

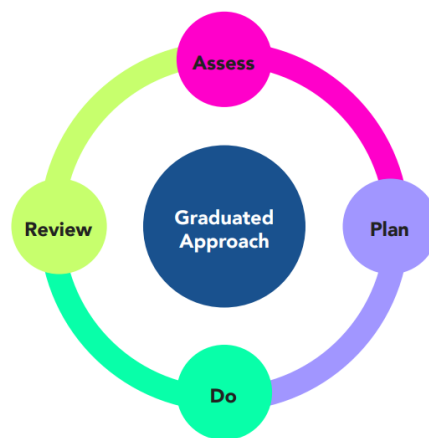


Early Years Provision and Inclusion Policy



In the EYFS setting at Tittensor First School, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop to their full potential. We believe that any young children with emerging additional needs/Special Educational Needs and Disabilities are supported by a highly effective and inclusive Early Years environment and practitioners. Teaching in the EYFS setting at Tittensor First School is delivered in accordance with the government's statutory document Early years foundation stage (EYFS) statutory framework. This document outlines the principles of Early Years education which are to bringing together children's welfare, learning and development requirements.

In the EYFS setting at Tittensor, a graduated approach of assess, plan, do review is used to identify a more targeted teaching and learning approach to ensure that all special needs and disabilities are met.



To support the graduated approach at Tittensor, the EYFS team work collaboratively with parents/carers to respect and build an understanding of their perspectives, to value their knowledge of their child and to treat them as equal partners when deciding on how best to meet their child's needs.

Within the Early Years classroom at Tittensor, an inclusive practice is everyone's responsibility and is underpinned by a highly skilled and knowledgeable team of practitioners. Together they ensure there is a **universal approach** to learning where guaranteed provision is provided for every child through high quality interactions and enabling environments.

Targeted support is offered to children where there is a concern around learning and development and/or where there is potential for gaps to appear.

Specialist support services are also provided for children with significant needs or where needs remain despite targeted support being provided.

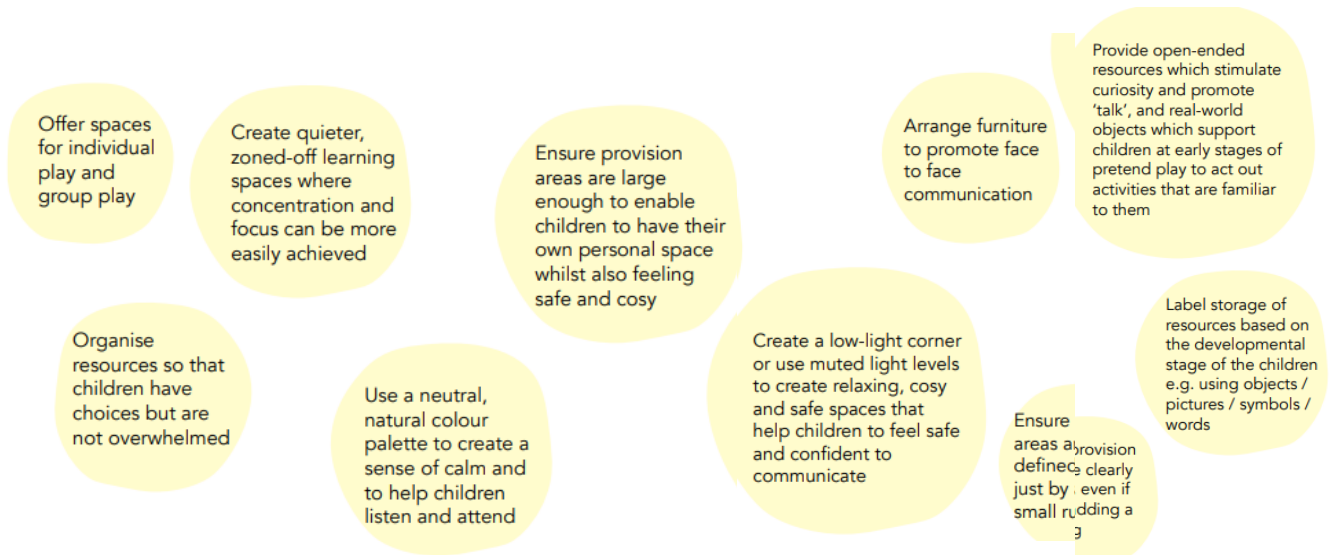
Each child has a key person who proactively gets to know the children as unique individuals and is aware of the child's information including their early development, relationships and friendships. Each member of staff in our EYFS setting works hard to build positive relationships with parents/carers and actively encourages strong communication and interactions between families and the home/school setting.

The EYFS setting at Tittensor provides an **enabling environment** which includes:

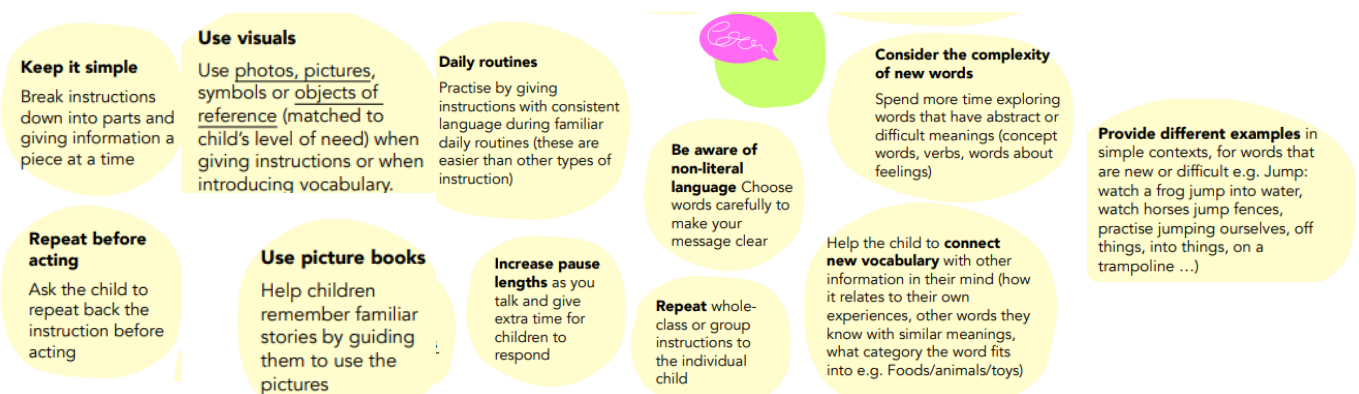
- Open ended resources and real-world objects and artefacts which are accessible and actively encourage the children to get involved.
- The indoor and outdoor spaces are given equal priority and are available and accessible for all children.
- A range of different areas are provided for children to self-select according to their interests and preferences including calm and busy areas.

- Furniture, equipment, displays, colours, lights and sounds are carefully considered to avoid sensory overload.
- Spaces allow for movement and encourage active learning.
- Curriculum plans/topics and daily routines of the day are flexible and adapted to ensure they meet the needs of all children.

To support **communication and interaction** at Tittensor, children are provided with areas that inspire curiosity and opportunities to direct their own play based on their own experiences. This is provided through practitioners following our classroom non-negotiables:



To support children who demonstrate **difficulties with understanding**, staff work hard to:



To support children who may have difficulties with **expressive language**, staff at Tittensor:

- use visuals such as pictures, symbols or photos
- give simple choices during play or during routines
- model grammar
- play word games
- use story props or storyboards

To support any children who have **difficulties with speech**, staff support communication and interaction through:

- baseline assessments upon entry to the Early Years setting
- targeted interventions to support gaps and areas of need

- close interactions with family members to understand how the child communicates at home and to check for any concerns
- following the Speech and Language Therapy referral guides
- making referrals to Stoke Speaks Out

At Tittensor, the Early Years staff work hard to support **cognition and learning** on a daily basis through an enabling environment which provides

- clear routines
- areas with reduced distractions
- carefully chosen visual support
- selective amount of sensory stimulation
- high interest of activities and experiences to maintain interest

Staff also provide targeted practice to support **cognition and learning** through:

- now and next boards
- words of encouragement
- visuals for instructions and activities
- providing short activities
- clearly labelled resources and activities to promote independence

The Early Years staff support **social, emotional and mental health** through an universal approach in which their enabling environment:

- creates a calm and nurturing learning environment
- provides daily opportunities to be in the outdoor environment
- display promote and reinforce an awareness and understanding of their emotions
- visual timetables to prepare children for a change in routine

Any children who need targeted practice to support their **social, emotional and mental health** are supported by staff through:

- strong relationships where positive comments and praise is provided
- referrals are completed for children to attend ELSA sessions with a qualified Early Years practitioner
- the use of comfort and transition objects

The Early Years setting at Tittensor is regularly reviewed to ensure that the enabling environment supports all children including those who may have a **sensory and/or physical need**. In order for the environment to be supportive, staff complete classroom audits to ensure the classroom layout is consistent and clutter free.

Staff also work hard to ensure that within the classroom, a variety of provision areas are provided:

- which encourage interest and stimulation
- allow for quiet zones and listening opportunities
- allow for a range of surfaces, heights, textures and challenges to enable children to challenge themselves during their play situations
- with specialised resources such as guided scissors, chunky pencils and paintbrushes, tweezers, wobble cushions, ear defenders

For any children who may have a **hearing and/or visual impairment**, staff ensure that children are provided with targeted support through:

- clearly marked pathways
- easy accessible indoor and outdoor areas

- appropriate lighting
- clear communication
- working with children at their level
- the use of Makaton
- visual timetables

Policy Devised: December 2026

Policy to be Reviewed: December 2027