|  |
| --- |
| *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 provision**Environment to fit around the child- how?* *How does the key person system enable the needs of all chn. to be met? Do they greet parent/chd at the start of the day/hand over at end of day? Informal two-way conversations? Secure attachments with chn? Sharing of info with other relevant professionals?* *Learning Journeys/ Electronic systems- up to date? Accessible upon request? Consistency? Parent contributions?* *How are they used?* *How can progress be demonstrated?* *What process is followed to complete 2 year old progress checks?**Early identification- examples/ how do you ensure that this happens?**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 funded**Are 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 two-way communication between all? How are new staff introduced to the SENCo/ understand their role?* *Have any chn. been involved in interventions?* *Training? For who?* *Accessibility/ resources/ dietary requirements easily met/ toileting**Communication with Health Visitors* *Partnerships with other schools re: transition* *Networking with range of professionals through cluster meetings* *Communication with local childminders? How?**Have SISS been involved with supporting a child?**MASH- Clear processes re: concerns* *Early Help* *Information sharing- are all staff clear about procedures?* *Any examples of recent experiences?* *Knowledge of chn receiving 2 y/o funding**Knowledge of chn eligible for EYPP**Effective use of EYPP**Any other funding (EHC/ Trajectory/ Capital, etc)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**How this is being used? Is it making a difference?* *How do you measure the impact?**Evidence of closing the gap?* *Any trends/ patterns identified?**How are they being addressed?**What do you have in place which makes your L&M outstanding?**Peer observations* *Performance Management processes?**Systems for monitoring**SEF 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 August 2015***p.14 In group provision, the inspector must track the experiences and development levels of a representative sample of children. The inspector must track at least two children. The inspector should discuss with the provider the relevant starting points, looking at any assessment evidence the setting provides and the children’s progress. The evidence collected must refer to:…any records the provision keeps that show how they have tracked the progress children make, including recording any concerns about the children’s development in the prime or specific areas of learning or both.**p.30 146. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:…** the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education including, where appropriate, readiness for school** the extent to which the learning and care that the setting provides meet the needs of the range of children who attend, including disabled children and those who have special educational needs** children’s personal and emotional development, including whether they feel safe and are secure and happy** whether the requirements for children’s safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children** the effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children’s life chances.**p.34* ***Grade descriptors for the effectiveness of leadership and management:******Good (2)**** Leaders ensure that the curriculum provides a broad range of interesting and demanding experiences that help children to make progress towards reaching the early learning goals. As a result, children are well prepared to move on, including, where appropriate, to school.** Monitoring ensures that individual children or groups of children who have identified needs are targeted and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.**Additional funding for disadvantaged children is used effectively to narrow gaps in outcomes. Partnerships with local providers are leading to improvements in provision and outcomes for children in the setting.**p.33. Grade descriptors for the effectiveness of leadership and management:****Outstanding (1)**** Highly effective monitoring identifies where children may be slow to develop key skills so that specific programmes of support are implemented to help them catch up. Gaps in achievement between different groups of children, especially those for whom the setting receives additional funding, are negligible or closing.** The provider has an excellent knowledge of the requirements of the Early Years Foundation Stage, and implements them highly effectively.** Leaders’ deep understanding of the curriculum and how to apply it to meet the needs and interests of children results in all staff planning highly effective activities. As a result, children are exceptionally well prepared to move on, including, where appropriate, to school.** Highly effective partnership working leads to improvement in provision and outcomes for children and their families.**p.35.* ***Quality of teaching, learning and assessment*** *153. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which: …**teachers, practitioners and other staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged** teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children** assessment information is gathered from looking at what children already know, understand and can do, and is informed by their parents and previous providers as appropriate** assessment information is used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well** children understand how to develop as a result of regular interaction and encouragement from staff, and parents understand how their children should progress and how they can contribute to this** information for parents helps them to understand how children are doing in relation to their age and what they need to do to progress; engagement with parents supports their child’s learning** equality of opportunity and recognition of diversity are promoted through teaching and learning** assessment information is used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well**p.37.* ***Sources of evidence****155. Direct observation should be supplemented by a range of other evidence to enable inspectors to evaluate the impact that practitioners have on the progress children make in their learning. Such additional evidence should include:** the inspector’s tracking of selected children, including children of different ages, funded two-year-olds and other children whose circumstances may suggest they need particular intervention or support** discussions with practitioners, key persons and managers to establish:** how well the provider and practitioners know and understand the learning and development requirements of the Early Years Foundation Stage** their plans for reviewing children’s progress at age two** how changes are made to activities, resources, routines and/or the environment as a result of observations, and how the impact of those changes is evaluated** whether practitioners accurately and reliably identify children whose learning and development are not at a typical level for their age and* *what actions they have taken to ensure that those children make sufficient progress** the impact of the involvement of the special educational needs coordinator (SENCO) and/or other partners where there are concerns about a child’s development and learning**discussions with parents about:** how often practitioners share a good-quality summary of their observations of children with the children’s parents* * how and when parents are asked for information about their child’s development.**p.37* ***Grade descriptors for teaching, learning and assessment******Outstanding (1)**** All practitioners have very high expectations of what each child can achieve, including the most able and the most disadvantaged.** Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs.** Practitioners use their expert knowledge of the areas of learning and deep understanding of how children learn to provide rich, varied and imaginative experiences that enthuse, engage and motivate children to learn.** Accurate assessment, including through high quality observations, is rigorous and sharply focused and includes all those involved in the child’s learning and development. Where appropriate, children are involved in the process. Information from assessment is used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family.** Provision across all areas of learning is planned meticulously and based on regular and precise assessments of children’s achievement so that every child undertakes highly challenging activities.** Highly successful strategies engage parents, including those from different groups, in their children’s learning, both in the setting and at home.**P.43-45* ***Outcomes for children*** *168. The inspector must evaluate:** whether children are working at typical levels of development for their age, including whether they are exceeding or reaching or are likely to reach typical levels of development for their age** whether children who are disadvantaged or under-performing are catching up quickly** how well disabled children and those with special educational needs are supported to make progress** how quickly children who speak English as an additional language gain the skills they need to communicate effectively.****Grade descriptors for outcomes of children- Outstanding (1)…**** Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial and sustained progress that leads to outstanding achievement.* |
| **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…* |