

Our numbers of nursery and reception age students fluctuate year on year and between departments. Across school, all early years students follow the EYFS Framework and their progress towards the Early Learning Goals is documented.

Each student has their own EYFS assessment grid and classroom staff update this half termly based on their observations of
learning. Evidence is recorded by narrative observations and earwig media.


We have designed our own ipsative assessment tool linked to the EHCP areas where teachers have the autonomy to set individual learning goals for their students. These goals are summarised on a one page profile which is stored in the daily log file.

The learning goals cover five areas with two or three goals per area set:
Communication and interaction
Cognition and learning
Sensory and physical
Social, emotional and mental health
Lifelong learning
Lifelong learning covers those key skills we want all our learners to leave school with; the ability to attract attention, show a preference, communicate feelings and be as independent as possible within the context of their needs.

Learning goals will not cover a set time period, some may run a month, some a year. The important part is that the targets are individual, aspirational and frequently reviewed to ensure they remain appropriate.

All statements are written in child friendly language, from the perspective. Teachers will then select statements to work on each term and facilitate learning towards these. How frequently statements are changed will depend on the student and their learning journey. This is reviewed termly

In accordance with legislation,
Education Health Care Plans (EHCP) are reviewed annually. An updated report incorporating notes of the annual review meeting is produced each year for every child. Parents are invited to submit a written report to form a part of the review process. Teachers and therapists complete annual reports and contribute views and comments regarding progress, strengths and areas for further development. Additional advice is sought, as appropriate, from other professionals to form an overview of the child. The annual review meeting (to which parents and

A detailed Individual Education Plan (IEP) is written based on the priorities for development, as detailed in their Education Health Care Plan. Priorities for development form the basis of individual targets in addition to the class based planning within which progress can be monitored. IEP targets are reviewed throughout the term in team meetings and are updated each term. Where a child has made significant

