**Early Years Inclusion Audit**

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| Setting |  |
| SENCO |  |
| Date |  |
| Time |  |

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| **Policies** | | |
| **Red** | **Amber** | **Green** |
| We do not yet have an SEN policy or a copy of the Code of Practice 2014. | We have an SEN policy, although it is not personalised to our setting. We have a copy of the Code of Practice.  We have a named SENCO. | We have an SEN policy that is personalised to our setting, and refers to the Code of Practice advice and guidance.  **Additional**  We have an SEN policy that is personalised to our setting, which is reviewed annually in conjunction with the advice and guidance from the Code of Practice.  We have an SEN policy that is personalised to our setting, which is reviewed and updated annually.  It consistently reflects the SEN Code of Practice advice and guidance, and is clearly reflective of our practice. |
| We do not yet have a Behaviour policy.  We have not yet considered inclusion for all. | We have a Behaviour policy, although it is not personalised to the setting.  We have completed a Bury Inclusion checklist.  We have considered physical access to our setting.  We know how to access the Equality Act 2010. | We have a Behaviour policy that is personalised to the setting.  We have a named lead for Behaviour.  **Additional**  We have a Behaviour policy that is personalised to the setting, which is reviewed annually.  The SENCO and Behaviour Lead have attended specific training around Personal, Social, and Emotional Development in the Early Years.  The SENCO and Behaviour Lead support all staff members with teaching, modelling and reinforcing appropriate behaviour.  All staff members have attended specific training around Personal, Social, and Emotional Development either through attending external courses or ‘in house’ training. (please provide evidence)  The SENCO and Behaviour Lead support all staff members with teaching, modelling and reinforcing appropriate behaviour.  We have an inclusion plan/policy.  We refer to the Equality Act 2010 for advice and guidance.  **Additional**  We have an inclusion plan that considers physical, curriculum and information access.  We consistently implement the Equality Act 2010 advice and guidance.  Our inclusion plan, which is reviewed and updated annually, is a working document, which consistently reflects the Equality Act advice and guidance and informs the setting development plan in physical, curriculum and information access.  It is clearly reflective of our practice. |

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| **Policies** | | |
| Evidence (Providers Information) | Early years team notes | Comments |
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| **Agreed ways forward** | | |
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| **Personnel and Training** | | |
| **Red** | **Amber** | **Green** |
| We do not yet have a named SENCO, and nobody attends the LA SENCO Network or training. | We do have a named SENCO. A member of staff does sometimes attend the LA SENCO Network and training. | We have a named SENCO and they attend the SENCO LA Network on at least 3 occasions a year and training provided by the LA.  **Additional**  We regularly attend the SENCO Network. Other members of staff also attend training.  All staff support children with SEN and/or disability within the setting. We inform all new staff of our SEN procedures.  Our SENCO regularly attends all training, and cascades this to all staff members.  We keep clear records of SENCO training undertaken by all staff. All staff are able to support children with SEN within the setting. We inform all new staff of our SEN procedures.  We regularly welcome practitioners from other settings to share our practice. |
| We have not attended any other SEN training. | The SENCO has attended other SEN training (please record below) | The SENCO and other members of staff have attended SENCO training beyond the SENCO Networks and LA training (please record below)  We have incorporated our new knowledge and skills into our practice – (please provide evidence)  **Additional**  The SENCO and most members of staff have attended SENCO training within the last year (please record below)  We have incorporated our new knowledge and skills into our practice and SEN concerns are discussed at each staff meeting – please provide evidence.  We make time regularly to practice skills and share strategies– please provide evidence. |

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| **Evidence (Providers Information)** | **Early years team notes** | **Comments** |
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| **Agreed ways forward** | | |
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| **Understanding and implementing the Code of Practice** | | |
| **Red** | **Amber** | **Green** |
| We are unsure how to identify and access support for children with additional needs. | We are able to identify children with additional needs, although we do not know how to access any support or who we need to contact. | We are able to identify children with additional needs. We know there is a Parenting & Families Team and how to make a referral for further support.  **Additional**  We know how to access and refer a child with identified additional needs to the Parenting & Families Team and other professionals in order to get support beyond the setting.  We are confident with accessing support for children in readiness for starting school.  Where appropriate, we organise our own transition meetings before children, with identified needs, start at our setting in order to ensure the best possible start. |
| We are unsure how to write an Individual Learning and Development Plan (ILDP) to support a child with additional needs. | We have attended training on writing ILDPs. We are still unsure about how to write SMART outcomes for an ILDP. | We can write SMART outcomes for ILDPs with the support of the Early Years Team.  **Additional**  We are confident in writing SMART outcomes for ILDPs. We have ILDPs in place for all the children at SEN support / SEN support Plus based on their interests, motivation and relevant to their needs.  We share these ILDPs with the parents/carers and setting staff.  We write SMART outcomes for individual children’s ILDPs.  We monitor and regularly review these outcomes half termly with parents/carers and other relevant professionals working with the child.  The ILDP forms part of the child’s programme each time they attend the setting. |

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| We are unsure what to do if a child is not making adequate progress. | We are aware of the Graduated approach as a process for supporting children with additional needs. | We are confident with using the ‘Graduated Approach’ of the Code of Practice as a process for supporting children with additional needs.  We make clear observations about what the child can do which informs us to then be able to write SMART Outcomes at SEN Support and SEN Support plus, and share these with parents/carers.  **Additional**  We are confident with using the ‘Graduated Approach’ of the Code Of Practice as a process for supporting children with additional needs.  We make clear observations about what the child can do which informs us to then be able to write SMART outcomes at SEN Support and SEN Support plus, and share these with parents/carers.  We are aware of the process to access support at SEN Support and SEN Support plus.  Other professionals work in partnership with us supporting a child with additional needs. |

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| **Planning for and teaching children with additional needs** | | |
| **Red** | **Amber** | **Green** |
| We are unsure of how to devise planning for children with additional needs that is broad and balanced, and reflects the seven Areas of Learning in the EYFS.  The setting SENCO has no input into the planning process.  We never review equipment or activities; or offer opportunity for children to revisit familiar activities. | Our planning for children with additional needs aims to offer access to a broad and balanced curriculum reflecting the seven areas of learning in the EYFS with a particular emphasis on the 3 prime areas.  Staff members are aware of the importance of supporting differentiation for these individual children. The setting SENCO has minimal input in this process.  We occasionally review equipment and activities; and occasionally plan for children to revisit familiar activities. | Our planning for children with additional needs makes some reference to the ILDP outcomes for each child. This ensures, to some extent, access to a broad and balanced curriculum reflecting the seven areas of learning in the EYFS with a particular emphasis on the 3 prime areas.  The setting SENCO supports staff to plan differentiation to suit the individual developmental stages of these children.  We review equipment and activities and, allow children opportunity to revisit familiar activities.  **Additional**  Our planning for children with additional needs makes consistent reference to the ILDP outcomes for each child, thus ensuring an individualised, broad and balanced curriculum.  The setting SENCO and other staff member’s record specific strategies to assist individual children in achieving their specific ILDP targets.  All staff contribute to planning differentiation to suit the children’s individual developmental needs, leading to effective outcomes for the children across the EYFS as well as specific ILDP targets.  The setting SENCO and other staff members’ record specific strategies to assist individual children in achieving their specific ILDP outcomes, such as consistently monitoring and reviewing equipment and resources.  All staff contribute to planning differentiation to suit the children’s individual developmental needs.  Practitioners from other settings are included in sharing this good practice through visiting the setting.  We have developed a ‘Good Practice Action Plan’ regarding planning for children with special educational needs and/or disability. |

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| We are unsure of how to implement strategies for children with additional needs that ensure a broad and balanced curriculum that reflects the seven Areas of Learning in the EYFS. | The setting SENCO is aware of the individual outcomes for all children with additional needs; sometimes modifies their approaches and strategies; and sometimes records observations of progress that relate to the outcomes as detailed in each ILDP. | The setting SENCO knows the individual outcomes for all children with additional needs; regularly modifies their approaches and strategies; and regularly records observations of progress that relate to the outcomes as detailed in each ILDP.  **Additional**  All the staff are fully aware of the individual targets for all children with additional needs regularly in their care.  We modify our approaches and strategies by incorporating new knowledge and skills into our practice to meet individual children’s needs and record observations of progress that relate to the targets as detailed in each ILDP.  We share strategies and skills with parents/carers.  All the staff are fully aware of the individual outcomes and strategies for all children with additional needs regularly in their care.  We consistently modify our approaches and strategies by incorporating new knowledge and skills into our practice and consistently record observations of progress that relate to the outcomes as detailed in each ILDP.  We share strategies and skills with parents/carers and other visiting practitioners involved with the individual children.  We frequently support visiting practitioners through sharing strategies and skills that are effective when working with children with additional needs. |

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| **Medical/Health**  We do not consider the medical or health needs of individual children. | Where appropriate, we discuss the medical protocol / healthcare issues within the setting, but do not write it into a plan and have minimal contact with the parents / carers about it. | Where appropriate, we have a medical protocol / healthcare plan in place for children with additional needs, devised in agreement with parents/ carers and other professionals.  Where appropriate, we have had training from relevant medical professionals regarding the child/ children’s specific needs with the parents / carers involvement, and follow an appropriate medical protocol / healthcare plan for these children.  Where appropriate, we are confident and competent with the protocols for gaining support for individual children with medical needs.  We have had training from relevant medical professionals regarding the child/ children’s specific needs with the parents / carers involvement, and follow an appropriate medical protocol / healthcare plan for these children. |

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| **Planning for and teaching children with additional needs** | | |
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| **Agreed ways forward** | | |
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