 and is used by teachers where pupils are not engaged in subject-specific study at Key Stages 1 and 2. It is also recommended for pupils from 3 upwards who have profound learning difficulties or cognition impairments.

The Engagement Model looks at how pupils engage in their learning and is fundamentally a pupil-centred approach. Its focus is on the child's abilities rather than disabilities. The model assesses 5 areas of engagement. These are Exploration, Realisation, Anticipation, Persistence and Initiation. The delivery of this specialist curriculum has become statutory from 2021/22 where pupils fit the criteria described here.

It is unlikely that pupils requiring this level of teaching and assessment would be appropriately placed in the school long term.

## 7.4 Assessment

At Priestley Smith Specialist School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents / carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed, taking into account any visual and cognition difficulties. This information may be useful to share with other professionals, such as health visitors (who can use it as part of children's' health and development reviews).

Within the first 6 weeks that a child **starts reception**, if appropriate staff will administer the Reception Baseline Assessment (RBA). These are adapted resources for children's individual VI needs. At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Throughout their time in the EYFS, children will be assessed against the Development Journal for babies and young children with a visual impairment framework. This is a non-statutory document but will help staff working with the children to set targets and view areas for development specific to young children with a visual impairment. Targets and activity ideas will be shared with parents to consolidate at home. Although the DJVI does not directly link to the EYFS framework and Early learning goals, it will help to facilitate general development in order for children to make progress against these.

## 8. SAFEGUARDING

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow

safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Safeguarding policy which can be found on our school website, or available on request, for more information.

### **8.1 Responding to allegations or concerns**

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

#### **8.1.1 Investigating the concern**

When a concern is received by the Headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
  - Arrange a further investigation into the matter, involving the Chair of Governors if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

#### **8.1.2 Outcome of the investigation**

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

### **8.2 Staffing ratios**

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1

member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification

### **8.3 Paediatric first aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

### **8.4 The designated safeguarding lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### **8.5 Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy on our school website, or available on request, for more on this, including our expectations of parents/carers to report child absences.

### **8.6 Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

As part of our Independent Living Skills programme we support children to learn how to brush their teeth. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

We also talk with children about hand-washing after using the toilet, when they come in from outside, before and after meals and when playing with a variety of resources such as paint, dough, glue, sand etc

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding policy which can be found on the school website or is available on request.

### **8.7 Safer eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

### **8.8 Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### **8.9 Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

### **8.10 Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## **9. ENABLING ENVIRONMENTS**

At Priestley Smith Specialist School, we recognise that the environment plays a key role in supporting and extending children's development, particularly in children with Vision impairment. We aim to create a stimulating and consistent learning environment where children feel confident,

secure and safe. Children with low vision are often more reluctant to explore their environments than their peers with full sight, so staff will endeavour to encourage exploration within the indoor and outdoor learning environment. The children have daily access to an indoor and outdoor environment that is set up to reflect the areas of learning and children's needs for a tactile approach to learning.

We also recognise that children with vision impairment require hands-on learning and real-life experiences and so we endeavour to maximise their learning experiences through off-site educational visits.

#### APPENDIX 1. LIST OF STATUTORY POLICIES AND PROCEDURES FOR THE EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See Medical needs and medication policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
First Aid procedures and qualified First Aiders	See First Aid policy



<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating With Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns.</li> </ul>
		<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound- blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others...</li> </ul>

- For a child with a VI, their starting points of knowledge and experience can have profound gaps from their lack of incidental learning. Planning and integration of tactile and experiential approaches is essential to compensate for their possible lifelong struggle to see the world around them, to see pictures, diagrams and models. One child may have been blind from birth; another may have just experienced sight loss through a deteriorating condition and may find abstract references to the visual world easier to grasp
- Children who have brain-based visual difficulties (cerebral visual impairment) also need support. This is now the most common vision impairment in children. VI is not always detected in children with profound difficulties or during early years in children with no additional difficulties as children are not routinely given vision checks in the same way that they are hearing checks.
- Working, particularly with younger children with a VI diagnosis, learning focuses to accelerate their ability to plug the gaps caused by their vision loss.
- Vision is the primary driver for learning, particularly in young children. This is explained in detail in the following document:  
<http://www.ssc.education.ed.ac.uk/canaanbarrie/learningtogether.pdf>
- Children's outcomes will improve with the right input from as early as possible in all areas, but especially their education setting. In the DfE Document - The Best Start for Life: A Vision for the 1,001 Critical Days, they consider the importance of early interventions.
- *"These 1001 days are a critical period for developing communication and physical skills. ....If developmental delays are not identified and addressed early, this could cause significant problems later on. Some babies might have a disability or may not follow usual development trajectories."*

# Adapting the Early Learning Goals framework for a child with a VI:

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>*Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Focussed activities in small groups</p> <p>Low noise levels to allow for concentration</p> <p>Give time to allow what they have heard to process information</p> <p>visual/tactile symbols, spoken, sign language, sign systems, on-body signing, objects of reference/tangible symbols, tactile symbols, auditory/ vocal; – visual/tactile access to dual communication boards, including technology that relies on communication through various kinds of switches</p> <p>SaLT referrals where indicated</p>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>*Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>*Demonstrate strength, balance and coordination when playing.</li> <li>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>*Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>*Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>*Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Understanding spatial awareness – knowing surroundings and where they are in relation to this</p> <p>Identify and naming body parts</p> <p>Gross motor – Wake up shake up implementing interventions with cross over midline body movements to improve mobility and balance, reflexes and postural control often with hand on hand and/or body support.</p> <p>Vestibular development hand eye co-ordination</p> <p>Fine motor skills explored by play Hand strength and dexterity activities Use of the Tactile discrimination programme Repetition and reinforcement.</p>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>*Work and play cooperatively and take turns with others.</li> <li>*Form positive attachments to adults and friendships with peers.</li> <li>*Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Using regular routines to support healthy social and emotional development.</p> <p>Understanding and talking about emotions and how to express these needs.</p> <p>Turn-taking activities</p> <p>Building relationships and social skills</p> <p>Using stories to describe emotions</p> <p>Talk about negative and positive emotions</p>	<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>*Talk about the lives of the people around them and their roles in society.</li> <li>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Access to small world play. Themed, tactile, visually stimulating and relatable to families, culture and environment.</p> <p>Exploration of environment familiar and unfamiliar</p> <p>Using stories and roleplay for discussion.</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating With Materials</b></p> <ul style="list-style-type: none"> <li>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>*Share their creations, explaining the process they have used.</li> <li>*Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>*Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>*Sing a range of well-known nursery rhymes and songs.</li> <li>*Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Explore engage and play with a wide range of media and materials using real and relevant resources where possible.</p> <p>Minolta/swell paper pictures, German film for drawing and mark making.</p> <p>Adapting media to allow tactile exploration and experimenting</p>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>*Anticipate – where appropriate – key events in stories.</li> <li>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>*Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>*Read words consistent with their phonic knowledge by sound- blending.</li> <li>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>*Write recognisable letters, most of which are correctly formed.</li> <li>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>*Write simple phrases and sentences that can be read by others..</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Use of sensory stories using real objects or nearest likeness and exposure to touch smell and audio relatable where possible.</p> <p>Using clear pictures paired with real 3d objects.</p> <p>Exposure to early braille and use of pre braille activities</p> <p>Tactile discrimination programme</p>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>*Have a deep understanding of number to 10, including the composition of each number.</li> <li>*Subitise (recognise quantities without counting) up to 5.</li> <li>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>*Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>*Explore and represent patterns.</li> </ul>	<p><b>Context and barriers to learning for a child with a Vision Impairment</b></p> <p>Repetition explore and experiment using counting songs use of real objects where appropriate to understand simple mathematical concepts.</p> <p>Exposure to braille numbers and print.</p> <p>Use of number in daily routines using number in context throughout the day.</p> <p>Exploration of tactile patterns recognition and the connections</p> <p>Use of 3d objects to form patterns.</p>		