**SEND Inclusion: Audit of Provision**

Setting SEND Coordinator

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| Area of Need (generic) | Fully in Place | Partially in Place | Not in Place | Action |
| Are all staff aware of which children have or are suspected to have additional needs? |  |  |  |  |
| Is all progress evident in learning journeys and tracking systems? e.g. EYFS tracker, Early Support Developmental Journal, Venturing into Play |  |  |  |  |
| Are signs displayed at child height? |  |  |  |  |
| Do signs contain words and familiar pictures? |  |  |  |  |
| Do staff speak appropriately to all children  Do they reduce complexity and speed of instructions? |  |  |  |  |
| Are there areas of quiet space for children to self-access? |  |  |  |  |
| Does the routine meet the needs of all children?  Is there sufficient time outdoors? Are nap and mealtimes adaptable to meet children’s needs? |  |  |  |  |
| Are all staff aware of relevant policies such as SEND, admissions, administration of medication? |  |  |  |  |
| Are staff trained to deal with medical conditions where necessary? |  |  |  |  |
| Is water accessible to all children including those with additional needs? |  |  |  |  |
| Are different dietary needs catered for? Dry foods, finger foods, pureed foods? |  |  |  |  |
| Area of Need-  Sensory/Physical | Fully in Place | Partially in Place | Not in Place | Action | |
| Is lighting appropriate for all children?  Is there a mix of natural and artificial light? |  |  |  |  | |
| Is the room/area accessible to all children? |  |  |  |  | |
| Are resources accessible to all children? |  |  |  |  | |
| Are the resources suitable for all children? |  |  |  |  | |
| Are areas accessible to parents with physical needs? |  |  |  |  | |
| Are books and resources available in different languages/fonts? |  |  |  |  | |
| Is background noise controlled?  Is music played appropriately? |  |  |  |  | |
| Do you have equivalent resources and activities for children who have sensory sensitivity?  i.e-paint pens, dry materials |  |  |  |  | |
| Do staff have knowledge and access to Picture Exchange Resources? |  |  |  |  | |
| Do staff use symbols/objects/warnings to support transitions such as from area to area or activity to activity? |  |  |  |  | |

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| Area of Need-  Cognition & Learning | Fully in Place | Partially in Place | Not in Place | Action |
| Are groups of children split based upon ability? |  |  |  |  |
| Are activities differentiated and planned to meet the needs of all children? |  |  |  |  |
| Do activities, opportunities and resources promote development for all learning styles? (Visual, auditory, kinaesthetic ) |  |  |  |  |
| Is continuous provision supervised appropriately? |  |  |  |  |
| Are visual time tables used? |  |  |  |  |
| Are all staff aware of which children have or are suspected to have additional needs? |  |  |  |  |
| Is there a quiet space for children to relax and reflect? |  |  |  |  |
| Do staff use gestures to support communication & interaction? |  |  |  |  |
| Do staff use the children’s names and eye contact to gain their attention? |  |  |  |  |

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| Area of Need-  Communication & Interaction | | Fully in Place | | Partially in Place | | Not in Place | Action | |
| Do appointed key persons have time to bond with the children in small groups and on one to one? | |  | |  | |  |  | |
| Do key persons build bonds with parents/carers/families? | |  | |  | |  |  | |
| Are staff confident in assessing speech, language and communication needs? | |  | |  | |  |  | |
| Are there clear processes for monitoring speech, language and communication? | |  | |  | |  |  | |
| Are families supported to develop Speech, Language and Communication at home? | |  | |  | |  |  | |
| Are communication temptations used? e.g. talking telephones / tins | |  | |  | |  |  | |
| Are talking “hot spots” identified and encouraged? | |  | |  | |  |  | |
| Is Makaton/sign used as a whole group approach? | |  | |  | |  |  | |
| Do children and staff have access to Picture Exchange Communication (PEC’S) system?  Does it support feelings? | |  | |  | |  |  | |
| Are gestures used to support language? | |  | |  | |  |  | |
| Do staff speak to the children and each other appropriately? | |  | |  | |  |  | |
| Is there a quiet space for children to relax and reflect? | |  | |  | |  |  | |
| Area of Need -  Social Emotional & Mental Health | | Fully in Place | | Partially in Place | | Not in Place | Action | |
| Do appointed key persons have time to bond with the children in small groups and on one to one? | |  | |  | |  |  | |
| Do key persons build bonds with parents/carers/families? | |  | |  | |  |  | |
| Have staff had training in supporting positive behaviour/behaviour management? | |  | |  | |  |  | |
| Do all staff follow the supporting positive behaviour/behaviour management policy? | |  | |  | |  |  | |
| Are parents aware of the supporting positive behaviour/behaviour management policy? | |  | |  | |  |  | |
| Are parents supported with behaviour strategies and rewards at home? | |  | |  | |  |  | |
| Are transitions fully supported? | |  | |  | |  |  | |
| Are children given opportunities to spend time with siblings/relatives/friends? | |  | |  | |  |  | |
| Are there opportunities for them to see pictures of themselves and their families? | |  | |  | |  |  | |
| Is group sizing appropriate? | |  | |  | |  |  | |
| Are small groups encouraged through continuous provision? | |  | |  | |  |  | |
| **SEND Inclusion Action Plan** | | | | | | | | |
| **Action to be taken** | **By whom** | | **Timescale** | | **Success criteria** | | | **Outcome** |
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