



Overview of Early Years Provision at Carlton Digby School

At Carlton Digby school, we are committed to providing a high-quality, inclusive early years provision that meets the individual needs of every child.

Although the number of early years pupils in our school is small – currently 2 out of 95 – their learning and development remain a vital part of our whole-school approach.

Due to the nature of our setting, we do not operate a stand-alone Early Years Foundation Stage (EYFS) class. Instead, our early years pupils are fully integrated into classes and curriculums that are carefully matched to their developmental stage, physical, health and learning needs. This ensures they benefit from a personalised approach while accessing meaningful and appropriate learning experiences.

EYFS Framework Integration

The principles and practices of the EYFS framework underpin our approach for early years pupils. We use the Early Learning Goals, *Birth to five matters*, and the Characteristics of Effective Learning to guide planning, assessment, and teaching strategies. These include:

- **Playing and exploring** – encouraging curiosity and hands-on learning.
- **Active learning** – fostering focus, persistence, and enjoyment in achievements.
- **Creating and thinking critically** – developing problem-solving skills and creativity.

A Tailored Curriculum

Early years pupils access a curriculum that reflects the EYFS framework while being adapted to suit their specific needs. This includes:

- Opportunities for sensory exploration and communication development.
- Structured and unstructured play to build skills in interaction and independence.
- Targeted interventions such as Water based learning, Attention Autism, Intensive Interaction, and sensory-based activities.

We have a designated key person who oversees our early years provision and ensures that the care and education of pupils is tailored to meet their individual needs. This role involves close collaboration with families to create a consistent and supportive environment for the child, both at school and at home.

Progress and Assessment

We use a combination of the birth to five matters, and bespoke assessment - Carlton Digby Steps - to track progress and ensure learning aligns with individual outcomes. This approach enables us to monitor and celebrate each child's achievements while identifying the next steps in their development.

We use the Reception Baseline Assessment (RBA) at the start of the reception year and the EYFS Profile at the end of the EYFS

Although small in number; early years pupils at Carlton Digby School are supported to thrive through a carefully considered, inclusive, and nurturing approach. Their experiences are designed to build solid foundations for future learning and prepare them for life within our school and beyond

For more information, please contact Rachel Saunders – Assistant Headteacher and Early years lead