



Rosebank School

Listening, Responding, Learning

EYFS Curriculum Policy

DATE OF THIS POLICY:	May 2026
Ratified by Governors:	June 2026
Frequency of update:	Every Year
Due for revision:	May 2027
Person responsible:	Headteacher

The next revision date is:

Review Date	Changes Made	By Whom
May 2027	New Policy in line with new curriculum	Emily Briggs Sarah Prichard

EYFS Curriculum Statement

Our EYFS curriculum is tailored to meet the individual needs and interests of each pupil, recognising the importance of placing autism and neuroinclusive practice at the heart of everything we do. We provide a rich, inclusive and engaging learning environment that promotes independence and supports holistic development where **every voice is valued and every learner is supported**. Embedding research-led practice, we strive to create spaces that are authentic to child development and responsive to individual sensory, communication and learning needs. Wherever possible, learning is child-led, reflecting our commitment to fostering autonomy, engagement and intrinsic motivation.

Our EYFS pupils access a highly personalised and adapted curriculum that is informed by the EYFS areas of learning and delivered through the school's flexible *Discovering* and *Developing* sliding scale approach, ensuring continuity with the wider whole-school curriculum model. Teaching and learning experiences are carefully tailored to meet pupils' individual developmental needs, promoting engagement, communication, independence and meaningful progress from their unique starting points.

Our EYFS curriculum is guided by the statutory framework for the EYFS (DfE, 2020) and *Development Matters* (2020), and encompasses the seven areas of learning. Through a carefully designed assessment system, we integrate meaningful learning opportunities that capture academic progress, progress towards EHCP outcomes, and both pre- and post-subject-specific learning within this framework. Our approach ensures that every child receives a personalised, purposeful and ambitious education that nurtures strengths, fosters curiosity and prepares pupils for lifelong learning.

EYFS SEND Curriculum Framework

1. Introduction

Purpose This document outlines a curriculum framework designed to ensure that all of the children at Rosebank have access to and can thrive within the Early Years Foundation Stage (EYFS).

Legal and Policy Context

- EYFS Statutory Framework (2024)
- SEND Code of Practice (2015)
- Equality Act (2010)
- Neuroinclusive Education Network (NEN) *previously The AET Autism Progression Framework* (2019)

Vision and Values We are committed to an inclusive, child-centred approach that promotes equity, holistic development, and a sense of belonging for every child.

2. Rationale and Principles of the SEND EYFS Curriculum

“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. Children learn by leading their own play and by taking part in play which is guided by adults.” (*Statutory Framework for the Early Years Foundation Stage, DfE 2020*)

Every child deserves the best possible start in life, alongside the support, opportunities and encouragement to continue growing, learning and achieving throughout their educational journey. At Rosebank, we recognise the importance of building upon each child’s prior experiences, carefully nurturing and extending their skills and knowledge. Our practice is underpinned by the principles of the Early Years Foundation Stage (EYFS), which are embedded within the four overarching themes:

- **Unique Child:** Recognising and responding to developmental diversity.
- **Positive Relationships:** Strong partnerships with families and professionals.
- **Enabling Environments:** Adapted settings that meet sensory, physical, and emotional needs.
- **Learning and Development:** Flexible and personalised curriculum delivery.

3. Curriculum Aims for Children with SEND

- Promote all seven areas of learning within the EYFS, including the Prime areas: communication and language, physical development, and personal, social and emotional development, as well as the Specific areas: literacy, mathematics, understanding the world, and expressive arts and design
- Embed the three characteristics of effective teaching and learning: play and exploration, active engagement, and critical thinking.
- Provide inclusive access to all areas of learning through effective differentiation.
- Encourage independence, build confidence, and nurture a strong sense of belonging.
- Support smooth transitions, readiness for future learning, and preparation for adulthood.

4. Planning and Implementation

a. Assessment

- A range of assessment tools applied to individual learners
- Multi-agency involvement where appropriate.

b. Individualised Curriculum Planning

- Use of PBS (Positive Behaviour Support) *
- Targets linked to EHCP outcomes where applicable.

- Integration of therapeutic programmes into daily routines including SaLT (speech and language) and music therapy.

***PBS** is an approach that helps children and young people learn positive and respectful ways of behaving. Instead of focusing only on stopping “bad behaviour,” PBS looks at why a behaviour happens and teaches better alternatives. It uses kindness, consistency, and clear expectations to build skills, strengthen relationships, and create safe, supportive environments at home, in schools, and in the community*

c. Curriculum Access

- Adapted activities aimed at developing all 7 EYFS areas.
- Visual supports, communication aids, sensory strategies.
- Structured teaching (e.g., TEACCH, Attention Autism)
- Appropriate interventions and 1:1 activities (e.g., Intensive Interaction, TacPac)

5. Areas of Learning with SEND Adaptations

Communication and Language

- Makaton, PECs, visual timetables, AAC (Augmentative and Alternative Communication) and communication boards.

Personal, Social and Emotional Development

- Zones of regulation, social stories, emotion coaching.

Physical Development

- Sensory-motor programmes, specialist equipment, swimming/splash, core skills, yoga.

Literacy

- Multi-sensory pre-literacy activities, simplified texts.

Mathematics

- Concrete resources, practical application.

Understanding the World

- Sensory exploration, cultural inclusion, real-life contexts.

Expressive Arts and Design

- Open-ended, multi-modal expression opportunities.

6. Monitoring, Assessment, and Review

- Continuous observation and provision tracking.
- Alternative assessment tools (e.g., Engagement Model).
- Termly reviews of Individualised Targets and EHCP outcomes.
- A shared evidence-based assessment process (EFL)

7. Working in Partnership

- Co-production with families.
- Collaboration with professionals (e.g., SALT).
- Inclusive participation in wider setting activities.

8. Staff Development

- Ongoing SEND-specific training.
- Supervision and reflective practice.
- A supportive, collaborative team approach across EYFS classes.

9. Inclusion and Equal Opportunities

Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. (*Development Matters in the Early Years Foundation Stage, DfE 2012*)

- Commitment to inclusive practice.
- Anti-discriminatory policies and practices.
- Cultural and linguistic sensitivity.

10. Transition Planning

- Person-centred planning for transitions.
- Use of transition books and familiarisation visits.
- Collaboration with receiving settings or provisions.
- Parental support and involvement

11. Process of Review

The policy for the EYFS will be reviewed biennially. This process will be led by the teacher with responsibility for the EYFS and all staff will be asked for feedback through staff and Subject Leader meetings.

12. Monitoring of the EYFS Policy

The EYFS Lead ensures the breadth and balance of the activities available from day to day, so as to provide individualised learning opportunities for all pupils.

Staff knowledge, skills and understanding of the EYFS will be reviewed annually during staff meetings or teachers' meetings and when staff changes occur within the EYFS.

Resources and budget expenditure will be monitored annually and a brief report will be presented to governors.

13. How Will We Know This Policy is Working?

When:

- Pupils feel happy and secure with staff and surroundings
- Pupils are motivated and excited to learn and take part in a variety of learning opportunities
- Pupils make progress towards the Early Learning Goals