Subject Action Plan – EYFS 2024-2025
Coordinator – Alex Price

Objective 1: To implement a range of approaches and practices to support communication and language development in the early years to create a strong foundation for academic success.							
	Aims	Actions	Person Responsible	Dates/Milestones (RAG rated)	IMPACT RAG Rated		Monitored by
1.1	To ensure all staff have consistent and secure knowledge of language development in the sequential development steps.	Conduct staff training sessions on language development. Provide ongoing support and resources for staff to deepen their knowledge.	Phase Leader Pre-school Manager SENCO	Half termly	Aut	Spr	Su	
1.2	Explicitly teach and model vocabulary.	Word Aware To use a structured framework to provide vocabulary development. Use visuals to support teaching and learning of new vocabulary and ensure consistency across the phase. Model effective language use in daily interactions with children.	Phase Leader Pre-school Manager	On-going daily	Aut	Spr	Su	
1.3	Provoke talking through sensory stories.	Implement sensory story sessions in the classroom.	Laura/ Eve	Weekly	Aut	Spr	Su	

		Provide staff training to implement these sessions.						
1.4	To develop the use of Interactive reading approaches (dialogic approach) and ensure quality and consistency in sharing books to support language development.	Introduce dialogic reading techniques in daily book sharing sessions. Conduct regular observations and feedback sessions on interactive reading approaches.	Phase Leader Phase teachers Phase TAs	On-going daily	Aut	Spr	Su	
1.5	Pre-school Using Wellcomm as an effective teaching tool. EYFS Introduce Wellcomm hotspots.	Pre-school and Reception Wellcomm leads to work more closely together to provide a consistent approach to high quality. Paired observations of Wellcomm sessions. Use screening results to inform language targets in different areas of the classroom.	Ann Hazlewood Louise Jukes Ann Hazlewood Louise Jukes	Half termly				
1.6	Continue to develop a communication friendly environment.	Use SEN funding for pupils with SAL (Pre-school) to purchase materials and resources. Materials and resources are easily accessible and clearly	All staff	On-going				

		labelled with a picture or symbol. Quiet areas are available for story time that are less visually distracting. Use of colour coding (colourful semantics) to support development on learning concepts 'who', 'doing', 'what', 'where', 'when'. Minimise visual distractions on display boards. Provide consistency with labelling of resources between classrooms.						
1.7	To develop parental engagement approaches using Wellcomm at Home.	TAs to write communication and language section to go on Weekly Talk Newsletter.	Louise, Ann and Laura	Weekly	Aut	Spr	Su	
2. To teach children strategies to help them to identify their emotions and cope with these feelings, and to seek help from adults, so that they can get back to feeling calm and ready to learn.								
2.1	To create regulation Toolboxes.	Purchase materials for toolboxes. Create individualised tools for each child. Introduce toolbox concept to children.	All staff	Sept	Aut	Spr	Su	

2.2	To create a new calm down area and a Zones of Regulation display	Design and set up calm down area. Create Zones of Regulation display. Teach children about Zones of Regulation	All staff	Sept	Aut	Spr	Su	
2.3	To provide a range of calm down toys.	Source and purchase a variety of calming toys. Rotate toys regularly to maintain interest.	Mrs Jukes Mrs Price	Sept	Aut	Spr	Su	
2.4	Staff training and development- access resources provided following the autism training.	Implement strategies learned in training.			Aut	Spr	Su	
2.5	Regular circle times to identify feelings and emotions.	Schedule regular circle times. Use visual aids and activities to explore emotions.	All staff	On-going	Aut	Spr	Su	
2.6	Develop a sensory garden	Design and plan sensory garden layout. Create sensory areas (e.g., touch, smell, sight). Incorporate sensory activities into daily routines.	Phase Leader Pre-school manager Louise Jukes	September 2024	Aut	Spr	Su	
3. **Leadership and development, including development and deployment of staff.**								
3.1	To ensure induction and support of new staff to the phase.	Induction policy followed.	Phase Leader Pre-school manager	Sep 2024	Aut	Spr	Su	

3.2	To continue to ensure effective deployment of Teaching Assistants and monitor delivery of agreed interventions.	TA's to be with specific children when needed during key learning times. If not required TA's to be delegated other jobs ready for learning. E.g., setting up activities, preparation for planning, key interventions including one to one, small group time.	SENCO Phase Leader Pre-school manager Phase teachers Phase TAs	September 2024 ongoing	Aut	Spr	Su	
3.3	Lead moderation meetings in conjunction with Pre-school manager & 1/2 phase leader for phase and cross-phase to ensure quality assurance of data.	To timetable moderation meetings with Pre-school manager and Key Stage 1 phase leader.	EYFS Co-ordinator Pre-school manager 1/2 Co-ordinator Class teachers/ TAs	Termly	Aut	Spr	Su	
3.4	To carry out pupil progress meetings within phase.	Identify the different groups including the more able and pupil premium. To share next steps for pupils.	Assessment Co-ordinator SENCOs Phase Leader Pre-school Manager Class teachers TAs	Half termly	Aut	Spr	Su	

3.5	Ensure curriculum coverage across all areas of learning and monitoring this provision throughout the phase ensuring that skills progression is monitored to guarantee coverage across the EYFS.	Phase meeting time to share planning and ideas. Subject coordinators to monitor provision in EYFS to ensure they are fully aware of where the children start.	Phase Leader Class teachers PPA teachers	Ongoing	Aut	Spr	Su	
3.6	To carry out staff appraisals, mid-point supervisions and end of year appraisal.	Appraisal/ supervision to focus on the well being of staff and their continual professional development.	Phase Leader Pre-school manager Class teachers TAs	October 2024 Mid-Point supervision February July 2025	Aut	Spr	Su	
4. Safeguarding								
4.1	To use CPOMS to record safeguarding and behaviour incidents to allow Phase Leader and DSL to have a comprehensive	To ensure new staff know how to use the system and who the DSLs are. To ensure everything is logged on CPOMs.	Phase Leaders Class teachers	Ongoing	Aut	Spr	Su	

	overview of incidents of the phase.							
4.2	To continue to develop robust safeguarding knowledge and understanding for all staff.	To support safeguarding training of all staff, including a comprehensive safeguarding induction for new staff. To provide weekly updates including key messages from Dudley Safeguarding to the EYFS phase. Provide time during phase meetings to discuss safeguarding issues, complete questionaries and refresh training.	Phase Leader (Deputy DSL) Pre-school manager (Deputy DSL) Class teachers	Termly	Aut	Spr	Su	

Evaluation:

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