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| *Ofsted list the need to evaluate evidence relating to the achievement of specific groups of pupils and individuals, including disadvantaged pupils [EYPP], the most able pupils, disabled pupils and those with special educational needs.’ Leaders and managers will also monitor children who are looked after, gypsy roma travellers, those where there are concerns about children’s learning and development or children’s well-being. To ensure there is equality of opportunity there may be a focus on protected characteristics including provision for both girls and boys to ensure progress is comparable.***The checklists below provide you with over-arching statements which relate to the requirements from key documents. They can be highlighted if they can be evidenced through examples in conversation, observations of practice or paperwork.** |
| **Evidence/ How do we know?**  | ***Ensure ALL chn. are accounted for when answering/ highlighting. Is there evidence to represent a range of chn (groups, abilities, ages)*** | **Comments** | **Review** |
| **Teaching and Learning/Assessment*** High expectations by ALL staff of ALL children
* Focus on Prime areas for youngest (with sound understanding of EYFS/ Child development), which underpin learning in Specific areas
* Assessment used by ALL practitioners, to plan stimulating experiences for ALL children, which challenge, across ALL areas of learning
* Observations/ on-going assessment/ partnership with parents- consider individual needs, interests, learning styles & stage of development of ALL children
* Teaching and adult- child interactions of high quality, in response to observations
* Assessment to show progress for ALL children against/ relative to their starting points, through effective records/tracking
* Children ready for their next stage/for school, and ALL practitioners know what this means
* ALL parents kept up to date on child’s progress and updated info shared with parents. Parents know how to support their child/ their contribution is encouraged and captured.

**SEND/ Safeguarding re: SEND*** Knowledge of the groups in the setting, ability to define these and assessment analysed in relation to groups
* Special Educational Needs and Disabilities Co-ordinator identified in setting
* Clear processes in place for identifying and responding to children with SEND
* Record of concerns re: a child’s progress
* Practitioners discuss any concerns re: child’s progress, with parents, at earliest point and agree on support
* Consideration given to whether a child may need specialist support due to a special educational need/ disability. Interventions are having a positive impact on outcomes.

**Partnerships with professionals*** Partnership/ links with external agencies/ other professionals and support families with access to services where necessary
* Partnerships with other local providers, including other settings, schools, those working within the cluster (& co-operation with LA)- to network, support transition, exploring ways to support chn.- highly effective which ensures better outcomes for children/ families

Partnerships with parents/ carers * Voice of ALL children and parents listened to/ involvement in decision making. Concerns of parents and children listened to and addressed.

 **Funding****•** Additional funding for individuals used effectively to support them and their peers. Evidence/ monitoring to show impact.**Leadership & management****Self Evaluation** | Induction/ transition/ partnership with parents tailored for all Info provided when children start used effectively * From home
* From other professionals

Baseline Balance within adult role/ understanding of adult interaction Choice/ independence promoted through continuous provisionEnvironment to fit around the child Key person Learning Journeys/ Electronic systems- up to date? Accessible upon request? Consistency? Parent contributions? How are they used?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How can progress be demonstrated? 2 year old progress checks Early identification Early Support materials used? How?Observations reflected in planning *What does the term ‘school readiness’ mean to you in this setting? Has this been discussed?* Groups in setting: Boys/ Girls, LAC, EAL, Gypsy/Roma travellers, SEND, EYPP, 2 y/o fundedAre they being tracked? Is there a specific focus? Is assessment highlighting any common themes? How are these being addressed?Home learning encouraged? How? Suitable for all? Tailored to meet ind needs? SENCo identified All staff aware of SENCo/role/regular communication between all Interventions Training? For who? Accessibility/ resources/ dietary requirements easily met/ toiletingCommunication with Health Visitors Partnerships with other schools re: transition Networking with range of professionals through cluster meetings Local child-minders Early HelpSISSMASH- Clear processes re: concerns Information sharing Any examples of recent experiences? Knowledge of chn receiving 2 y/o fundingKnowledge of chn eligible for EYPPEffective use of EYPPAny other funding¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬ (EHC/ Trajectory/ Capital, etc\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How this is being used\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How do you measure the impact? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evidence of closing the gap\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Any trends/ patterns\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How are they being addressed?What do you have in place which makes your L&M outstanding?Peer observations Performance ManagementSystems for monitoringSEF online Action plan/ Improvement plan Other systems for self-evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How is this effective for ensuring the needs of ALL chn. are met? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| **Actions**  | **Who?** | **When?**  |
|  |  |  |
| ***The statements below are requirements taken directly from current Key Documents, regarding ‘inclusive practice’ and meeting the needs of all individuals*** |
| **EYFS Statutory Framework*****Section 1 – The learning and development requirements:******The areas of learning and development****1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.* ***Section 2- Assessment*** *2.1. Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.**2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.****Section 3- The safeguarding and welfare requirements: Special educational needs****3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice32. Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator33 and other providers (in group provision) are expected to identify a SENCO.* |
| **Ofsted Early Years Inspection Handbook May 2019***p.7:21The provider must demonstrate how hey will: identify children’s starting points and ensure that children make progress in their learning through effective planning, observation and assessment, if appropriate**p.14 In group provision, the inspector must track a representative sample of two or more children across the inspection. The inspector should discuss with the provider what they intend the relevant children to learn and remember based on what those children know and can already do. The evidence collected must refer to: the practitioner’s knowledge of each child, the progress check for any children aged two, the impact of any early years pupil premium funding on the children’s development, the quality of support for any children with SEND, the discussions held with each child’s key person and how they decide what to teach, how well children are developing in the prime and specific areas of learning that help them to be ready for their next stage of education, including school, the reason why children may not receive their full entitlement to early education and the impact that has on them, particularly those from disadvantaged backgrounds and those with SEND* ***Educational and philosophical approaches****p.25:116 The choice of teaching methods is a decision for providers, with the confines of the EYFS. The inspector will judge the quality of the provision in relationship to the impact it has on children’s learning, development and well-being,****Overall effectiveness; the quality and standards of the early years provision****p.29: 137 inspectors must use all their evidence to evaluate what it is like to be a child in the provision. In making their judgements about a provider’s overall effectiveness, inspectors will consider whether the standard of education and care is good. If it meets all the criteria for good, then inspectors will consider whether it is outstanding.****Cultural capital*** *– the essential knowledge that children need to be educated citizens**p.32:143 Some children arrive at an early years settings with different experiences from others, in the learning and play. What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children.**Grade descriptor for the quality of education**p.33* ***Outstanding:****Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.**The impact of curriculum on what children know, can remember and do highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.* ***Good criteria*** *p.34* ***Intent****The provider has the same ambitious for almost all children.**p.34* ***Implementation****Practitioners understand the areas of learning they teach and the way in which young children learn.**Practitioners and leaders use assessment well to check what children know and can do and can do to inform teaching.**The available resources meet the children’s needs and promote their focus on learning.**p.34 I****mpact****Children develop detailed knowledge and skills across the seven areas of learning and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the EYFS curriculum****Behaviour and attitudes****p.36: 151to reach a judgement about children’s behaviour and attitudes, inspectors must use their professional judgement to consider the ages, development and stage of children in the setting.****Good*** *p.37 When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them.****Personal development****p.38: 154 Inspectors must be mindful of the ages and stages of development of the children in the setting.**p.39 Practitioners value and understand the practice and principles of equality and diversity.* ***Good****A well-established key persona system helps children form secure attachments and promotes their well-being and independence****Leadership and management******Good*** *p.41* *Leaders act with integrity to ensure that all children, particularly those with SEND, have a full access to their entitlement to early education**Leaders engage effectively with children, their parents and others in their community, including schools and other local services.**Gathering and recording evidence**p.44: 11 inspectors will observe interactions between practitioners and children, consider how practitioners seek children’s views and engage them in planning of activities* |
| **SEND Code of Practice January 2015***p.79 5.2* ***Providers of early education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to this Code including the principles set out in Chapter 1****(…must have regard to:**-The views, wishes and feelings of the child or young person, and the child’s parents**-The importance of the child or young person, and the child’s parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions**-The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.)**5.4 Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised- identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.* *5.5 All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.**5.7 Early years providers must provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. Maintained nursery schools and all providers of relevant early education to children with SEN must co-operate with the local authority in reviewing the provision that is available locally, and in developing the local offer. Providers should work in partnership with other local education providers to explore how different types of need can be met most effectively.**5.9 Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area…* |