**Self-Evaluation Tool for Inclusion in the Early Years**

Providers, rooms, and practitioners can evaluate their practice using a rating system. They may choose Red (not yet evident or no longer used), Amber (emerging in practice), or Green (securely embedded). This process will help identify areas for development.

**Unique Child**

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| Descriptor | RAG | Actions/notes | Further resources |
| Child profiles are written with families and kept up to date. |  |  | [Promoting voice and inclusion – Birth To 5 Matters](https://birthto5matters.org.uk/promoting-voice-and-inclusion/) |
| A total communication environment includes various strategies, such as visual supports like objects of reference, visual timetables, Now/Next displays, and environmental signage, tailored to the child's developmental level. |  |  | [Speech and language | Worcestershire County Council](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/speech-and-language)  [WCF Webinar | Visual Support in the Early Years](https://www.youtube.com/watch?v=fYsjcKTom-w)  [Now Next Boards](https://www.youtube.com/watch?v=Ph4YuXfxEeY&t=2s) |
| Children with specific needs are supported by the Specialist Support Services, e.g. The Visual Impairment and Hearing Impairment team. DST (Deaf Support Team.) |  |  | [Inclusion support services | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services)  [Chadsgrove School - Physical Disability Team](https://www.chadsgroveschool.org.uk/web/physical_disability_team/551667)  [Outreach | Regency High School](https://regency.worcs.sch.uk/meet-the-pd-team/) |
| Opportunities are given for children to use their first language. |  |  | [EAL Resources for Early Years Settings to Promote Inclusion - ILT Education](https://www.ilteducation.com/uk/blog/eal-resources-for-early-years-settings-to-promote-inclusion/) |
| Individual transition arrangements are planned with all parties where necessary. E.g. Schools, nurseries, parents, enhanced provision. |  |  | [Transition Toolkit (Early Years) | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/early-years-inclusion/early-years-inclusion-z-resources/transition-toolkit-early-years) |
| Practitioners are sensitive to the needs of all children, such as those who are shy, have English as an Additional Language (EAL), or are visually impaired (VI) or deaf. They consider the preferred communication styles of each child. |  |  | [The unique child: tailoring personalised support in the early… | EEF](https://educationendowmentfoundation.org.uk/early-years/the-unique-child-tailoring-personalised-support-in-the-early-years#:~:text=The%20Statutory%20Framework%20for%20the,rates%20and%20in%20different%20ways.)  [Top tips for effective observations](https://www.youtube.com/watch?v=Hp2XB2sPACk) |
| Agreed strategies and procedures are in place. |  |  | [The Use of Positivity in an Early Years Setting](https://www.youtube.com/watch?v=NU4H3_I--M8) |
| There are clear, reasonable & consistent expectations. |  |  | [Early Years Inclusion Process | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/early-years-inclusion/early-years-inclusion-process)  [Individual Risk Assessments - Bitesize Webinar](https://www.youtube.com/watch?v=CwzL3T-Tg4M) |

**Positive Relationships**

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| Descriptor | RAG | Actions/notes | Further resources |
| Practitioners position themselves comfortably for children to communicate, taking into account individual needs, such as ensuring that the speaker and signer are within the same line of sight. |  |  | [Creating a communication supportive environment: Early years - Speech and Language UK: Changing young lives](https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/creating-a-communication-supportive-environment-early-years/) |
| Practitioners observe and note what children do first, allowing them time and space. During play, follow the child's lead. |  |  | [Top tips for effective observations - YouTube](https://www.youtube.com/watch?v=Hp2XB2sPACk&list=PLEgX7D275oGcUDWHETVXMKlDmLBVSIPXy&index=16&t=9s) |
| Practitioners join in with the children's play indoors and out, modelling good play techniques. |  |  | [Help for early years providers : Interactions](https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/interactions) |
| Practitioners encourage shared play and turn-taking using developmentally appropriate activities, such as small group work. |  |  | [Early Years Webcasts](https://youtube.com/playlist?list=PLEgX7D275oGcUDWHETVXMKlDmLBVSIPXy&si=L4PjJmNOycZjAslb)  [Resources for Developing Shared Attention](https://www.youtube.com/watch?v=38VcV9R2q8Q&list=PLEgX7D275oGcUDWHETVXMKlDmLBVSIPXy&index=17)  [Intensive and Shared Interactions for children in Early Years settings](https://www.youtube.com/watch?v=WNcSOBel2lA&list=PLEgX7D275oGcUDWHETVXMKlDmLBVSIPXy&index=19)  [Small Group Times](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/smallgrouptimes.pdf) |
| Practitioners gain children's attention before speaking. e.g. use child's name to gain attention first. |  |  | [Early Years Webcasts](https://youtube.com/playlist?list=PLEgX7D275oGcUDWHETVXMKlDmLBVSIPXy&si=L4PjJmNOycZjAslb)  [Nursery World - EYFS best practice: All about… Storytelling](https://www.nurseryworld.co.uk/content/features/eyfs-best-practice-all-about-storytelling/)  [Nursery Rhymes in the Early Years | National Literacy Trust](https://literacytrust.org.uk/resources/nursery-rhymes-in-the-early-years/)  [Attention and listening](https://www.worcestershire.gov.uk/sites/default/files/2022-09/Attention_and_listening_activities.pdf)  [Processing time](https://www.hacw.nhs.uk/download.cfm?doc=docm93jijm4n2372.pdf&ver=4254) |
| Practitioners vary the voice to make it interesting for children particularly at story times and singing activities. |  |  |
| Practitioners respond positively to children's communication attempts, including non-verbal communication. |  |  |
| Practitioners use natural light so their face is clear and the child is not looking into the sun. |  |  | [Vision Impairment | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/vision-impairment) |
| Practitioners use more comments than questions/instructions. |  |  | [Resources for Children’s Speech and Language | Herefordshire and Worcestershire Health and Care NHS Trust](https://www.hacw.nhs.uk/childrens-speech-and-language-resources/)  [Advice on speech and language | Herefordshire and Worcestershire Health and Care NHS Trust](https://www.hacw.nhs.uk/childrens-speech-and-language-advice) |
| Practitioners encourage turn taking in conversation e.g. ‘Time to talk’ or use listening friend such as ‘Lola’. |  |  |
| Practitioners actively support children in solving their problems and disputes. |  |  | [Early Years training | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/improving-schools-and-settings/information-early-years-and-childcare-settings/early-years-training)    [EEF | Personal Social and Emotional Development](https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development)  [Exploring self-regulation in the early years | EEF](https://educationendowmentfoundation.org.uk/early-years/exploring-self-regulation)  [Aggression | Anna Freud](https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/aggression/?_gl=1*1vb5vx7*_up*MQ..*_gs*MQ..&gclid=Cj0KCQjwucDBBhDxARIsANqFdr1H29A9l5FdUf5y-Vj972CsO3i4c27rRGzEYSx_lZ_-FH1AOkiyjvQaAjU9EALw_wcB)  [Tantrums | Anna Freud](https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/tantrums/?_gl=1*1vb5vx7*_up*MQ..*_gs*MQ..&gclid=Cj0KCQjwucDBBhDxARIsANqFdr1H29A9l5FdUf5y-Vj972CsO3i4c27rRGzEYSx_lZ_-FH1AOkiyjvQaAjU9EALw_wcB) |
| Practitioners use strategies to avoid conflict e.g. distraction/choices/targeted adult support for activities such as tidy up time and mat time. |  |  |
| Practitioners always use positive reinforcement and positive language e.g. "Molly, good walking" rather than "Molly, don't run". |  |  |
| Practitioners consistently use praise and reward for both groups and individuals. |  |  |
| Practitioners support children to follow boundaries and expectations of the setting. E.g. Golden rules (no more than 4). |  |  |
| Children have 1:1 time with key person using consistent strategies if identified. E.g. emotional support |  |  | [Educational Psychology | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/educational-psychology)  [Relationship with the key person in a childcare setting | Anna Freud](https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/relationship-with-the-key-person-in-a-childcare-setting/?_gl=1*ae62df*_up*MQ..*_gs*MQ..&gclid=Cj0KCQjwucDBBhDxARIsANqFdr1H29A9l5FdUf5y-Vj972CsO3i4c27rRGzEYSx_lZ_-FH1AOkiyjvQaAjU9EALw_wcB) |

**Enabling Environments**

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| Descriptor | RAG | Actions/notes | Further resources |
| Environment and activities are matched to a child’s developmental level rather than chronological age. |  |  |  |
| Materials and resources are easily accessible and clearly labelled with the picture and symbol. |  |  | [Choosing Boards](https://www.youtube.com/watch?v=a3R8YNhPmkE) |
| There are quiet, well-defined areas for individuals and small groups which sets the expectation e.g. carpet area for story time/singing |  |  | [Early Years Room Set-Up Ideas for Nurseries and Reception Settings](https://www.twinkl.co.uk/blog/early-years-room-set-up-ideas-for-nurseries-and-reception-settings) |
| There is a consistent layout of furniture. |  |  |  |
| Days are structured with clear routines. |  |  | [Objects of Reference](https://www.youtube.com/watch?v=Lzn8X3Bg2zo)  [Song Signifiers](https://www.youtube.com/watch?v=oTVdIgBtHkQ&t=23s) |
| Routines, instructions or changes are pre-empted and are supported with objects, pictures, photographs and/or songs, and prior warning is given. These match individual needs, for example enlarged resources, or BSL signs as advised. A Now and Next board is used to support transitions for individuals. |  |  | [Now Next Boards](https://www.youtube.com/watch?v=Ph4YuXfxEeY) |
| Opportunities are given for children to ask their own questions. |  |  | [Questioning – Supporting children to ask and answer | Learning and Development | Teach Early Years](https://www.teachearlyyears.com/learning-and-development/view/questioning-supporting-children-to-ask-and-answer) |
| Background noise is minimal (e.g. radio or TV not on all day). Close doors and windows when expecting active listening from children. |  |  |  |
| There are areas within the setting where distractions are minimised. |  |  |  |
| Waiting time between activities is kept to a minimum. |  |  |  |
| Independence and self-confidence is encouraged. |  |  | [Promoting independence – How to do it in Early Years | Enabling Environments | Teach Early Years](https://www.teachearlyyears.com/enabling-environments/view/promoting-independence)  [Play | Anna Freud](https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/play/?_gl=1*uvoclk*_up*MQ..*_gs*MQ..&gclid=Cj0KCQjwucDBBhDxARIsANqFdr1H29A9l5FdUf5y-Vj972CsO3i4c27rRGzEYSx_lZ_-FH1AOkiyjvQaAjU9EALw_wcB) |
| A range of non-verbal communication is used, including gesture, sign and facial expressions, to aid the spoken word. |  |  | [How to use a Total Communication Approach](https://www.youtube.com/watch?v=DBWIO0VSOe0) |

**Learning and development:**

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| Descriptor | RAG | Actions/notes | Further resources |
| Language development is supported by expanding on children's utterances e.g. child says "car" Practitioner says, "car goes fast!" |  |  | [Early sentence building](https://www.hacw.nhs.uk/download.cfm?doc=docm93jijm4n2395.pdf&ver=4277)  [Extending language](https://www.hacw.nhs.uk/download.cfm?doc=docm93jijm4n2374.pdf&ver=4256) |
| Simple repetitive language is used during everyday activities. E.g. routine rhymes and finger rhymes. |  |  | [Toddler Talk | Herefordshire and Worcestershire Health and Care NHS Trust](https://www.hacw.nhs.uk/toddlertalk)  [EEF | Communication and Language](https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary)  [EYFS Early Support tracking documents | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/early-years-inclusion/early-years-inclusion-z-resources/eyfs-early-support-tracking-documents)  [Keep it simple](https://www.hacw.nhs.uk/download.cfm?doc=docm93jijm4n2369.pdf&ver=4251)  [Help for early years providers : Exploring language](https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/exploring-language) |
| In group situations, children who are answering questions or giving comments are identified and information is repeated/paraphrased. |  |  |
| Open ended question that invite conversation and encourage reasoning are used, rather than those with yes/no answers. |  |  |
| Complex sentences, including instruction, are broken down to manageable chunks. |  |  |
| Activities or instructions are explained in a variety of ways to aid understanding, including using visuals. |  |  |
| Social interaction is modelled, discussed and demonstrated with peers supported by resources such as picture, books, emotion dice, dolls etc. |  |  | [Help for early years providers : Interactions](https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/interactions) |
| Children are encouraged to engage in physical activity that is appropriate for their age and developmental stage, both indoors and outdoors. This is especially important for purposes of self-regulation. |  |  | [Physical activity guidelines for children (under 5 years) - NHS](https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/) |
| Support Links:  All statutory paperwork/support paperwork/funding / transition toolkit can be found here -[Early Years Inclusion A to Z of resources | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/early-years-inclusion/early-years-inclusion-z-resources)  Worcestershire NHS Speech and Language Therapy - [Worcestershire Speech and Language Therapy - YouTube](https://www.youtube.com/channel/UCuMs3aiRslFSrqNZn_j_2JA)  NHS PD Outreach - [Paediatric Therapy - Information, advice and resources | Herefordshire and Worcestershire Health and Care NHS Trust](https://www.hacw.nhs.uk/paediatric-resources/)  NHS Occupational therapy - [Paediatric Therapy - Information, advice and resources | Herefordshire and Worcestershire Health and Care NHS Trust (hacw.nhs.uk)](https://www.hacw.nhs.uk/paediatric-resources/) | | | |