**Early Years Inclusion Audit**

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|  ***A checklist for inclusive provision*** |
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| Setting |  |
| SENCO |  |
| Date  |  |

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| **Whole Setting Inclusion**  |
| **Competency**  | **Comment**  |
| Is there an ethos of respect which promotes inclusion for all? |  |
| Do settings practice promote the learning and development of all children? |  |
| Are the statutory requirements of EYFS, SEN Code of Practice and Equalities act understood by all staff? |  |
| Are setting staff aware of the local procedures and processes in place that support children with SEND, including the role of the Family Information Service, Local Offer website? |  |
| Are there clear setting policies and procedures in place to support inclusion and children with SEND? |  |
| Are reasonable adjustments made to practice, including financial adjustments to support children with SEND?   |  |
| Is the budget used to promote inclusion through universal resources that promote diversity and inclusion? |  |
| Are elements of the budget allocated to support groups of children’s progress through additional resources / staff time / staff training and development? |  |
| Does the setting have an inclusion plan which reflects how the setting meets the needs of all children including physical, curriculum and information access? |  |
| **Agreed ways forward** |
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| **Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN** |
| **Competency** | **Comment** |
| Is there an identified SENCO who has received specialist training/attends SENCO forums? |  |
| Does the SENCO support staff to support children’s needs if they are uncertain how to include them or approach their learning? |  |
| Does the setting SENCO support staff to identify, assess, plan for and implement strategies to support children with SEND? |  |
| Does the SENCO know how to access additional support and guidance if there is a concern about a child with SEND? |  |
| Does the SENCO work effectively with outside agencies and other professionals for example: EYAT/ Children’s Centre staff / Health visitor? |  |
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| Does the SENCO support the staff to identify and support children with more complex needs?  |
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| Does the SENCO oversee and support staff who are working with children on a 1:1 or small group, when this is appropriate? |  |
| **Agreed ways forward** |
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| **Advising and supporting colleagues** |
| **Competency** | **Comment** |
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| Are all the staff aware of the setting’s policies and procedures in relation to SEND and how to implement these?  |

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| Is there a staff training plan focussing on development in supporting children with SEND and inclusive practice? |  |
| Is staff training monitored to show an impact in the practice as a consequence of attendance? |  |
| Is there a flexible approach to staffing that allows time for additional work in supporting children with SEND? |  |
| Do staff demonstrate universal inclusive approaches during sessions? |  |
| Are staff confident in working with all children and/or are they supported to develop a level of confidence? |  |
| **Agreed ways forward** |
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| **Liaising with professionals or agencies beyond the setting** |
| **Competency** | **Comment** |
| Does the leadership of the setting understand the range of services which can support them with inclusive practice and meeting the needs of children with SEND?E.g. Children Centre services  |  |
| Does the setting leader, SENCO and staff understand and follow a graduated approach to meeting the needs of children (See Above)? |  |
| Setting staff act on advice from support services to ensure general inclusive practice and specific support for children is provided? |  |
| Is parental consent always gained when discussing concerns relating to a child with outside agencies? |  |
| Are records of discussions with other agencies and services maintained and available to parents if requested? |  |
| Does the setting engage with the Early Help process, paperwork and systems where appropriate and participate in Team around the Family meetings? |  |
| **Agreed ways forward** |
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| **Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.** |
| **Competency** | **Comment** |
| Do the staff routinely share information about all children’s development, progress, strengths and areas of concern with parents? |  |
| Does the setting treat parents as partners in their children’s learning through shared information and open access to children’s records? |  |
| Does the setting signpost parents to appropriate support as needed? |  |
| Are records of conversations with parents recorded where a concern regarding a child’s development is raised? |  |
| Is additional information and concerns about children’s development shared with parents in a timely and manageable way? |  |
| Are strategies being used in the setting developed with parents and shared with them to use at home? |  |
| Is information and targets shared with parents to support them to meet their child’s needs at home? |  |
| Where children have more significant needs are parents part of the planning process to ensure these needs can be met? |  |
| **Agreed ways forward** |
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| **Role of the Key Person supporting a child with SEND** |
| **Competency** | **Comment** |
| Is the Key Person role clearly defined throughout the setting? |  |
| Does the allocation of the key person reflect child’s preferences and match adult skills to child’s needs? |  |
| Is there an ethos of positive relationships that are explicitly modelled at all levels and between all members of staff, parents and children? |  |
| Are adults effectively deployed within the sessions in a way that actively support children’s learning and development? |  |
| Do all staff respond sensitively to individuals and show empathy to a child’s immediate circumstances? |  |
| Do staff provide tailored approaches to meeting children’s needs in a flexible and reflective way and support each other to carry these out? |  |
| **Agreed ways forward** |
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| **Induction and Transition**  |
| **Competency** | **Comment** |
| Is there a well-planned and clear induction process appropriate to the age and needs of the child and family? |  |
| Are transitions at all points including within the setting and into school planned and understood by all partners? |  |
| Is key information communicated to all staff? |  |
| Is individual information used to support planning that relates to children’s interests? |  |
| Are parents and children routinely involved in planning to meet the child’s needs? |  |
| Does the setting routinely provide transition information to future settings /school for all children including information from other agencies or services? |  |
| Do the setting staff have a timely and considered approach to planning for effective transitions where children are likely to need additional support and preparation to move on to the next phase? |  |
| Does the setting develop individual transition plans for children with SEND which reflect the parents’ and child’s views? |  |
| Does the setting engage in actively gathering information from previous settings or provision to inform planning to meet individual children’s needs? |  |
| **Agreed ways forward** |
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| **Learning Environments** |
| **Competency** | **Comment** |
| Is the environment safe, secure and accessible? |  |
| Are considerations given to the physical environment including sensory impact? |  |
| Is there a flexible approach to the use of indoor and outdoor spaces to support the needs of children? |  |
| Are opportunities for children to experience risk and challenge provided on a regular basis? |  |
| Does the setting make reasonable adjustments to the physical and emotional environment to ensure children can be effectively included? |  |
| Does the setting make reasonable adjustments to the environment to meet specific needs of individual children including additional equipment, organisation, layout, including in response to advice from external agencies? |  |
| **Agreed ways forward** |
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| **Routines and Rhythms of the Day** |
| **Competency** | **Comment** |
| Is the routine of the day flexible and responsive to different cohorts and different children’s needs? |  |
| Are staff able to make decisions about adjusting the routine of the day in response to groups or individual children’s behaviours and responses at any point in the day? |  |
| Do the routines and rhythms of the day support children’s emotional well-being and sense of security and consistency? |  |
| Are routines and expectations appropriate to the child’s age and stage of development? |  |
| **Agreed ways forward** |
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| **Observation, Assessment and Planning**  |
| **Competency** | **Comment** |
| Does the setting follow a graduated approach to identifying, assessing and meeting the needs of children with additional needs and SEND? |  |
| Are there clear systems and processes and record keeping regarding children’s learning and development, starting points, progress, areas of strength and areas for development using a small steps approach? |  |
| Does the setting complete the progress check for all 2 year olds? |  |
| Does the setting carry out an integrated review process with the Health Visiting team if a need is identified at the progress check? |  |
| Are observation and assessment processes carried out through a range of approaches to gather information? |  |
| **Agreed ways forward** |
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