

**Audit of Inclusive Practice for Registered Early Years & Childcare Settings**

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| **Name of setting:** |
| **Ofsted registration number:** |
| **Name/s of person/s completing the form and post held:** |
| **Context:** |
| **Date of completion:** |
| **Room/s audited:** |

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| **Supervision and Ratio’s** |  |
| Supervision of children with additional needs is based on the child’s specific support and provision needs.  |  |
| The adult to child ratio is above the statutory requirement, and all children who require closer supervision have support in place, at the times when they need it. |  |
| All staff know when the child/ren should be given additional support to engage in activities, and when to allow the child/ren to develop their independence. |  |
| **Individualised support** |  |
| All child/ren who require additional support take part in planned activities that focus on their specific area of development – utilising targets from specialist agencies. This can be in groups, where activities have been planned with positive peer group models in place, or on an individual basis. |  |
| **Key worker interactions** |  |
| Key Person has established a very positive relationship with the child/ren. They have a high awareness of their needs and interact with and support the child/ren when required, whilst also allowing the child to gain independence through child led play and free play.  |  |
| **Child’s interactions with friendship group** |  |
| Staff work to support children to build positive relationships with their friendship group. They provide positive examples of interactions, and plan activities that foster and encourage the skills in the child/ren. |  |
| Children with delayed personal, social, and emotional development (PSED) and with potential social, emotional, and mental health (SEMH) needs are tracked on Early Support EYFS documents |  |
| **The Learning Environment** |  |
| Adjustments have been made (to the environment, routines, and specialist equipment where appropriate) based on individual children’s needs and advice from specialist agencies. |  |
| **Partnership with Parents** |  |
| All relevant staff members liaise regularly with all parents/carers of children with additional needs, and they are partners in their child’s learning. |  |
| Communication sheets/diaries / progress and areas of development are regularly shared |  |
| ‘All About Me’ or similar information (child passport to play etc.) is available for all staff and is regularly updated by the parents/carers. |  |
| Parents are actively involved in the graduated response cycle and meetings |  |
| A comprehensive inclusion/SEN/D folder/ website information is available for parents/carers to read and/or take home. |  |
| **Promoting Positive Behaviour**Evidence of the following is in place: |  |
| Promoting positive behaviour policy |  |
| Appropriate paperwork (ABC etc.) |  |
| Application of standard positive behaviour strategies observed in setting (positive praise, active ignoring, award charts etc.) |  |
| Parents have been included |  |
| Appropriate training has been accessed |  |
| **Policies** |  |
| SEN/D Policies are in place and reviewed regularly  |  |
| Policies are easily available to parents |   |
| **SEND Code of Practice and Graduated Response**Setting demonstrates: |  |
| Knowledge of SEN/D Code of Practice |  |
| Knowledge of graduated response cycle |  |
| Appropriate paperwork in place to support the 4 stages |  |
| Evidence of parental engagement |  |
| **Equality Act 2010**Setting demonstrates: |  |
| Knowledge of Equality Act |  |
| Reasonable adjustments |  |
| Refers to act within SEN/D policy |  |
| **Speech, Language and Communication** |  |
| All routines are supported with visual prompts (normal entitlement provision) and additional prompts used for individual children. |  |
| Specific targets from Speech and Language Therapy (SLT) reports are in place to support individual children.  |  |
| Key Person liaises with parents for consistent approaches |  |
| All staff adjust language and resources to support communication. |  |
| Training accessed by team |  |
| Graduated Response (GR) levels are applied for where applicable with evidence of interventions |  |
| Staff are aware of Speech and Language Therapy referral routes and criteria of support  |  |
| **2 Year Integrated Check** |  |
| Evidence of 2-year-old checks taking place. |  |
| Evidence of how setting address any arising issues with parents |  |
| Setting has provided a summary of the check to share with the Health Visitor |  |
| Setting has liaised with Health Visitor when concerns exist (contact details) |  |
| **Induction and transition (staff and children)** |  |
| SENCO folder and children’s individual information has been shared with key staff.  |  |
| All Staff members receive appropriate modelling of interventions from the SENCO until confident to do so independently. |  |
| Transitional arrangement (daily, room to room, to reception) are in place for all children with additional needs.  |  |
| **Staff Training and CPD** |  |
| SENCO is a Level 3 worker with relevant experience and training. |  |
| Manager is aware of the duties and responsibilities of the setting and supports the SENCO in all matters of inclusion. |  |
| SENCO disseminates SEN/D learning to whole team in staff meetings |  |
| Staff have documented training or qualifications in areas specific to inclusion. |  |
| **Funding, monitoring and information** |  |
| Setting accurately allocate Graduated Response (GR) levels to their children with additional needs and/or disabilities |  |
| support provided to named children helps them to make progress |  |
| Parents are aware of Graduated Response (GR) level claimed |  |
| Inclusion Supplement Calculator  |  |
| Disability Living Allowance and the Disability Access Fund |  |
| **Awareness of Worcestershire SEND Arrangements** |  |
| Preschool forum |  |
| Local Offer |  |
| Education Health Care Plans |  |
| SEND Information and Advice Service |  |
| Graduated response – supporting WCF paperwork  |  |
| **Children who are Looked After** |  |
| Setting registration forms include question on Looked After status. |  |
| Early Years Pupil Premium is claimed |  |
| Setting raise awareness of NEF 2-year-old criteria with parents/carers |  |
| Setting have Social Worker details on file and liaise regularly |  |
| Early Years Pupil Education Plan |  |

When the SENCO identifies gaps in their settings inclusive practice, more information in the specific areas can be accessed via:

The Early Years Inclusion Helpline and Website: 01905 843099

[**https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion**](https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion)

Free webinars on early years inclusive practice WCF YouTube page:

[**https://www.youtube.com/channel/UCIzuswwI21xlhgENexILv2Q**](https://www.youtube.com/channel/UCIzuswwI21xlhgENexILv2Q)

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| **What** | **By Whom** |  **By When** |
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**Early Years Inclusion Action Plan**

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| **Comments** |
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