ELF Kingsland 2022-2023

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ELF Kingsland Intent

The intent of the Early Learning Foundations (ELF) provision at Kingsland is to enable pupils to learn through a bespoke and child-initiated curriculum, alongside individualised learning.

Intent Statement

- Children who enter our ELF pathway begin their lifelong learning journey, enabling a positive attitude to school, being ready to learn and prepared for the next pathway in their Kingsland journey.
- Early development is supported through a nurturing, exciting, motivating and purposeful curriculum, building on early skills primarily within: communication; physical development; personal social and emotional development.
- The ELF approach is embedded into pupils' daily routines. This combines a carefully planned mix of continuous provision, along with enhanced and directed learning, all within an enabling, safe and appropriate environment. This is underpinned by a range of interventions and approaches that build up the complete picture of the whole curriculum package.

Kingsland ELF Curriculum

The curriculum consists of a balance of the following according to need:

1 Continuous Provision and Play

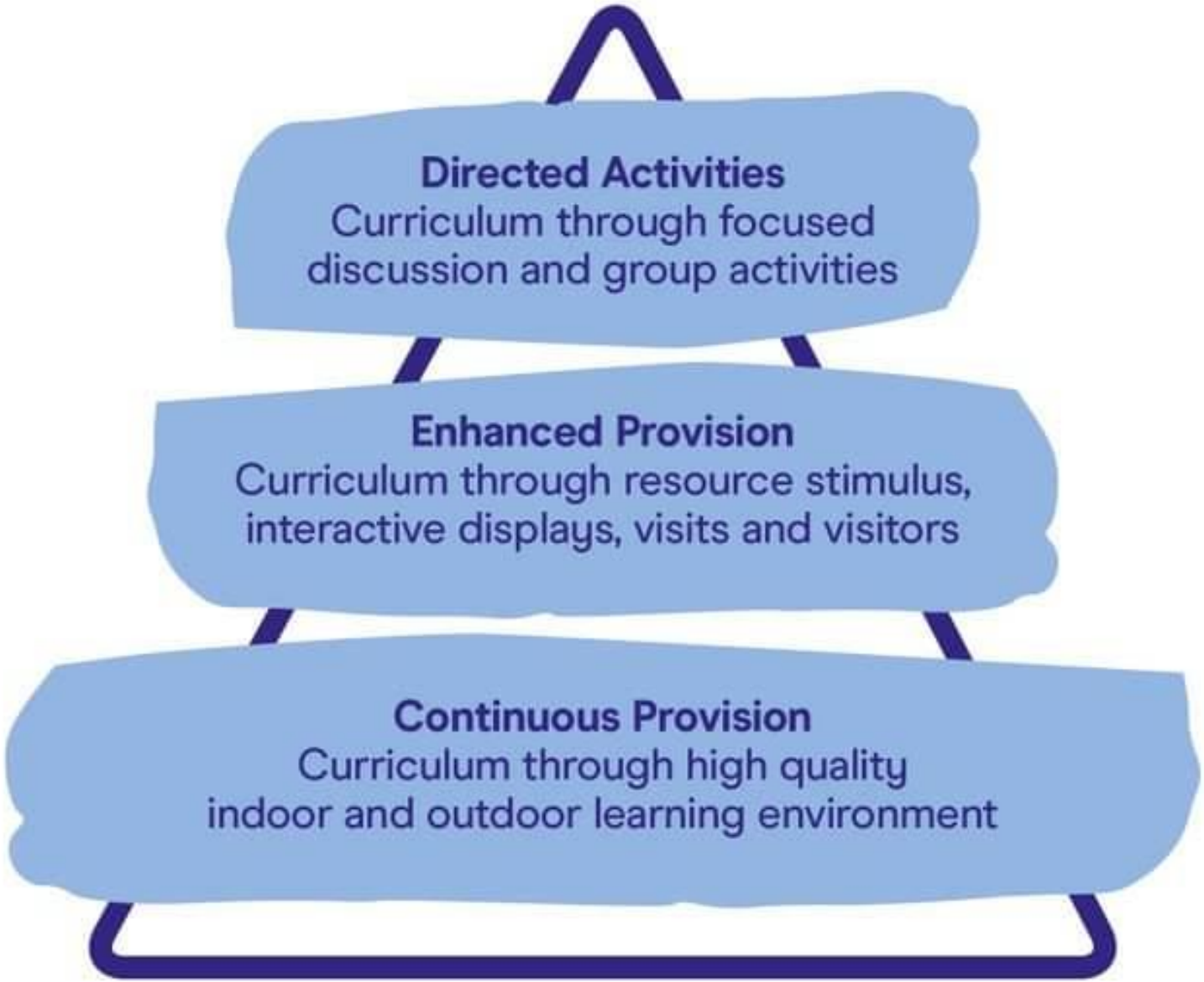
- Everyday environment, including 'areas' of learning – what is always in place e.g. book area / toys. Little Room - relaxation and calming, home corner.
- Things that happen every day but are not directed tasks e.g. symbols, routines, hygiene, independent skills, transition
- Regulation plans, PECS, communication journeys

2 Enhancements and interests

- 2-3 enhancements per week linked to interests and curriculum.
- Visits / theme days – e.g. pet visitors, festivals such as Easter and Christmas.
- Whole school enhancements, e.g. forest schools, mobile zoo

3 Directed activities (what does play not teach)

- 'hello' and 'goodbye' groups
- Focused activities that are not accessible by Continuous provision or Directed activities
- IEPS


Directed Activities
Curriculum through focused discussion and group activities
Enhanced Provision
Curriculum through resource stimulus, interactive displays, visits and visitors
Continuous Provision
Curriculum through high quality indoor and outdoor learning environment

Curriculum

The balance on the 3 areas of the curriculum is very much dependent on each class of children within the ELF department and their individual needs:

- pupils with PMLD may be unable to independently access continuous provision, and so their curriculum may have more elements of Enhancement and Directed activity.
- pupils with autism may find continuous provision more challenging. Their play skills are therefore supported by enhancements and directed activities that support play. This may include, for example, modelled mark making skills, over mark making set areas within the classroom.
- pupils who are at the early stages of play and exploration will be supported to predominately focus on continuous provision and play.

Even within a class, the balance of planning and delivering may alter in response to pupil need.

Statutory - Fundamentals
EYFS Framework 2022

- The three prime areas are still the most important areas of development and these skills are the foundations that underpin all other learning- *Communication and Language, Personal Social and Emotional Development, and Physical Development*
- The four subject specific areas are equally as important as each other- *Literacy, Mathematics, Understanding the World, and Expressive Arts and Design*
- *For younger / part time / CLDD pupils - the focus should be on the prime areas.*
- Statutory requirement for key workers
- RBA and ELGS.

Assessment

- Each child is assessed using the Birth to 5 matters criteria (which has replaced the Ages and Stages). This will directly inform teaching and learning and will be on the left hand side of the planning document in the same way ages and stages has previously been
- This will give each child a Range of learning numbered 1-7
- Termly, teachers will be required to submit the Range each child has achieved for each of the 7 areas of learning
- This will be supported by a colour coded document, which will be in the child's red observation file
- Additional cross-site moderation will be beneficial whilst teachers get used to the criteria for the new Ranges. E.g. maths

Example

SUM 21	AUT 21	SPR 22	SUM 22	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR

Prime - PSED	Making relationships	Sense of Self	Understanding Emotions
Range 1	• Enjoys the company of others and seeks contact with others from birth. • Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. • Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes. • Responds to what carer is paying attention to, e.g. following their gaze. • Distinguishes between people, recognising the look, sound and smell of their close carer. • They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they have not seen for a while.	• Learns about their physical self through exploratory play with their hands and feet and movement • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company	• Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies • Expresses feelings strongly through crying in order to make sure that their needs will be met • May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive • Seeks physical and emotional comfort by snuggling in to trusted adults • Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking • Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face
Range 2	• Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others' body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has	• Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement	• Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy
Range 3	• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting	• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use *me, you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different	• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement

Observation and Evidence

- Put simply, observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that parents and practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage, whether resources such as toys and equipment are suitable for the child, and to focus them on what to provide in future to support the child to develop new interests, learn new skills and acquire new knowledge.

"Children approach their learning with wide eyes and open minds, so their educators too need wide eyes and open minds to see clearly and to understand what they see."

C.Nutbrown 1996

The fundamentals are shown in green and are part of everything we do, whilst additional interventions that are unique to each child's curriculum package are shown in blue.

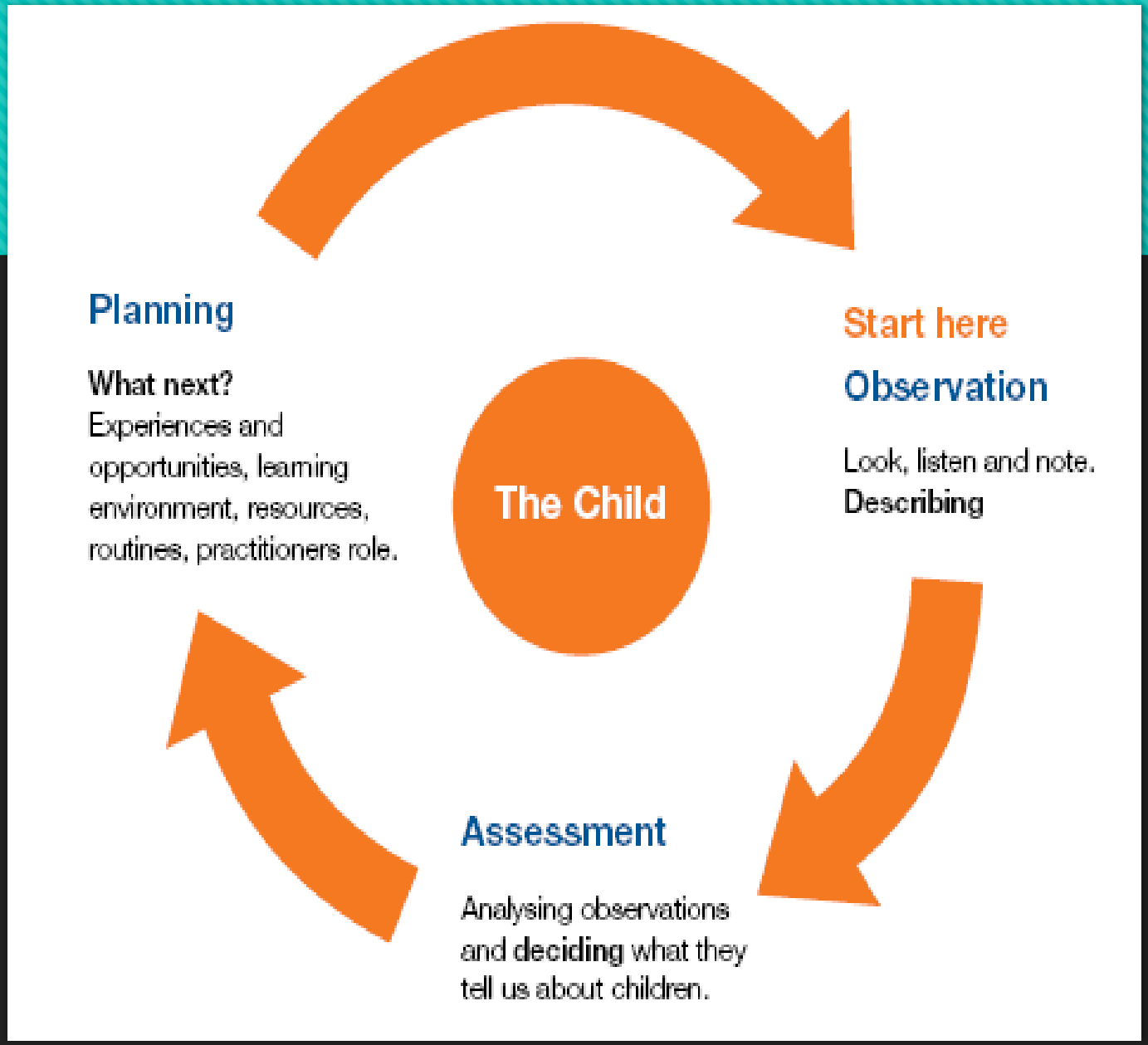
Curriculum content – Termly Curriculum Booklets Prime areas of learning	Daily embedded routines and repetition Hello, good afternoon goodbye Personal Cares Snack and dinner time routines	Parent involvement and support including homework.	Communication Journeys
Red observation file, Evidence for Learning	IEPs and EHCPS	Outdoor Learning Passports	Learning Journey
Birth to Five Matters, or Differentiated (DEYO) Birth to Five	Curriculum content – Termly Curriculum Booklets Specific areas of learning	Physical interventions Hydrotherapy Physiotherapy	MSI interventions Positive Looking, Hearing impaired services
Regulation and behaviour plans	SCERTS / Aspires planning.	Communication programs, such as eye gaze, PECS	Intensive Interaction and OT programs

Recognising attainment

a) Encounter - Being present during experience or activity without obvious learning outcomes although for some pupils their willingness to tolerate a shared activity may, in itself, be significant	b) Awareness - Noticing that something has happened / is going on- fleeting focus on or attending to an object, event or person	c) Attention & Response -Attend & begin to respond, often not consistently, showing surprise, enjoyment, dissatisfaction demonstrating the beginning of an ability to distinguish people, objects, events & places	d) Engagement - More consistent attention, focused looking/listening: showing interest, recognition or recall – can tell difference between specific events in their surroundings	e) Participation - Engages in sharing, turn taking or anticipation of familiar sequence of events, although their responses may be supported by staff or other pupils	f) Involvement - Actively strive to reach out, join in or comment in some way on activity itself or on the actions or responses of others	g) Gaining skills & Understanding - Gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum
U = Uncooperative	1= Full guidance	2 = P.P.G Partial physical guidance	3 = S.P.G Slight physical Guidance	4 = V.P - Verbal or gestural prompt	5 = H./S.C Hesitation or self correction	6 = Correct spontaneous responses

Who is responsible for observations?

- We all are!
- Each and every member of the team should be observing and recording what they see a child doing!
- This provides the whole picture.
- The class teacher and key worker are not the only people who should be recording information about a child.


Planning
What next?
Experiences and opportunities, learning environment, resources, routines, practitioners role.
The Child
Start here
Observation
Look, listen and note.
Describing
Assessment
Analysing observations and deciding what they tell us about children.

The importance of play

"It can take 400 repetitions to create a new synapse in the brain, unless it is done with play. In which case it takes 10-20 repetitions" Dr Karen Purvis

Practitioner responsibilities in play….

- As our children are not typically developing, play may look different in our environments. It will be different for each pupil, as they are all unique. This is where your knowledge of the child is essential. Use their communication and learning styles to enable them to take part. This is what real inclusion looks like
- Take time to play - we can often become absorbed in the challenges of the day. Ensure you find time to find quality moments to play. This is the key to child's development.
- Think about what you are doing? Are you facilitating an opportunity?
- Look at the bigger picture? Who is already engaged? Who might need your help? Sometimes the busier children can get the most attention.

TOP TIPS FOR IMPROVING PLAY!

- Get on the child's level
- Make good eye contact
- Appreciate and have time to play
- Do not lead where possible, follow the child's direction
- Embrace schemas, don’t limit them
- Try new things – don’t get stuck in the same play

- Go with the unexpected
- Provide the right environment
- Undivided attention
- Embrace repetition
- Don’t prolong
- Age appropriate
- Have fun.

Food for thought….

Good delivery of the Early Years Curriculum is child-led and almost entirely play based. Observations are all taken from spontaneous learning from the child.

However……..

Our children need more structure and direction to broaden their learning horizons and ensure that they experience a range of opportunities.

This makes our role especially important; we become the tool to good play that will help the child succeed.

Why do schemas matter?

- Once a child has understood a schema's physical manifestation, they are able to consider more abstract applications. For example, the concept of travelling on a bus from one place to another becomes easier to understand once we have had the chance to practise moving objects from one place to another, whether that's rolling a toy car across the floor or taking a doll out of her box and putting her into the doll's house.
- Children also learn by using their own bodies in schema play. The simple act of walking from one point to another helps them understand the idea of trajectory, of moving from A to B.
- Schema play is something we all indulge in when we encounter something for the first time. When you try to assemble an IKEA bookcase without reading the instructions, you are using a schema. You've built this kind of thing before, you know what to do and a little trial and error is OK. And if there's a new kind of fixing, you'll work it out. It all started when you were small, building with Lego, sticking with tape and glue. You understand how things *connect*.
- What you won't do is repeatedly spin round like a windmill, twist door handles or watch the washing machine go round. Children haven't yet fully grasped the idea of *rotation* so they have to practise in order to understand the schema. Their schema play is visible. You, on the other hand, know all about it so you just pick up the screwdriver and fix the parts together.

It follows that a child's interest in a given schema should diminish over time as they master the associated skill.
What seemed like an obsession should be forgotten once the concept has been mastered.

It is common for our learners to become stuck within a schema as their learning brain has not yet mastered the skill. By embracing, supporting and not supressing the schema, we can support brain development.

Key workers

- 2-3 key children per staff member
- You should know if asked who these pupils are. It's statutory!

- At least 2 observations per week.
- IEP - knowing and delivering.
- Toileting
- Positioning, physio, splints and gaiters
- Feeding - including pump feeds
- Taking photographs / videos
- Bags and belongings
- Play

Top Tips for interacting with children with MSI

What is MSI/ deafblindess?

The deafblind child is not a deaf child who cannot see or a blind child who cannot hear. The problem is not an additive one of deafness plus blindness. Nor is it solely one of communication or perception. It encompasses all these things and more (McInnes and Treffry, 1982)

All people who are deafblind experience difficulties in:

- Communicating with others
- Moving around the environment
- Finding out information

Ref: Aitken et al (2000) Teaching Children who are Deafblind.

Useful points to remember when working with children with MSI

- Intervention is not doing *for* but doing *with*. It is about providing the support necessary for children to be as independent as possible.
- Children with MSI cannot learn easily by watching or listening to what happens around them
- Their learning may be limited by what others bring to them/they encounter by chance in a form they can perceive
- They often have problems understanding concepts and generalising skills
- Children with MSI may be less motivated to learn to move independently
- Sight also motivates children to learn how to use their hands - this is essential for most children with MSI
- Children with MSI will also have a slower pace of learning
- We need to take time to allow the learner to take in the information, process it, formulate a response and then give the response

What we can do to help

- Ensure hearing aids are checked daily and that the batteries are working.
- Ensure glasses are clean.
- Use the child's identified form of communication e.g. touch cues consistently in order to help them to understand.
- Come into a child's visual field and pause, giving them chance to use any residual vision they have to respond.
- Give time - lots of it. Go at the child's pace and give plenty of time for them to process what is happening - it will be much harder for them to make sense of things if they have both a hearing and a vision impairment as this compounds their difficulties much more.
- When working with a child with sensory impairments leave gaps, for example during songs and games, in order to give them plenty of time to respond.
- Use hand under hand techniques - don't grab a child's hands to get them to do something - this may startle them and make them pull away even more. Instead, put your hands underneath their hands - this gives them chance to pull their hands away from textures or objects they don't wish to explore or are unfamiliar with.

What we can do to support peer interactions

- Encourage the use of touch – children with MSI need encouraging to use their hands to explore and find out information. They need to be assisted to reach out and touch their peers, so they know they are near and in their space. Children with MSI need to use their hands to search, explore, reach, grasp and express themselves.
- Ensure that deafblind children are in a space together. They need to be near enough to see their peers in their field of vision. For wheelchair users, to ensure there is enough space and to position wheel chairs together, to allow children to be near each other.
- Use equipment such as resonance boards. Positioning children next to each other on the resonance board can enable them to feel the other's movements and can help them to gain an awareness of each other.
- Encourage and support children with MSI and their peers to share fun interactions or favoured objects together. For young children, being supported to play interactive rhymes together or being assisted to play turn taking games can help to develop shared attention and meaningful interactions.

A few things to always remember about basic practice….

- Always talk positively about children. Discuss things with them and make sure they know what's happening. Many of our children, including our non-verbal children, can understand what you say and/or your body language.
- Learning in the outdoor environment is just as important as learning in the indoor environment. Outdoor provision time allows children to learn and rehearse skills on a 'larger level' and it is where most children feel freer and more confident. This means that it is often the area they are most able to succeed in
- 'Toilet talk' is not acceptable. Use signs, a system or, on rarely needed occasions, a discrete discussion. Checking a child's pad by looking down it is undignified and against personal care policy. Our children deserve dignity

A few things to always remember about basic practice….

- Ensure you give children enough time to respond. A lot of our children need processing time and if we rush through things too quickly they may stop responding. They may learn that we're not going to wait for their response anyway
- Always explain what you are doing and what is happening (using whatever means of communication is appropriate). Rather than just doing things to or for children, as this may surprise or dysregulate them
- By taking opportunities and resources away from them you may be excluding them from that learning opportunity
- Clean hands and spaces when not needed for regulation, for example, a finished hygiene basket. Wiping tables and washing hands is statutory
- Pupils should always be spoken to appropriately and in accordance with our behaviour policy. Pupils should never be removed or turned away from a group or activity. This is against our behaviour policy.
- Pupils should always be supervised. Where smaller spaces are within classrooms are in use, children must all be fully supervised at all times.

Pupils Leaving the ELF Pathway

SLD Pathway (Severe Learning Difficulty)

Pupils moving onto this pathway are working within Range 3 and beyond. They are ready for a more formal teaching approach based on the progress they have made during their time in ELF.

CLDD Pathway (Complex Learning Difficulty and Disability)

Pupils moving onto this pathway are working within Range 1 and 2. They have more complex needs including MSI. Some MSI pupils working beyond Range 2 may also follow this pathway.

SCERTS Pathway (Social Communication, Emotional Regulation and Transactional Support)

Pupils moving onto this pathway are working within Range 2 and upwards. They may have a regulation plan or sensory program. They may have ASD or a sensory processing difficulty.

What age do pupils leave the ELF pathway?

Pupils only move to their new pathway when they are ready. Some pupils stay within the ELF pathway up to year 2 (and sometimes year 3). Pupils who are not ready to move, or for whom a certain pathway is not obvious or appropriate, may stay for longer so that the correct pathway can be determined.