

## **EYFS Summer Term Report**

During my visit I observed and spoke to both Foundation 1 and 2 children as well as the staff. The children were confident, happy and curious. It is obvious they feel safe and secure within their environment. They were welcoming and interested to see who I was and to introduce themselves. The children were confident in approaching challenges independently and had a good understanding of what the challenge required them to do.

The setting was calm and the children seemed happy and engaged. They interacted well with each other and listened well to the staff. The Foundation 1 children took me outside to show me the flowers, herbs and vegetables they had planted as well as their sensory garden with bug houses and logs which were home to many different creatures. They had tools/implements available with which they could explore and investigate. Throughout their exploring, HC was talking, questioning, encouraging and provoking curiosity within the children, who were interested and eager to learn. The children were using a range of skills in language, communication, physical skills holding and using the various tools and socially interacting with one another.

I also sat in on and watched a presentation from the Hearing Dogs Association. They brought a hearing dog with them, spoke briefly about what hearing dogs do and allowed the children to meet and if they wished, stroke the dog. During which the staff asked the children questions and gave age appropriate explanations for the more complex information. The visitors afterwards commented on how well the children had behaved and how fantastic the staff were at explaining and engaging the children.

I spoke to HC about her speech and language sessions and how she felt the children had progressed throughout the year. She had an in-depth knowledge and understanding of the children's incredibly specific needs. She also works closely with the speech and language therapist to ensure the children are getting the best possible support. The children have made great progress and although may need continued support as they go through the school their progress in Foundation has succeeded expectation.

I also spoke to DS who talked me through the transition process for Foundation 2 children into Year 1. All of the Foundation staff are in-tune with the needs of the children and support for children with additional needs is in place and handled with minimal disruption to the rest of the class. Two particularly challenging children have reward charts on the wall where good behaviour, work and initiation of independent work is rewarded. They are colour coded so the children can see their own progress throughout the day, with gold being the highest standard.

This Foundation 2 year has provided the staff with some challenges behaviourally. The children have made progress throughout the year. 2 children in particular have found settling in and adjusting their behaviour appropriately to the school setting more difficult. One child receives outside support and is currently having play therapy, however despite the support and cohesive

approach adopted by the staff at school, there is a lack of support from home. Foundation staff communicate with JT to ensure all possible outside support is accessed and will continue through school.

All Foundation staff recognise the importance of home-school relationships across all abilities and strive to have open and regular communication with the parents. It is clear to all parents that they are welcome to speak with teachers at the beginning and end of school about issues as well as have the opportunity to arrange a meeting with the teachers if they wish.

The predictions for this year's GLD scores (in May 2018) are in line with 2017, and are higher than the 2017 Leeds LA average, which considering the challenges faced this year is a great achievement, with 10 SEN children, 11 summer-born and 10 Pupil Premium.

Not only are the staff aware of the children's abilities and needs, they have a variety of resources and a wealth of knowledge that allows them to create an environment in which the children can use and practice a number of skills across many of the Early Learning Goals. Challenges and activities are created which to a child, would be an interesting and fun task, however it allows the staff the opportunity to evaluate the child's ability and level across a range of Early Learning Goals as well as giving the child the opportunity to further and better their skills.

Data will be analysed further in the Autumn term to reflect on 2017/18 results and identify processes that have been successful or may need improvement and how to adapt and improve moving forward with the 2018/19 cohort.

### **Transition into Year 1**

Foundation 2 children have had visits to Year 1 preparing them for the setting and allowing them to become more familiar with the staff. These will continue towards the end of the Year and has been supported this year by JS working in Foundation 2 sessions a week. She has been able to get to know them and see them playing and learning in a familiar environment.

There is communication between Foundation Staff, Year 1 Staff and SEN Staff as well as an upcoming meeting to ensure that as the children progress in to Year 1 all staff are fully aware of the Children's abilities, needs and how to best manage the transition individually for each child. Where additional support is needed, there is communication between HD and JT to ensure possible funding is applied for with all supporting evidence.

The parents are invited to a transition evening where HD will outline what the children will be learning in Year 1, expectations of behaviour and disciplinary methods and how to best support the children at home. As the structure of the day and how behaviour is dealt with changes from Foundation to Year 1 but continues through the rest of school (use of red and yellow cards etc.) the transition evening allows the parents to ask questions, discuss concerns and get a better understanding of what will be expected of their child as they continue through the

school. Usually, the majority of the parents attend this meeting and if unable to attend they can come into school and meet with RD on a separate occasion. There is also accompanying literature sent home which covers everything in the meeting, introduces the parents (and other family) to Year 1 and has resources/advice on how to support learning at home.

### **Transition into Foundation 2**

For the children already in Foundation 1 who will be going into Foundation 2, the open layout of the classroom allows them to be familiar with their future setting. They are also comfortable with the staff and are aware of expectations.

For children joining Foundation 2 from other settings there is a staggered start to the year with half day visits offering parents the opportunity to come in with their children initially, talk to the teachers and become familiar with the School.

Parents/carers/family dropping off are also invited in every morning to complete a task with their children, allowing them to chat more informally to the staff and giving the children the opportunity to have a few minutes preparing themselves for their day with somebody familiar there with them, often by which point they will have seen a friend or a challenge they want to complete that will settle them and enthuse them for the day ahead.

### **Policies**

School Policies are (if applicable) inclusive of Early Years and are reviewed and updated ensuring compliance with the Early Years Statutory Framework as well as fulfilling and encompassing requirements specific to the Early Years setting.