



Learning Partnerships

Learning, Skills and Culture

Inclusion Audit Tool and Improvement Plan

Name of provider	
Date completed	
Date to be reviewed	

Please note:

- Whilst it is considered the Manager and/or SENCO will lead on the Inclusion audit all staff should contribute.
- This information needs to be considered alongside the Early Years Evaluation Schedule.
- This is a working document and should be updated regularly and shared with the Early Years Inclusion Team during support visits.

As part of your self evaluation please rate yourself against the Ofsted judgements. Please mark in a different colour the rating of your last Ofsted Inspection and the date it took place.

Effectiveness of the leadership and management

Inadequate	Requires Improvement	Good	Outstanding
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Quality of teaching, learning and assessment

Inadequate	Requires Improvement	Good	Outstanding
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Personal development, behaviour and welfare

Inadequate	Requires Improvement	Good	Outstanding
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Outcomes for children

Inadequate	Requires Improvement	Good	Outstanding
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Providers approach to inclusion					
<p>The provider is fully committed to Equality Act 2010 and the SEND Code of Practice (2014). The provider is welcoming to a family irrespective of the child's needs and has a proactive approach to achieve a smooth transition into the setting.</p> <ul style="list-style-type: none"> - For example, 'is ready and prepared to meet the needs of any child or at least explore the possibility of meeting the child's needs and be prepared to make reasonable adjustments'. - How do you ensure that all staff are aware, on board and fully committed? 					
<p>Are all staff aware of the Special Educational Needs (SEN) policy and Equality of Opportunities policy, are these shared with parents / carers?</p> <p><i>(N.B statutory guidance no longer states these need to be in written form but as good practice it is advisable)</i></p> <ul style="list-style-type: none"> - How do staff contribute to the policies and how do you ensure policy and practice reflect each other? - Is the policy easily read and understood by parents/carers? - Is the policy shared with students, visitors and professionals? 					
<p>Management are proactively committed to meeting the needs of all children in their setting and there is a culture of inclusion.</p> <ul style="list-style-type: none"> - Consider recruitment and induction processes to ensure that there is a commitment to inclusion. - How do you maintain a commitment to inclusion which is shared by all staff? 					

<p>The provider shows readiness to make reasonable adjustments and adapt their practice and provision. They understand their anticipatory duty to be ready and prepared to meet the needs of all children.</p> <ul style="list-style-type: none"> - How do you keep updated with local information regarding multi-agency professionals and other settings? - What evidence do you have of preparations prior to a child transitioning into the setting? E.g. admission meetings, Early Help meetings, risk assessments and transition documents. - Make sure that the setting is prepared to welcome and explore ways of meeting children's needs. 					
<p>The provider effectively and consistently identifies children who are presenting with emerging difficulties and commence on the graduated approach of Assess, Plan Do, Review.</p> <ul style="list-style-type: none"> - How do you ensure that observation and identification processes are robust and consistent across the setting? - Are there robust systems in place to support early identification? - Are you aware of North Lincolnshire's Local Offer and how to access local information to enable you to signpost parents to services. - Have you contributed to North Lincolnshire's Local Offer? - What evidence do you have to support this? 					
<p>The provider demonstrates an inclusive approach to delivering the EYFS in line with SEND Code of Practice 2014 and demonstrates a positive approach to transitioning children in with additional needs which includes following the graduated approach for SEN support.</p> <ul style="list-style-type: none"> - How do your admission and settling-in procedures reflect your inclusive practice? - Do you offer a flexible transition/ settling in period for children with SEND? - What information do you ask for / or is recorded on your admission form? - How do you evidence that you follow the Graduated Approach? - Are parents and children's views gathered and acted upon? Consider how you document this. 					

<p>Do you have or have you had any experience supporting children with a range of additional needs? What plans are/were put in to place and how do/did you differentiate to meet the needs of individual children?</p> <ul style="list-style-type: none"> - Have you had experience of supporting children with a range of additional needs? - What evidence do you have to show appropriate differentiated and personalised support? For example, developmental targets, strategy sheets or outcome plans. Reflect on how you have altered your practice or provision. 					
<p>What plans do you put in place to manage transitional points of change within the nursery?</p> <ul style="list-style-type: none"> - How are transitions managed between key persons or rooms? - Do you consider the child's wishes? - Do you take in to account the parents wishes? 					
<p>The setting can independently make a request for involvement to a range of outside agencies as needed. These may include; Health Visitor, Speech And Language Therapist, Occupational Therapist, Early Years Inclusion Team/Portage, Children's Centres, Hearing Impaired, Visual Impaired Teams and support via medical routes for Physiotherapy.</p> <ul style="list-style-type: none"> - How would you request involvement from a range of agencies? - What evidence do you have of multi-agency working? - What evidence is there to show that staff are familiar with and using the Early Years SEND and Inclusion Handbook? 					
<p>What plans do you put into place when children are transitioning from your provision to another setting?</p> <ul style="list-style-type: none"> - What arrangements do you make for the child? - Do you contact the receiving setting? - What documentation do you complete and how do you transfer the documentation to the receiving setting? 					

SEND and Inclusion Training					
<p>Have any members of staff had training on how to complete an Early Help Assessment? - Are all practitioners aware of how to find Early Help documentation? Have any of your members of staff completed an Early Help Assessment? - Did you hold a follow up Early Help review meeting?</p>					
<p>The provider proactively supports ongoing training for SENCO and practitioners. Is there a continued professional development plan in place? (Introduction to the role of SENCO 4 part, Outcome Plan, Support with requesting an assessment for an Education Health and Care needs assessment, SENCO termly update, SENCO Networks). - What evidence do you have of this?</p>					
<p>There is evidence the SENCO cascades information to all staff from SEN training, updates or network meetings. - What evidence is there that the SENCO cascades information to all staff? - How is this recorded and evidenced in practice? For example, messages cascaded in staff meetings and minuted as evidence.</p>					
<p>Do other members of staff accompany the SENCO to SEN training, updates or network meetings?</p>					
<p>Is there evidence of impact on practice following training? - Share any evidence of impact from SEN training give a specific example.</p>					
<p>Practitioners retain knowledge from training, independently transfer it between practitioners and generalise it to other children. - Are your practitioners confident and knowledgeable to ensure that both practice and provision meets the needs of children with additional needs? - What evidence is there that practitioners can transfer knowledge and skills in supporting a child with additional needs to subsequent children with similar needs?</p>					

<p>The provider has a named SENCO who has attended recent and relevant training to manage the role effectively.</p> <ul style="list-style-type: none"> - There is an expectation that every provider has a named SENCO who is responsible for co-ordinating support for children identified through the Graduated approach - What training or support has the SENCO accessed to enable them to fulfil the role? 				
<p>The SENCO has good knowledge of child development and supports staff to recognise whether a child is showing a typical level of development for their age and/or making sufficient progress.</p> <ul style="list-style-type: none"> - How does the Manager ensure all practitioners are making best fit judgements of whether the child is developing typically for their age and making sufficient progress? How is this shared with the SENCO? - How confident are staff in using key documentation? E.g. A-F Continuum and templates which are in the SEND and Inclusion Handbook to support the Graduated Approach – assess, plan, do, review. - How confident is the SENCO in supporting staff with all of the above? 				
<p>Where deemed necessary the SENCO in agreement with the manager can make a request for Exceptional/ Inclusion funding with appropriate and relevant documentation and supporting evidence</p> <ul style="list-style-type: none"> - Does your request identify clearly the levels of need to support applications? For example, quality observations, tracking, Outcome Plans / Targets 				
<p>The SENCO is familiar with North Lincolnshire's processes in regards to requesting an Education, Health and Care Needs Assessment.</p> <ul style="list-style-type: none"> - The SENCO is familiar with the guidance, referral form and evidence they will need to collate as part of the process. 				
<p>Is time planned for the SENCO to carry out their role?</p>				

Supports staff with identification of emerging difficulties and planning arrangements are made in regards to the graduated approach for individual children.					
Evidences support provided to meet individual children's needs to promote inclusion and independence.					
Co-ordinates / arranges pre admission meetings for identified children and transitions arrangements made.					
Ensures risk assessments are carried out and documented for identified children.					
Co-ordinates the writing of Care plans (Medical advice, input or training may be required to complete the care plan). - Liaison may have to take place with the provider's insurance to check adequate cover is in place.					
Co-ordinates the writing of Developmental Targets / Outcome Plans.					
Seeks information and support from relevant agencies.					
Initiates or contributes to an Early Help Assessment and review meetings for children on the Graduated Approach (this may be alongside the key person).					

Co-ordinates the working file and ensures staff regularly contribute to and update information held within it.					
Liaises with the Manager to organise training or support this may be through the LA or outside agencies involved with individual children.					
Makes all staff aware of the content of a child's Outcome Plan / Developmental Targets and how to support the child's learning by making a variety of flexible arrangements across the provision to increase a child's inclusion and independence.					
Ensures Outcome Plans/ Developmental Targets are consistently carried out and activities are recorded on the monitoring sheets.					
Supports staff to adapt planning to incorporate children's individual needs.					
Ensures Outcome Plans / Developmental Targets reflect the child's strengths, motivations and interests and these are actively built on. - Both the child's and parent's views and aspirations are taken into account.					
Ensures activities linked to Outcomes /Targets are of high quality and supports the child to make progress.					
Supports appropriate planning for the child's individual needs and the Graduated Approach is embedded in practice.					
Contributes to EY PEPs (Personal Education Plan for Looked After Children) This may be the designated person for LAC rather than the SENCO.					

Partnership with parents/ carers					
<p>The provider works to build a good relationship with all parents / carers and actively and regularly seeks information about individual children, interests and their strengths/areas to develop.</p> <p>- What evidence do you have of good partnerships with parents/carers? For example, admission policy, key person system, settling-in procedures, 'All About Me' forms.</p>					
<p>There is regular feedback to parents of their child's progress through a range of both verbal and/or written evidence.</p> <p>- What evidence do you have? For example, home/setting communication books, home observations, parent consultations, learning journeys, progress summaries, Progress Check at age two/ Integrated Health Check, documents held within the working file</p>					
<p>The provider uses strategies to support the inclusion of all parents. For example, those with English as an additional language/literacy and other additional needs.</p> <p>- How do you support families and children with EAL and other additional needs? For example, evidence of key person systems, partnerships with parents, sharing of home languages and use of translators and interpreters.</p>					
<p>Parents are fully included in the writing, monitoring and reviewing of Outcome Plans / Developmental Targets and or strategies.</p> <p>- How do you ensure that meetings are parent centred and parents feel fully included in their child's Education and care needs</p> <p>- How can you evidence this?</p> <p>- On reflection how can you change your practice to be more inclusive to meet the parent's needs?</p>					
<p>The provider has an open two way relationship with parents/carers which is upheld in a professional manner. Practitioners are sensitive towards parents when discussing their child's development.</p> <p>Are all practitioners sensitive to the needs of parents / carers and prepared to have difficult conversations?</p>					

Voice of the child					
<p>The child's voice is listened to and views taken into account. Page 8 of the SEND code of Practice, 2014. (1.1).</p> <ul style="list-style-type: none"> - How do you ensure that the child's views are listened to and taken into account? For example during observation, assessment and planning. - How is this embedded into practice? For example, the setting or reviewing of Outcome Plans/ Developmental Targets, recording of learning journeys. 					
<p>The Provider creates opportunities for the child to communicate.</p> <ul style="list-style-type: none"> - What systems do you have to ensure that the child's voice is heard and acted upon? - How do you ensure that children who are non verbal are listened to? - How is information gathered and evidenced regarding child's interests and dislikes? - How is the above incorporated into planning to ensure the needs of individual children are met? - Is this embedded in everyday practice? 					
<p>Do you record and value children aspirations (both short and long term)?</p> <ul style="list-style-type: none"> - How is this captured and evidenced? - Where applicable is this included in the documentation as part of the request for an Education and Care Needs Assessment? 					

This is a working document and should be reflected upon and updated regularly, please share with the EYFS Area SENCO Manager and Early Years Practitioners PVI - SEN during support visits.

Priorities for improvement of Inclusion

Priorities for improvement of Inclusion		
1		
2		
3		

Plan agreed on: Plan agreed by:

Plan reviewed on: Plan reviewed by: