

Learning and Development Requirements:	
Policy Name:	Curriculum Statement
Policy creation date:	December 2018
Last review:	January 2024 (further updates made March 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

We follow the curriculum as outlined in the 2023 Statutory Framework of the EYFS.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their play, and by taking part in play which is guided by adults. The curriculum is highly differentiated for each individual learner to enable them to achieve their full potential.

Seven areas of learning and development encompass the EYFS, and they are all equally important and inter-connected.

- However, 3 areas known as the prime areas are seen as particularly important:
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three characteristics of effective teaching and learning are at the heart of the EYFS ethos and are carefully embedded within the conductive daily routine, these are:

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’.
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and Thinking Critically – Children have and develop their ideas, make links between different experiences, and develop strategies for doing things.

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.

Early Intervention/Parent and Child Group is a unique service for families of babies and very young children from birth to three years. The service works in partnership with parents to educate their young child with cerebral palsy or associated motor learning difficulties and allied learning needs. Professional support and practical advice are provided to parents within a mutually sympathetic and encouraging environment so they can play a key role in the teaching partnership based on the eight principles of conductive education:

- The conductor
- The group
- The programme/daily routine

- The task series
- Rhythmical intention
- Facilitation
- Observation
- The learning environment

Whilst the Early Intervention/Parent and Child Group is not the child's main provider of nursery provision, the Early Years Foundation Stage is assimilated into all sessions during planning, delivery and record keeping. The team work collaboratively with the parents and learning is supported through the use of activities, games, and stories, based on a theme for each week. When appropriate, children from Early Intervention may benefit from attending our Nursery provision, subject to agreement and funding.

The Special Needs Nursery is registered with OFSTED as a full day care provider and has received "outstanding" grade for the last five inspections. In this group children are taught by conductor teachers/early-years professionals, qualified with BA Hons, Level 6. This is an important stage in their life as they start to understand how to use their movement to develop their confidence, independence, social and daily living skills, and at the same time, have access to their academic learning.

The holistic nature of the sessions incorporates and integrates the seven areas of Learning and Development from the Early Years Foundation Stage. A multi-sensory approach is used, with every opportunity taken to extend children's communication skills through music, singing and alternative and augmentative communication aids. The ethos of active learning through play and partnership with parents is central to our practice. The children join age-appropriate groups, and the sessions involve active sitting, standing, stepping, manipulation, communication, cognitive development, self-help, and social skills.

Parents can receive guidance through the process of an EHC needs assessment and an educational advice report can be supplied on request. Parental choice for their child's next educational setting is supported.

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