

Colmore Infant School-EYFS OAG story of implementation

What we set out to do:

- From EYFS baseline assessments and the induction period, a common theme noticed among the identified group of pupils is having difficulties managing social interaction positively.
- Difficulties included:
 - Waiting for a turn and sharing
 - Impulse control with physical behaviours
 - Appropriate use of resources
 - Managing self physically and managing physical closeness
 - Pushing back against boundaries and routines

What we noticed:

- Target group demonstrated increased ability to engage and respond to reminders and preparation linked to social behaviours.
- In small group situations, the target group were able to wait for longer periods and manage emotional regulation more effectively.
- The target group of pupils is beginning to acknowledge and recognise positive behaviours in others.
- Pupil quotes noted:

‘You can have this one too’

‘You shared that so well, how kind’

- Staff quotes noted:

–‘This has really helped to focus our interventions and will remain an ongoing target.’

What we did:

- Baselines staff understanding and awareness of OAG
- Collated list of potential target groups and identified specific difficulties with individuals
- EYFS OAG INSET for EYFS Staff-EYFS Lead/SENDCo
- Communicated project with parents—phoned and followed up with email
- Strategies from OAG implemented: narration and modelling of appropriate interaction, mirrored play using motivation activities, social commenting, encouraging use of jobs/responsibility in class, use of movement breaks, identifying trigger points and use of friendly sabotage
- Bi-monthly EYFS briefing to make notes of impact and progress of interventions
- Use of Chat GPT and prior OT advice to create further strategies to support alongside OAG document including support for over-stimulation
- Shared with wider staff cohort

Learning and Next Steps:

- Further focused CPD on social interaction and social skills using findings from the project, including P.A.C.E. training from the Educational Psychologist later in the year and sensory circuits whole school training in September.
- Reconsider the consistency of expectations for moving around school, e.g. lining up supported by visuals.
- Visual representation of activity choices to encourage variety accessed.
- On going reference to OAG and use of strategies to support high quality first teaching

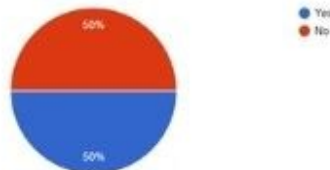


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Baseline survey

Have you heard of/are aware of the EYFS OAG

8 responses



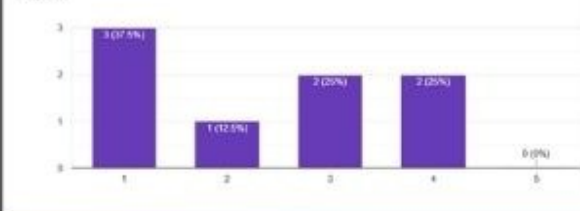
What difference do you hope the EYFS OAG might make to our pupils with SEND?

8 responses

- achieve efg
- i don't know what it is, so i don't know
- more successful social interactions and stronger relationships with peers and adults. improved self esteem and more settled in school
- Continued support
- Resolve conflicts that cause some of the behaviours that arise through frustration during everyday interactions.
- ensure consistency across year groups and highlight specific interventions that would support PSED/mental health of young children
- Increased staff confidence
- Guidance on bespoke interventions for EYFS, suggestions for strategies for pupils with emerging needs, ideas to incorporate into QFT

How confident are you to use the EYFS OAG currently (1 being not confident, 5 being very confident)

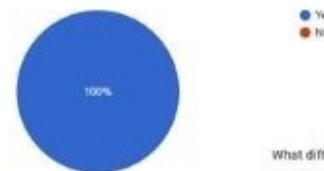
8 responses



Exit Survey

Have you heard of/are aware of the EYFS OAG

3 responses



What difference do you think the EYFS OAG has made to the pupils in the focus group?

Guided interventions / some development of social interactions and ability on some occasions to reflect on incidents / some development of turn taking and impulse control

How confident are you to use the EYFS OAG currently (1 being not confident, 5 being very confident)

3 responses

