

Inclusive Practice is Good Practice Audit

Setting Name:

Date Completed:

Practice	In Place	Action Needed	Practice Example
There is a planned and staggered transition into the setting that is individual for all children.			
All children have an 'All about Me' or 'My Profile' that is regularly reviewed with the parent.			
All children have a summative assessment which is reviewed at least termly with the parents.			
All parents are aware of their child's key person is and there are regularly opportunities to discuss child's interests, events from home and celebrations.			
Planning and learning is differentiation to meet individual children's needs.			

All children have 'Next Steps' that are individual to them and reflect interests (not just an EYFS outcome)			
There is a robust risk assessment both inside and out to ensure that all children are safe. All staff are aware of this.			
There is a balance of adult led and child initiated learning/experiences within the whole environment.			
The environment is secure, structured, safe and supports children's emotional wellbeing.			
The whole environment is planned to promote play and learning opportunities.			
Adults actively get down and play with the children and have a clear understanding of the			

developmental stages of play.			
A Total Communication approach is embedded throughout the environment.			
Staff give children time to prepare for changes/ transitions and actively involve them in this.			
Deployment of adults within the environment take into consideration the individual needs of all children.			
There are opportunities for all children to engage in small group and 1-1 activities.			
Adults use child's name to gain attention.			
Adult is physically at the child's level.			
Instructions are simplified and kept short and adults allow time for			

children to think and respond.			
Opportunities to listen to stories or activities within quieter environments or small groups regularly take place.			