



EYFS Enhanced Provision

2026–27

a nurturing, inclusive and inspiring environment for children aged 3-5 with communication, language and sensory differences.



Our Vision and Values

- **Every child an individual:** We recognise that every child develops in their own unique way and has their own unique strengths, needs and interests.
- **All communication is celebrated:** We respect and encourage all methods of communication and work with children to advocate for their wants and needs.
- **Low arousal environment:** We develop a low-arousal environment where children's sensory needs can be met. We aim to build a 'home from home' where children feel safe and comfortable to learn and explore.
- **Empowered Explorers:** Moving away from prescriptive play to let children follow their fascinations and develop behaviours for learning required for the modern world - problem solving, creativity, curiosity.



Our Specialist Provision



Specialist Nursery

15 hours of specialist support each week

Places funded by Wandsworth Local Authority

Allocated through the Early Years Inclusion Panel

Calm, low-arousal environment and early intervention

Individual targets, progress monitoring and transition planning

Reception Resource Base

Six places for children with an EHCP

Places agreed through Local Authority consultation

EYFS Framework alongside individual EHCP outcomes

High staff-to-child ratio and targeted interventions

Opportunities to learn alongside mainstream peers

Understanding the Whole Child

- ❖ We recognise each child's strengths, interests, communication style and sensory preferences. We use makaton and visuals to support understanding for all learners.
- ❖ We consider what each child needs to feel regulated, safe and ready to learn.
- ❖ We adapt the environment, routines, resources and adult support around individual needs.
- ❖ This can include movement opportunities, quiet spaces, sensory exploration and reduced visual or auditory demands.
- ❖ We remove barriers rather than expecting children to fit a predetermined way of learning.

A Love of Learning Through Exploration

- ❖ Children learn through time, space and opportunities to explore.
- ❖ Our curriculum is built around curiosity, play and discovery – using elements of the curiosity approach adopted by our mainstream EYFS.
- ❖ Natural and open-ended resources encourage children to investigate, create, problem-solve and make choices.
- ❖ “Forest School in the City” gives children regular opportunities to experience nature.
- ❖ Children develop physical and sensory skills, take appropriate risks and build a lifelong sense of wonder.

Curiosity Approach

- **Natural & Authentic Spaces:** Transforming classrooms into calm, clutter-free sanctuaries with neutral tones and open-ended, organic resources.
- **Replacing Plastic with Real Life:** Swapping generic synthetic toys for authentic household items and open ended natural resources.
- **The Environment as the "Third Teacher":** Curating beautiful spaces that invite independent navigation, sparking immediate engagement. A 'home from home' where children feel safe and comfortable to learn.
- **Empowered Explorers:** Moving away from prescriptive play to let children follow their fascinations and develop behaviours for learning required for the modern world – problem solving, creativity, curiosity.



Why?

1. Encourages Curiosity and a Love of Learning

Children are naturally curious. This approach provides resources that invite children to ask questions, experiment, and discover solutions for themselves. This helps develop intrinsic motivation and a lifelong love of learning.

2. Promotes Child-Led Learning

The approach supports the principles of the EYFS by recognising that children learn best through play and following their own interests. Practitioners observe, extend, and scaffold learning rather than directing every activity.

3. Develops Independence and Confidence

Children are encouraged to make choices, solve problems, and take responsibility for their learning. This builds confidence, resilience, and decision-making skills.

4. Creates Rich Learning Environments

The Curiosity Approach encourages the use of natural materials, recycled objects, real tools (where appropriate), and beautiful, thoughtfully organised spaces. These environments are calm, engaging, and stimulate imagination. children learn about caring for the environment.



Play Schemas

Play Schemas – Develop practitioners' understanding of play schemas to recognise and respond to children's repeated patterns of play as an important part of cognitive development. By observing schematic play (such as transporting, enveloping, rotation, trajectory, connecting, and positioning), adults can plan experiences and provide resources that build on children's interests, deepen learning, and extend thinking. Using schemas to inform planning supports highly engaged, child-led learning while enabling practitioners to identify next steps and meet children's developmental needs more effectively. Early observations and recording to inform provision planning.



Developing Strong Communicators

The Foundations of Language, Interaction, and Phonics Literacy



Communication at the Heart of Everything We Do

- ❖ Communication and language is a fundamental priority for many of our children.
- ❖ We create a language-rich environment where children can communicate in ways that are meaningful to them.
- ❖ We value speech, gesture, signs, visuals, objects and other forms of communication.
- ❖ Every attempt to communicate is valued.
- ❖ We build communication opportunities throughout the day so children can express needs, ideas, feelings and experiences.

Communication and Language



Intimate Spaces

Creating quiet, cozy, and aesthetically calm conversation zones that naturally invite communication



Preferred communication

We work with speech and language therapists to develop children's preferred method of communication at their own pace. We use attention autism to develop focus and attention.



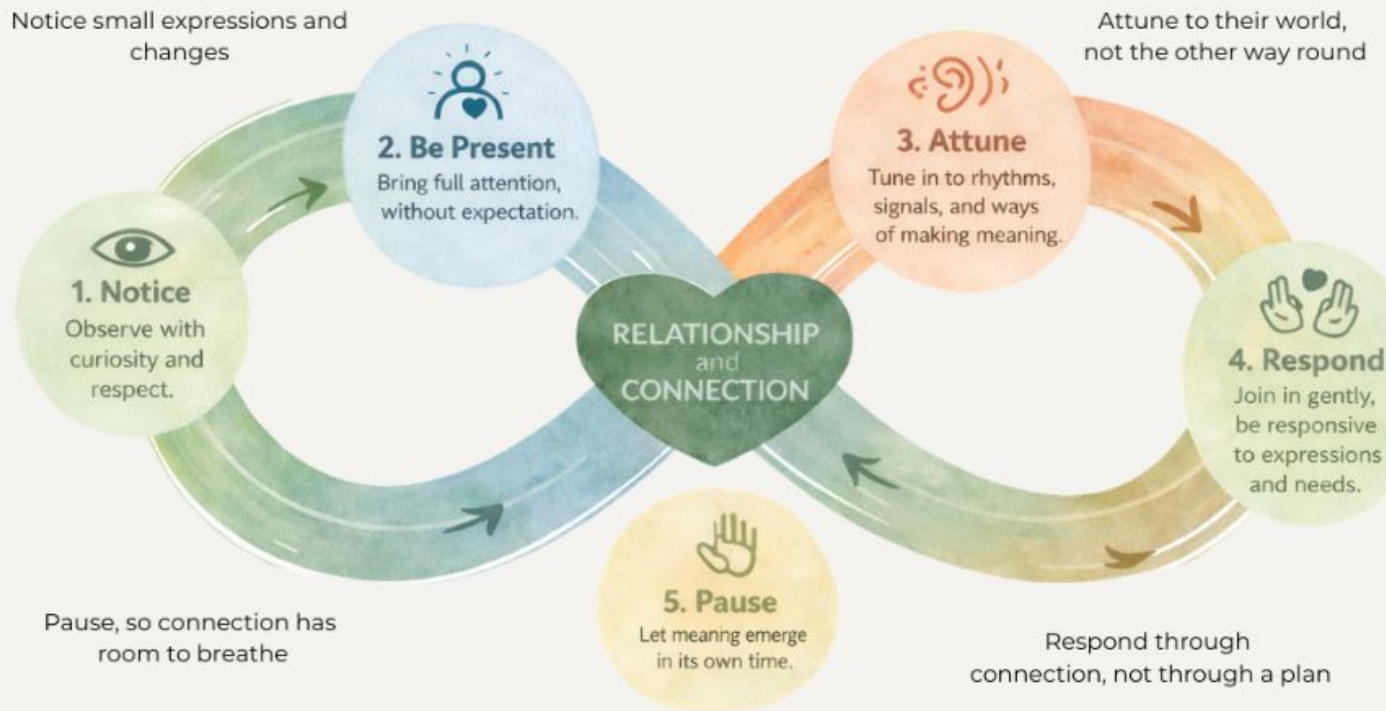
Language rich environment

We create highly motivating experiences that encourage the desire to communicate.



Intensive Interaction

high quality interactions



NO TARGETS

This isn't about ticking boxes or changing behaviour.



NO HIERARCHY

Every person is equal.
Every moment matters.

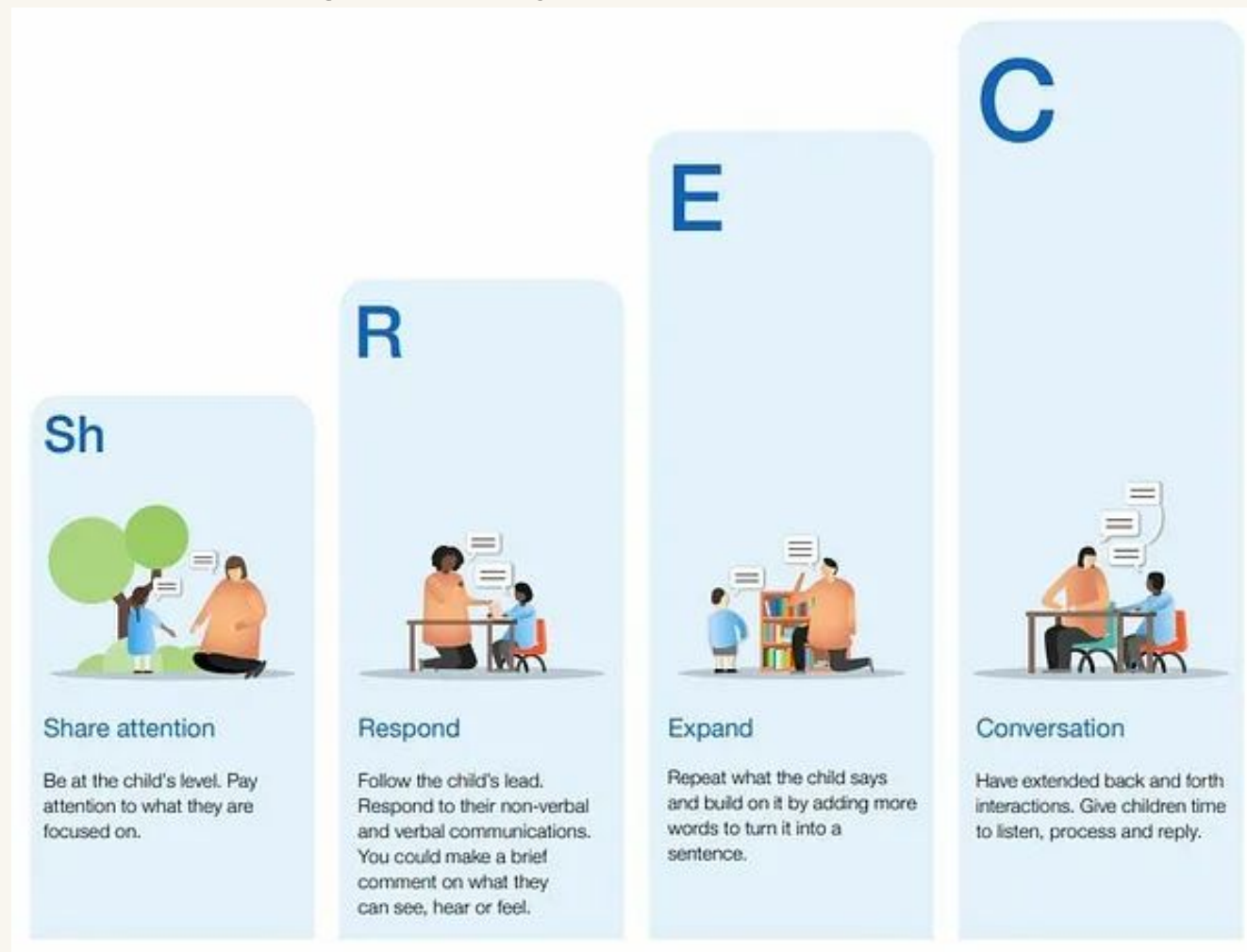


LED BY THE PERSON

Their lead, their pace,
their world.

The ShREC Interaction Framework

high quality interactions

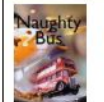
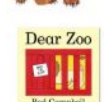
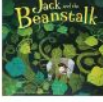


A Rich and Ambitious Curriculum



- ❖ A high-quality, text-driven curriculum provides rich experiences, stories, songs and vocabulary.
- ❖ The curriculum develops children's understanding of the world while remaining responsive to individual starting points.
- ❖ We maintain high aspirations for every child.
- ❖ Tapestry's Cherry Garden assessment tool helps us observe, monitor and track development.
- ❖ Assessment helps us understand each child, celebrate achievements and plan purposeful next steps

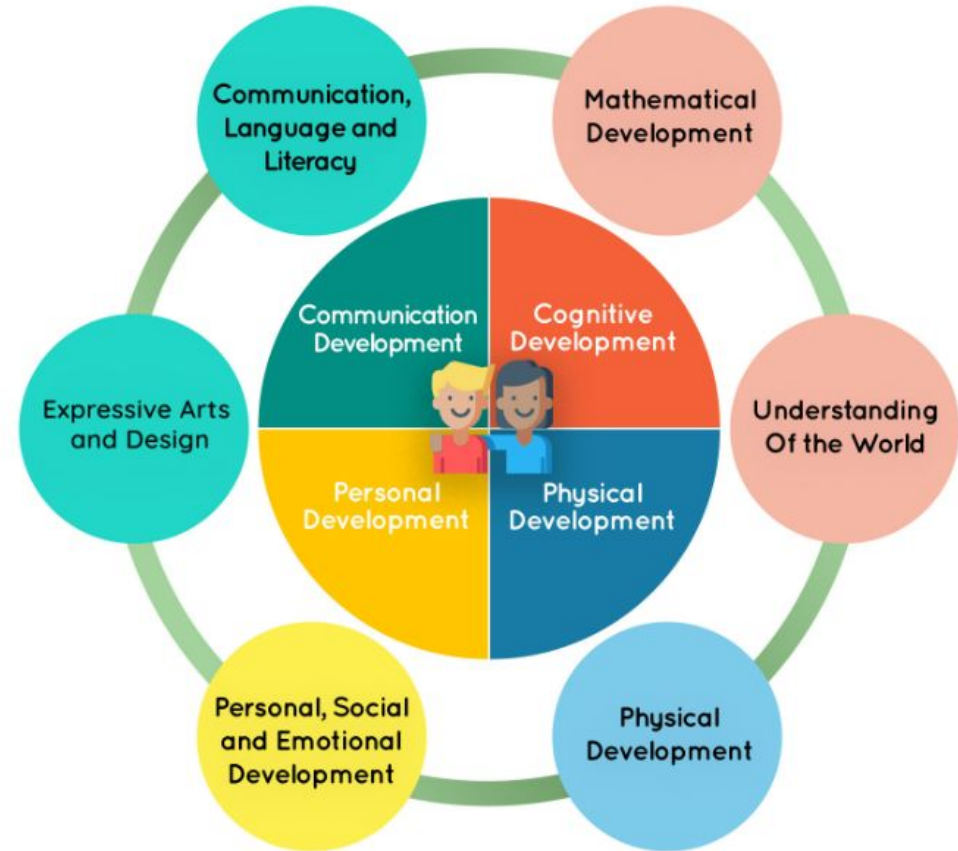
[EYFS Resource Base Curriculum 2026-27](#)

Autumn 1 Traditional Tales	Autumn 2 Toys	Spring 1 Animals	Spring 2 Growing	Summer 1 London	Summer 2 Journeys
 The first 2 weeks - all about me focus.  	  	  	  	  	  

Our Curriculum and Assessment

We use the Early Years Foundation Stage Framework to inform and guide our delivery of the 6 areas of learning: Communication, Language and Literacy, Mathematical Development, Personal, Social and Emotional Development, Physical Development, Understanding of the World and Expressive Arts and Design.

Before pupils can develop their knowledge and understanding of all six areas of learning, they work on our Explorer Curriculum consisting of communication development, physical development, cognitive development and personal, social and emotional development. They are assessed against the 'Engagement Model'.



Our Curriculum and Assessment

- ❖ Children are assessed against the Cherry Gardens Curriculum or Engagement model on a regular basis.
- ❖ They are assessed against their individual EHCP/SALT/OT targets.
- ❖ Bucket time assessments are carried out regularly.
- ❖ This information allows teachers to adapt and provide an appropriate individual curriculum and learning experience.

Little Wandle Letters & Sounds



We have high expectations of all learners and aim to develop the foundations for literacy through an individualised approach to early reading. Children are assessed to establish the appropriate program.

Little Wandle SEND program
Foundations for Phonics
Reception program – delivered 1 to 1 or small group dependent on need.



Writing – in provision

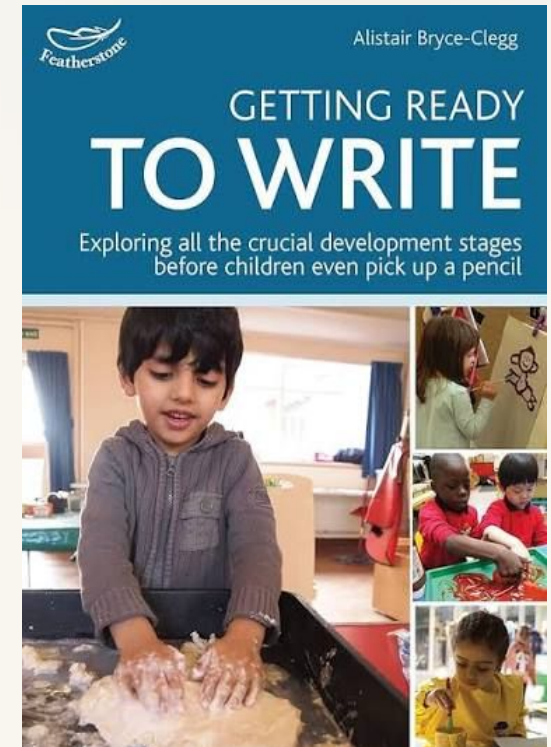
Writing begins with physical development



Physical Prerequisites: Gross motor development in outdoor area as a prerequisite for writing. Opportunities to develop core, shoulder strength required to write. Vertical writing opportunities.

Sensory mark making: sand/water/sensory opportunities to mark make or practice letters taught in little Wandle

Motivation to write: writing opportunities in areas of provision that encourage independent mark making e.g making a list of equipment, recipe for mud kitchen – supported by Little Wandle sound mats



Dependent on child needs
Delivered 1 to 1 linked to key text if appropriate

Colourful semantics sentence building



Recorded in learning journal

Inclusion, Belonging & Partnership

- ❖ Children have opportunities to learn alongside mainstream peers wherever this is appropriate and beneficial.
- ❖ Specialist support is combined with opportunities to build relationships, communication and belonging across the school.
- ❖ We see inclusion as understanding and removing barriers to learning.
- ❖ Parents and carers are the experts in their child.
- ❖ Shared observations, regular communication and collaborative planning create consistency between home and school. Tapestry - Cherry Gardens will be used to share learning.

Early Intervention & Specialist Support

- ❖ We aspire to develop our Specialist Nursery and Early Years Resource Base into a hub for early intervention.
- ❖ Our aim is to identify needs as early as possible and provide the right support at the right time.
- ❖ We work closely with on-site Speech and Language Therapists, Occupational Therapists and other professionals.
- ❖ Strategies and provision are embedded throughout each child's day.
- ❖ We work collaboratively with families and professionals to understand individual strengths and needs.

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 support children to develop at their own pace.

CONNECT

We work in partnership with children, families, staff and professionals.

**Every child is known.
Every child is valued.
Every child can thrive.**

Griffin Primary School Specialist Nursery & Early Years Resource Base