

Griffin Primary School Early Years Enhanced Provision



Our Vision and Values

At Griffin Primary School, our Special Nursery and Early Years Resource Base provides a nurturing, inclusive and inspiring environment for children with communication and language differences and emerging special educational needs.

Our vision is for every child to feel safe, valued, understood and empowered to learn. We recognise that every child develops in their own unique way and at their own pace. We create a calm, low-arousal environment where children can build trusting relationships, develop confidence and explore their surroundings without feeling overwhelmed. Through carefully considered routines, environments and adult support, we enable children to develop the skills they need to become increasingly independent and engaged learners.

Understanding the Whole Child

We recognise that every child is unique, with their own strengths, interests, communication style, sensory preferences and ways of experiencing the world. We take time to understand what each child needs to feel regulated, safe and ready to learn.

We carefully consider each child's individual sensory needs and adapt the environment, routines, resources and adult support accordingly. This may include providing opportunities for movement, quiet spaces, sensory exploration, reduced visual or auditory demands, and access to activities that support regulation. We believe that understanding a child's sensory needs is fundamental to enabling them to engage, communicate and learn.

We do not expect children to fit a particular way of learning. Instead, we adapt our environment and approach around the child, removing barriers and creating the conditions in which they can thrive.

A Love of Learning Through Exploration

We believe that young children learn best when they are given time, space and opportunities to explore. Our curriculum is built around curiosity, play and discovery, using natural, open-ended resources that encourage children to investigate, create, problem-solve and make their own choices.

Our love of nature is at the heart of our provision. Through our approach of "Forest School in the City", children have regular opportunities to experience the natural world, develop their physical and sensory skills, take appropriate risks and build a connection with the outdoors. We want children to develop a lifelong sense of wonder about the world around them.

Communication at the Heart of Everything We Do

For many of our children, developing communication and language is a fundamental priority. We create a language-rich environment where children are supported to communicate in ways that are meaningful to them, whether through speech, gesture, signs, visuals, objects, or other forms of communication.

We value every attempt to communicate and recognise communication as much more than spoken language. We carefully observe children, respond to their interests and build opportunities for communication throughout the day, helping children to develop the confidence and skills to express their needs, ideas, feelings and experiences.

A Rich and Ambitious Curriculum

We have developed a high-quality, text-driven curriculum which provides children with rich experiences, stories, songs, vocabulary and opportunities to develop their understanding of the world. Our curriculum is carefully adapted to meet individual starting points while maintaining high aspirations for every child.

We use Tapestry's Cherry Garden assessment tool to observe, monitor and track children's development, enabling us to identify progress, celebrate achievements and plan purposeful next steps. Assessment is used to understand each child rather than simply measure them.

Inclusion and Belonging

We believe that children should have opportunities to learn alongside their peers wherever this is appropriate and beneficial. Our resource base provides specialist support while also creating opportunities for integration with mainstream peers, helping children to develop relationships, communication skills and a strong sense of belonging within the wider school community.

We see inclusion as understanding and removing barriers to learning rather than expecting children to fit into a predetermined way of learning.

Partnership with Families

We recognise parents and carers as the experts in their child. Building strong, trusting and respectful relationships with families is central to our approach.

We work closely alongside parents and carers to understand each child's strengths, interests, communication, sensory needs and individual experiences. We value the knowledge and insight families bring and ensure that their views are reflected in the support and provision we offer.

Through regular communication, shared observations and collaborative planning, we aim to create consistency between home and school and work together to identify what will make the greatest difference for each child. Our shared goal is simple: to do the very best for every child and enable them to thrive.

Early Intervention and Specialist Support

We aspire to develop our Special Nursery and Early Years Resource Base into a hub for early intervention and support for children with special educational needs. We want to identify needs as early as possible and provide children and families with the right support at the right time.

Our close partnership with on-site Speech and Language Therapists, Occupational Therapists and other professionals enables us to take a holistic approach to children's development. We work collaboratively with families and professionals to understand each child's individual strengths and needs and ensure that appropriate strategies and provision are embedded throughout their day.

Specialist Nursery Provision

We offer **15 hours of specialist nursery support each week**, either mornings or afternoons. Places are funded by **Wandsworth Local Authority** and allocated through the **Early Years Inclusion Panel**.

Our nursery provides **early intervention** for children who may have struggled in a mainstream nursery or who require a calm, low-arousal environment and specialist support to access learning and development.

We work closely with **parents, carers and professionals** to understand each child's strengths and needs, support their individual targets and monitor their progress. As children approach Reception, we work together to identify the most appropriate next step, which may include **mainstream Reception, our Early Years Resource Base, an EHCP application or a specialist Reception placement**.

Our aim is to ensure every child feels **safe, understood and supported**, while developing the skills and confidence they need for their next stage of learning.

Reception Resource Base

Our Reception Resource Base has **six places for children with an EHCP**. Places are agreed through a consultation process with the Local Authority to ensure that our provision is the right fit for each child's individual needs.

Children follow the **EYFS Framework**, supported by the **Cherry Garden assessment tool**, alongside working towards their individual EHCP outcomes and targets.

We provide a **high staff-to-child ratio**, enabling EHCP provision to be delivered consistently and allowing staff to provide personalised support and targeted interventions.

Where appropriate, children have opportunities to **learn and play alongside their mainstream peers**, including shared experiences such as Forest School. This supports inclusion, relationships and communication while ensuring children continue to receive the specialist support they need.

Our aim is to provide a **safe, nurturing and inclusive environment** where children can make progress towards their individual outcomes and develop the skills and confidence they need for their next stage of learning.

Our Values

We are guided by five core values:

- **Belong** – Every child is valued, accepted and an important part of our school community.
- **Communicate** – Every child has a voice, and we listen to and value every form of communication.
- **Explore** – We nurture curiosity, creativity and a love of learning through play, nature and discovery.
- **Grow** – We celebrate individual progress and provide children with the support and opportunities they need to develop at their own pace.
- **Connect** – We work in partnership with children, families, staff and professionals to create the best possible outcomes for every child.

Our Aspiration

Our aspiration is for every child to thrive in a setting where their individual needs are understood, valued and met. We want every child to feel safe, secure and confident to learn, explore, communicate and develop at their own pace.

Through personalised support, meaningful relationships and a carefully adapted environment, we enable children to make progress towards their individual targets, celebrating their strengths and achievements along the way.

We aim to give every child the skills, confidence, independence and foundations for learning that they need to be ready for the next step in their educational journey, whatever that may look like for them.

Above all, we want children to leave our setting feeling confident, capable and ready to take their next steps, with the support of a team and family who know them, understand them and believe in their potential.