



1. The Key Characteristics of the Phase including nature of class groups and areas of expertise

- KTS Academy fully meets the Statutory Framework for the Early Years Foundation Stage (EYFS).
- The KTS1 Phase encompasses the vast majority of children from Nursery age through to end of KS1 and sometimes beyond. The EYFS curriculum is adapted and delivered throughout the KTS1 Phase. This is due to the fact the overwhelming majority of KS1 pupils are achieving significantly below the national expectations and the EYFS curriculum meets their developmental and educational needs more appropriately. Pupils may remain in the KTS 1 phase beyond KS1 depending upon individual need and capacity within school.
- The majority of pupils start in our KTS 1 phase during their Reception year but a small percentage of pupils access our provision at Nursery age (7% - 2013-14 0%- 2014-15 14% 2015-16) and some join us in Year 1 and 2 (4% - 2013-14 8%- 2014-15 0% - 2015-16).
- The vast majority of children, on entry, start well below the national expectations of 30 – 50 months. Their starting points generally range from 0 – 11 months through to 16 – 26 months.
- Pupils are grouped according to their developmental levels and needs. We currently have 3 class groups – Red - Sensory ASC/PMLD Blue - SLD Pink – ASC/Highly structured environment. These class groups adopt differentiated learning environments and approaches to Teaching and Learning in order to meet the varying needs of the pupils.
- There is a high staff ratio in all groups to support the care, welfare and educational needs of our pupils. This year, each group has a ratio of 5:8 (staff: pupil), however this varies each year and staff are allocated based of pupil's needs. We also employ one additional staff member to support across the classes for sessions such as Hydrotherapy and Educational visits.
- Our population of pupils within the Phase is growing ever more increasing complex – 17% have Profound and Multiple Learning Difficulties, 46% have a diagnosis of ASC, and 38% have SLD. Staff are well-trained and experienced within these areas and Professional Development is continuous, as needed.
- As a phase we embrace the Prime and Specific areas of Learning and Development of the EYFS curriculum but we further modify and personalise this to our pupils' individual needs to ensure a fully holistic curriculum, working alongside families and other agencies as partners.

Any Action Points / Developments

1. Moderate identified areas with The Cleveland Unit.
2. Look into Equals 'Small Steps' and look to incorporate with our own 'in house' EYFS assessment.
3. Support NQT in developing her CPD in EYFS
4. Develop outdoor areas