Early Years SEND Team

Inclusion Audit Tool and Improvement Plan

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| --- | --- |
| Name of provider |  |
| Date started |  |
| Staff Involved |  |
| 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.

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| **Providers approach to Inclusion** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The provider is fully committed to Equality Act 2010 and the SEND Code of Practice (Revised Jan 2015). | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence:For example, being 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. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you ensure that all staff are aware, on board and fully committed? | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| Are all staff aware of the Special Educational Needs (SEN) policy and Equality of Opportunities policy, are these shared with parents / carers?  (N.B statutory guidance no longer states these need to be in written form but as good practice it is advisable) | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence:  For example, Is the policy easily read and understood by parents/carers? Is the policy shared with students, visitors and professionals? If so how? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do staff contribute to the policies and how do you ensure policy and practice reflect each other? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Management are proactively committed to meeting the needs of all children in their setting and there is a culture of inclusion. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: Consider recruitment and induction processes to ensure that there is a commitment to inclusion. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you maintain a commitment to inclusion which is shared by all staff? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: For example, 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. How do you make sure the setting is prepared to welcome and explore children’s needs? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The provider demonstrates a positive approach to transitioning children in with additional needs which includes following the graduated approach for SEN support. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: For example how does your admission and settling-in procedure reflect your inclusive practice? Do you offer a flexible transition/ settling in period for children with SEND? Are parents and children’s views gathered and acted upon? Consider how you document this. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| What plans do you put in place to manage transitional points of change within the nursery / when children are transitioning from your provision to another setting? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence:  For example, how are transitions managed between key persons or rooms? Do you consider the child’s / parents’ wishes? How do you arrange transition?  Do you use the Early Years passport to support this? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The provider effectively and consistently identifies children who are presenting with emerging difficulties and commence on the graduated approach of Assess, Plan Do, Review. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you ensure that observation and identification processes are robust and consistent across the setting? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: For example, are there robust systems in place to support early identification? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Are all staff aware of North Lincolnshire’s Local Offer and how to access local information to enable you to signpost parents to services? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: For example, have you contributed to North Lincolnshire’s Local Offer? What evidence do you have to support this? Is this reviewed regularly? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The provider demonstrates an inclusive approach to delivering the EYFS in line with SEND Code of Practice revised January 2015 | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence:  For example, how do you evidence that you follow the Graduated Approach? Are all staff familiar with and are using the SEND and Inclusion Handbook? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence:  For example, 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? E.g. developmental targets / outcome plans. Reflect on how you have altered your practice or provision. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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, Emotional Health and Well-being, Children’s Centres, Hearing Impaired, Visual Impaired Teams and support via medical routes for Physiotherapy. | | | | | | | | | | | | Yes | | | | Working towards | | | | | | | No | | | |
| How would you request involvement from a range of agencies? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| What evidence do you have of multi-agency working? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SEND and Inclusion Training** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Have any members of staff had training on how to complete an Early Help Assessment? | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| Are all practitioners aware of how to find Early Help documentation? | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| Have any members of your staff completed an Early Help Assessment / are an Early Help Lead? | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| The provider proactively supports ongoing training for the SENCO and practitioners | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| SENCO is proactive and is willing to attend regular SEND updates / CPD opportunities linked to SEND support | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| SENCO cascades SEND training information to all staff | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: For example, how is this recorded and evidenced in practice? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Do other members of staff accompany the SENCO to SEND training, updates or network meetings? | | | | | | | | | | | | Yes | | | | | | | | | | | No | | | |
| Practitioners retain knowledge from training, independently transfer it between practitioners and generalise it to other children. | | | | | | | | | | | | Yes | | | | | | | Sometimes | | | | No | | | |
| Evidence: What evidence is there that practitioners can transfer knowledge and skills in supporting a child with additional needs to subsequent children with similar needs? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Are your practitioners confident and knowledgeable to ensure that both practice and provision meets the needs of children with additional needs? | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you evidence impact on practice following the SENCO / practitioner attending SEND related training? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | | | | | | | | |  | | | | | | | | | | | | | | |
| Further action required: | | | | | | | | | | | |  | | | | | | | | | | | | | | |
| **Role of SENCO** 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 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The provider has a named SENCO who has attended recent and relevant training to manage to role effectively? | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| The provider has a named second SENCO in place to support the named SENCO | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| What training or support has the SENCO / second SENCO (if applicable) accessed to enable them to fulfil the role of SENCO? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SENCO: | |  | | | | | | | | | Second  SENCO: | | |  | | | | | | | | | | | | |
| Further training required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| 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? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How confident are staff in using key documentation? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Early Identification Assessment Summary | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| Outcome plans | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| Monitoring sheets | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| Communication strategy sheets | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| 1-10 continuum | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| How confident is the SENCO in supporting the use of key documents? | | | | | | 1 | 2 | | 3 | 4 | | | 5 | | 6 | | | | | 7 | | 8 | | | 9 | 10 |
| Where deemed necessary, the SENCO in agreement with the manager, is confident to make a request for Inclusion funding with appropriate and relevant documentation and supporting evidence | | | | | | | | | | | | Yes | | | | | | | Working towards | | | | No | | | |
| Evidence:  For example, does your request identify clearly the levels of need to support applications? Quality observations, tracking, Outcome Plans / Targets are submitted. Is all the information consistent? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The SENCO is familiar with North Lincolnshire’s processes with regards to requesting an Education, Health and Care Needs Assessment. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| The SENCO is familiar with the EHC hub, referral form and evidence they will need to collate as part of the process. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Is sufficient time planned for the SENCO to carry out their role? | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| Evidence:  For example, to support staff, co-ordinate documentation, lead/attend Early Help Meetings | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
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| **The SENCO…** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supports staff with identification of emerging difficulties and planning arrangements are made with regards to the graduated approach for individual children. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Records the evidence of support provided to meet individual children’s needs to promote inclusion and independence. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Co-ordinates / arranges pre-admission meetings for identified children and transitions arrangements made. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Ensures risk assessments are carried out and documented for identified children. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Co-ordinates the writing of Developmental Targets / Outcome Plans. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Seeks information and support from relevant agencies. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence of the above: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Initiates or contributes to an Early Help Assessment and review meetings for children on the Graduated Approach (this may be alongside the key person). | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Co-ordinates the working file and ensures staff regularly contribute to and update information held within it. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Liaises with the Manager to organise training or support this may be through the LA or outside agencies involved with individual children. | | | | | | | | | | | | Yes | | | | | | | | | No | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Ensures Outcome Plans/ Developmental Targets are consistently carried out and activities are recorded on the monitoring sheets. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Supports appropriate planning for the child’s individual needs and the Graduated Approach is embedded in practice. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Supports staff to adapt planning to incorporate children’s individual needs. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| 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 considered. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Ensures activities linked to Outcomes /Targets are of high quality and supports the child to make progress. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Contributes to EY PEP’s (Personal Education Plan for Looked After Children) This may be the designated person for LAC rather than the SENCO. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
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| **Partnership working with parents/carers** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| What evidence do you have of good partnerships with parents/carers? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence:  For example, admission policy, key person system, settling-in procedures, ‘All About Me’ forms. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| There is regular feedback to parents of their child’s progress through a range of both verbal and/or written evidence. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: For example, home/setting communication books, home observations, parent consultations, Integrated Health Check, SEND documentation. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The provider uses strategies to support the inclusion of all parents. Including those with English as an additional language/literacy and other additional needs. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you support families and children with EAL and other additional needs? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: For example, partnerships with parents, sharing of home languages and use of translators and interpreters. | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Parents are fully included in the writing, monitoring and reviewing of Outcome Plans / Developmental Targets and or strategies. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence: For example, how do you ensure that meetings are parent centred and parents feel fully included in their child’s Education and care needs | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required:  How can you change your practice to be more inclusive to meet the parent’s needs? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The provider has an open two-way relationship with parents/carers which is upheld in a professional manner. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Practitioners are sensitive towards parents when discussing their child’s development. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence:  For example, are all practitioners prepared to have difficult conversations? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Voice of the child** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The child’s voice is listened to and views are taken into account. Page 8 of the SEND code of Practice, 2014. (1.1). | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| Evidence:  For example, how do you ensure this? Do you use observations, planning etc | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How is this embedded into practice? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| The Provider creates opportunities for the child to communicate. | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| What systems do you have to ensure that the child’s voice is heard and acted upon? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How do you ensure that children who are non-verbal are listened to? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: For example, how is information gathered and evidenced regarding child’s interests and dislikes? How is this incorporated in everyday practice? | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How is the child’s voice incorporated into the provisions planning to ensure the needs of individual children are met? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Do you record and value children aspirations (both short and long term)? | | | | | | | | | | | | Yes | | | | | | Working towards | | | | | | No | | |
| How is this captured? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence:  Where applicable is this included in the documentation as part of the request for an Education and Care Needs Assessment | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Further action required: | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Please include any additional information or evidence which demonstrates inclusive practice: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Area of focus: | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Actions | | | | | | | | What will the SENCO / Practitioners in the setting do? | | | | | | | | | What support is required from the Local Authority? | | | | | | | | | |
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| Plan agreed on…………………………………………………… Plan agreed by……………………………………………………………………………………………………………………….   Review date………………………………………………………. | | | | | | | | | | | | | | | | | | | | | | | | | | |