# Section 2 - Whole Setting Inclusion Audit

This section sets out the basic expectations relating to effective inclusive practice which should be in place to ensure that a setting is prepared for children with additional needs and supports practitioners to meet the needs of all children.

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| **Whole Setting Inclusion Tick** | |
| All Statutory safeguarding procedures are in place and followed |  |
| Is there an ethos of respect which promotes inclusion for all? |  |
| Do setting practices promote the learning and development of all children? |  |
| Are the statutory requirements of the EYFS, the SEND Code of Practice and the Equalities Act understood by all practitioners? |  |
| Are setting practitioners aware of the local procedures and processes, including the role of the EY SEND Advisors and what is available as part of Sutton’s Local Offer? |  |
| Are there clear policies and procedures in place to support inclusion and children with SEND that are also shared with parents? |  |
| Are reasonable adjustments made to practice including financial adjustments to support children with SEND? |  |
| Is income invested wisely and used to promote inclusion through universal resources that promote diversity and inclusion? |  |
| Are elements of the budget allocated to support groups of children’s progress through additional resources / practitioners’ time / practitioners’ training and development? |  |
| Does the setting have an up-to-date inclusion information on the Local Offer? |  |
| Do staff receive supervision and support in their role? |  |
| **Role of the SENDCo** | |
| Is there an identified SENDCo who has received specialist training/attends SENDCo Network Meetings?  Please visit the link [*suttontraining.event-booking.org*](http://suttontraining.event-booking.org/) |  |
| Does the SENDCo work with practitioners to support children’s needs using Assess, Plan, Do, Review? |  |
| Does the SENDCo know how to access support and work effectively with outside agencies and other professionals to access support and guidance?  For example: EY Advisors / Children’s Centre / Health visitor? |  |
| Does the SENDCo oversee and support practitioners who are delivering targeted or specialist provision? |  |

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| **Supporting and Developing Practitioners** | |
| Are all practitioners aware of the setting’s policies and procedures in relation to SEND and how to implement these? |  |
| Is there a practitioners’ training plan developed through practitioners’ appraisals which includes development in supporting children with SEND and inclusive practice? |  |
| Is practitioners’ training monitored to show evidence of impact into practice? |  |
| Is there a flexible approach to practitioners’ workloads that allows time for additional work in supporting children with SEND? |  |
| Do practitioners demonstrate universal inclusive approaches during sessions? |  |
| Are practitioners confident in working with all children and/or are they supported to develop confidence with children who have additional needs? |  |
| Are there opportunities for practitioners to have additional support and supervision when working with children with high levels of need? |  |
| **Working with Other Agencies and Services** | |
| Does the leadership of the setting understand the range of services which can support them with inclusive practice and meeting the needs of children with SEND? |  |
| Setting practitioners act on advice from support services to ensure general inclusive practice and specific support for children is provided? |  |
| Is parental consent always gained when discussing concerns relating to a child with outside agencies? |  |
| Are records of discussions with other agencies and services maintained and available to parents if requested? |  |
| Does the setting engage with the Early Help process, paperwork and systems where appropriate and participate in Team Around the Family meetings? |  |
| **Working with Parents/Carers** | |
| Do the practitioners routinely share information about all children’s development, progress, strengths and areas of concern with parents? |  |
| Where a child does have an Individual Plan, is this reviewed with parents/carers every 6-8 weeks? |  |
| Does the setting treat parents as partners in their children’s learning through shared information and open access to children’s records? |  |
| Does the setting signpost parents to appropriate support as needed? |  |
| Are records of conversations with parents recorded, where a concern regarding a child’s development is raised? |  |
| Are additional information and concerns about children’s development shared with parents in a timely and manageable way? |  |
| Are strategies used in the setting being developed with parents and shared with them to use at home? |  |
| Are parents/carers part of the planning process to ensure their child’s needs can be met? |  |
| If appropriate, are parents given details of Sutton Information Advice Support service (SIASS)? |  |

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| **Role of the Adult** | |
| Is there a robust Key Person system in place in the setting? |  |
| Are the characteristics of effective learning supported and modelled by all practitioners? |  |
| Are adults effectively deployed within the session in a way that actively supports children’s learning and development? |  |
| Do all practitioners respond sensitively to individuals and show empathy to a child’s immediate circumstances? |  |
| Do practitioners provide tailored approaches to meeting children’s needs in a flexible and reflective way? |  |
| **Induction and Transition** | |
| Is there a well-planned and clear induction process appropriate to the age and needs of the child and family? |  |
| Are transitions at all points, including home to setting, within the setting, to school and into Year 1 planned and understood by all partners? |  |
| Are all transitions supported by sharing key information including information from other agencies or services? |  |
| Are parents and children routinely involved in planning to meet the child’s needs? |  |
| Do the setting practitioners have a timely and considered approach to planning for effective transitions where children are likely to need additional support and preparation to move on to the next phase? |  |
| Does the setting develop individual transition plans for children with SEND which reflect the parents’ and child’s views? |  |
| Does the setting engage in actively gathering information from previous settings or provision to inform planning to meet individual children’s needs? |  |
| **Learning Environments** | |
| Is the environment safe, secure and accessible? |  |
| Are considerations given to the physical environment, including sensory impact? |  |
| Is there a flexible approach to the use of indoor and outdoor spaces to support the needs of children? |  |
| Are opportunities for children to experience risk and challenge provided on a regular basis? |  |
| Does the setting make reasonable adjustments to the environment to meet specific needs of individual children, including additional equipment, organisation, layout, including in response to advice from external agencies? |  |

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| **Routines and Rhythms of the day** | |
| Is the routine of the day flexible and responsive to different cohorts and different children’s needs? |  |
| Are practitioners able to make decisions about adjusting the routine of the day in response to groups or individual children’s behaviours and responses at any point in the day? |  |
| Do the routines and rhythms of the day support children’s emotional wellbeing and sense of security and appropriate to the child’s age and stage of development? |  |
| Does the setting make good use of visual timetables and / or use visual cues to support transitions and routines? |  |
| **Observation Assessment and Planning** | |
| Are there clear systems and processes and record keeping regarding children’s learning and development, starting points, progress, areas of strength and areas for development? |  |
| Does the setting complete the progress check for all 2-year-olds? |  |
| Does the setting liaise with the Health Visiting team if a need is identified at the progress check? |  |
| Are observation and assessment processes carried out through a range of approaches to gather information? |  |
| Do practitioners contribute to the observation and assessment of their key children and others where appropriate? |  |
| Does the continuous provision and planned adult-led activities reflect the interests of the children and the children’s learning targets? |  |
| Is differentiated planning provided for children regarding their identified needs? |  |
| Are specific activities and / or interventions provided, relating to targets set by other agencies or specialist services? For example: EY SEND Advisor, Speech and Language Therapists, Occupational Therapist. |  |