

	How effective are we.....	Fully in place	Partially in place	Not in place	Implications for practice/ provision
Staff Knowledge and Understanding	Staff have a clear understanding of <ul style="list-style-type: none"> <li>the SEND Code of Practice 2015 and the requirements of the EYFS</li> <li>how the requirements are reflected and fulfilled within their setting</li> </ul>				
	Staff prepare for a child's start by <ul style="list-style-type: none"> <li>talking to parents about their child's needs</li> <li>gathering relevant information</li> <li>making necessary preparations based on the information</li> </ul>				
	Staff are able to talk to parents about their child's needs once they are established at nursery. Staff have a clear understanding of their role in celebrating a child's development and in sharing concerns with parents				
	Staff can identify progress and developmental delay and can consider and plan for the child's next steps.				
	Staff are able to offer high quality teaching to all children and to plan to meet individual need				
	Staff are able to share observations and concerns with their team and understand and follow the procedures established within the setting				
	Staff can work collaboratively with partners in Education, Health and Social Care services. They ensure referrals are made in a timely fashion They consider the application for an EHC Plan in a timely fashion They actively seek to engage with other agencies as appropriate they integrate information and advice from these agencies in to their planning for the child				

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	Staff can consider an enabling environment and removing barriers to learning within the setting (see Enabling Environment Audit)				
Positive relationships	Staff have a clear understanding of their key person role in <ul style="list-style-type: none"> <li>Communicating with parents</li> <li>Communicating with other professionals</li> <li>Assessment and Integrated review</li> <li>Identifying concerns</li> <li>Supporting identified children</li> </ul>				
	Staff have an understanding of well-being and attachment for children and families				
	There are opportunities for peer to peer support with regards to; <ul style="list-style-type: none"> <li>difficult conversations,</li> <li>developing skills</li> <li>developing knowledge and understanding</li> <li>offering coaching, mentoring and supervision</li> </ul>				
	There is evidence of partnership working between the key person and parents including regular feedback being offered through verbal, written and visual means				
	Parents views, knowledge and experience is sought on an ongoing basis when considering a child's strengths and needs				
	There is identified SENDCo within the setting who is able to: <ul style="list-style-type: none"> <li>support colleagues;</li> <li>guide and influence their practice;</li> <li>provide information</li> <li>signpost to other sources of information and support</li> </ul>				

	How effective are we....	Not in place	Partially in place	Fully in place	Implications for practice/ provision
	Staff regularly monitor and review the child's progress with parents and external agencies and this is reflected in the child's individual plans				
	Adult support is targeted, organised and planned to meet the needs of children and responds to their emotional needs, interests and behaviour as required. It ensures children are supported at vulnerable times				
	Staff training is planned to ensure practitioners develop the skills and abilities they require to meet all children's needs				

PLAN		
Actions identified from audit (include date)	Action by whom and when	Evaluation (include date)
1.		
2.		
3.		