



Stephenson Memorial Early Years Centre



Early Years Centre

Parent Information

2018/2019



Stephenson Memorial Early Years Centre



Meet the team



Miss Hay
Early Years Lead
Reception Teacher
Paediatric First Aider



Mrs Spreadbury
Reception Teacher



Mrs Wynn
Speech and Language Lead
**First aid at work including
Paediatric First Aid**



Mrs Taylor
Reception 1:1 Support



Miss Charlton
Reception Teacher



Mrs Chivers



Mrs Fraser
Nursery Teacher
Paediatric First



Miss Grant
Nursery TA
Paediatric First Aider



Mrs Marshall
Reception TA



Miss Culyer
Early Life Key Worker
**Paediatric First
Aider**



Mrs Dixon
Early Life Key Worker
**Paediatric First
Aider**



Miss Monaghan
Early Life Key Worker
**Paediatric First
Aider**



Stephenson Memorial Early Years Centre



The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes.

At Stephenson Memorial Primary we use the EYFS to ensure that your children receive a quality experience that supports their care, learning and development. We place an emphasis **on Personal, Social and Emotional Development, Communication and Language, Literacy and Maths** as we recognise that these areas of development have an impact on learning across all subjects.

The Early Years curriculum is organised into 7 areas of learning.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking

The prime areas are fundamental in supporting development in all other areas.

Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

The specific areas include essential skills and knowledge.

The **Characteristics of learning** are positive learning behaviours that create motivated, lifelong learners.

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things



Learning across all areas, takes place both indoors and outdoors, through fun, creative and highly engaging experiences, projects and learning environments. **Personal, Social and Emotional Development, Communication and Language, Literacy and Maths** opportunities will be maximised in all that we do.

Our Golden Rules



Our Traffic Lights



Developing personal, social and emotional skills and promoting confidence and self-esteem.



We've embraced
thrive
in our School





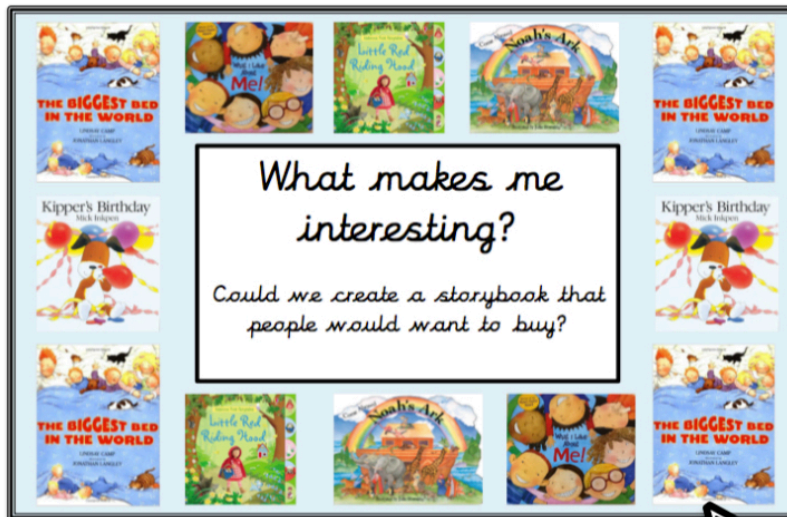
Developing health
and self-care as
part of our daily
routine.





Promoting physical
development,
critical thinking
and problem
solving.





High engagement
and excitement
created through
Project Based
Learning.





Stephenson Memorial Early Years Centre



Developing knowledge
and understanding of
the world and
creativity.



To find out more about current learning and projects all planning can be found on our website www.stephensonmemorial.co.uk.



For updates on our daily fun and excitement follow us on twitter - [@SMEYCentre](https://twitter.com/SMEYCentre)

School contact details: Stephenson Memorial Primary School, Martin Road, Howdon, Wallsend, Tyne & Wear, NE28 0AG, 0191 2007365

Useful links for more information about the Early Years Foundation Stage. https://www.foundationyears.org.uk/files/2015/01/EYFS_Parents_Guide-amended1.pdf

Please ask about what we do and why we do it, as we are always happy to make time to work collaboratively with parents/carers. Your child's Learning Journey is available for you to come in and access freely at any time.



As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.



If you're looking for new ideas for things to do then find out what is on offer at your local children's centre. Many offer 'messy play' activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.



Stephenson Memorial Early Years Centre



Policy for Inclusion

Our SENCO in school is Miss Pawlett and in addition to this Mrs Wynn takes a lead on Speech, Language and Health.

They are responsible for the day-to-day organisation of any matters regarding children with Special Education needs although it is the responsibility of all staff to plan for and support all children whatever their needs.

We seek to integrate children who may need special provision and to work closely with parents and carers and other support agencies to provide quality care and education for all children.

Early Identification

All children accessing our Early Years Centre will have a named key person. The key person will keep child records, monitor and review the child's progress on a regular basis and work in partnership with parents and carers. Any concerns about a child's progress will be discussed with Parents/Carers and the SENCO and together an appropriate course of action and support will be planned for. This will be regularly monitored and reviewed.

Intervention

We liaise closely with parents and seek advice on the sorts of things their children like to do; we aim to achieve progress by using the child's strengths and interests as our starting point. We ensure progress and learning by recording clear targets. This may take the form of a Stephenson Pupil Passport (SPP) or a Stephenson Action Agreement (SAA). We encourage parental and child participation in devising targets for Pupil Passports and Action Agreements.

Staff will maintain confidentiality in all aspects of record keeping.

For more information about what we offer visit <http://www.stephensonmemorial.co.uk/#!inclusion-send/cfh3>



Key Person

The role of the key person and settling in

Each child is assigned a key person when they attend our Early Years Centre. Research has shown that a key person approach is the most effective way of ensuring children form and build relationships with a significant adult in the setting. Children develop best when they feel safe, secure and cared for and the role of the key person is to ensure this is achieved during a child's time in the setting.

The role of the key person is to;

- provide a secure attachment for their key children in Early Years.
- help their key children settle in and become familiar with the setting.
- meet the needs of their key children responding sensitively to their feelings, ideas and behaviour.
- provide a 'secure base' for the children by being there to support them and allowing them to explore at their own pace.
- be responsible for their key child's care routines.
- develop a good relationship with parents/carers, ensuring that the child is cared for appropriately at nursery and accommodating their individual needs within the daily routine.
- develop a two way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that maybe important to the child.
- have responsibility for sharing their key children's development and progress with parents and other professionals as required, in cases of children with additional needs or identified children in need they will be called upon to attend reviews and core group meetings with the support of a senior manager.
- have responsible for observational records of their key children, using these to inform next steps, individualised planning and Stephenson Play Plans if required for each of their key children.
- Where a child is supported by another member of staff who is not their key person e.g. SEN support record keeping then becomes a joint responsibility.



Stephenson Memorial Early Years Centre

