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| Learning and Development Requirements: | |
| Policy Name: | Curriculum Statement |
| Policy creation date: | December 2018 |
| Last review: | January 2024 |
| Next review: | October 2025 |
| Owner: | Children Service Manager |

Our Vision in Children Service:
 To enhance our provision by providing a multidisciplinary service, ensuring that everyone who needs our support can access it at the Centre or in their homes.

Our Mission in Children Service:
 In our Children’s Service, children with a neurological condition receive outstanding Conductive Education provision, and families are supported on every step of their journey.

Core Values:

- Respect
- Teamwork
- Empathy
- Empower
- Skilfulness

Our Intent

Our fundamental aim is to provide all children with outstanding learning opportunities.

At The Rainbow Centre we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the Centre to attain their potential within their individual capabilities.

We provide Conductive Education to all children who attend The Rainbow Centre and for children 0-5 we combine this with the Early Years Foundation Stage.

We provide a positive learning environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society.

We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across all areas of learning, including Cognition and Learning, Communication and Interaction, Physical and Sensory, and Personal, Emotional Mental Health. Planning is

based on a secure knowledge and understanding of how to promote the learning and development of all children and what they can achieve.

We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress, it is our intention to take into consideration their starting points and needs as they begin their learning journey at The Rainbow Centre for Conductive Education. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences.

OUR IMPLEMENTATION

Learning and teaching is effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

Our curriculum map and the Conductive Education programme provides interesting and challenging experiences that meet the needs of all children with different neurological conditions. We maintain a personalised record of every child's development, showing their abilities, progress, interests, and areas needing further staff or parental assistance.

Through our combined curriculum with Conductive Education, we ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

IMPACT

Direct observation is supplemented by a range of evidence to evaluate the impact that our complex curriculum has on the progress children make in their learning including:

- Weekly observations with photo evidence
- Termly Next Steps
- Assessment on entry, including parental contributions
- Two-year-old progress checks (where applicable)
- On-going (formative) assessments, including any parental contributions
- Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement. We build strong home links in order to enhance and extend children's learning both within the centre's environment and in the child's home.

We share information about the STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE curriculum with parents and signpost them to further support.

As a team, we carry out regular internal discussions about children's progress and also ensure that staff attend external meetings and training to ensure that we feel confident that these judgements/observations are consistent. Assessment starts with careful observations which are then used to inform planning.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

Important Documents and Links

www.foundationyears.org.uk/

<https://www.cepeg.org.uk/>

Early Years Foundation Stage Statutory Framework January 2024

Early Years Inspection Handbook January 2024

Keeping Children Safe in Education September 2023