

Private, Voluntary and Independent
Early Years Settings
Setting SEND Audit

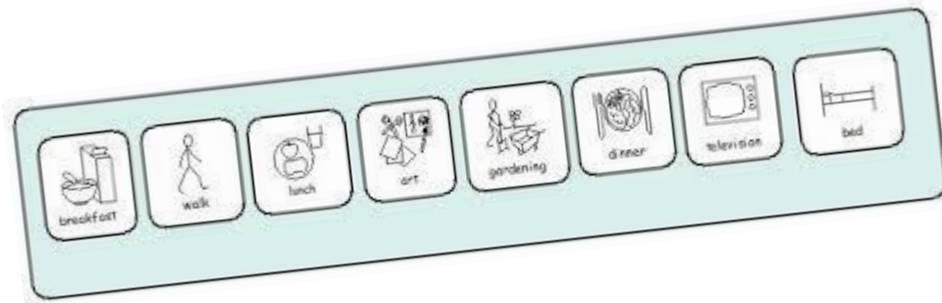
May 2016– updated November 2020





Audit of SEND provision in: <i>(name of setting)</i>	
Completed by:	
Date:	

Possible Interventions, Strategies and External Agencies	Yes/ No	Action	Completed
A Special Educational Needs Coordinator (SENCo), with a recommended minimum NVQ Level 2 qualification, and working towards a level 3			
Training:			
This person should have additional training and knowledge in matters of SEND including: Introduction to SEND Training (1 x ½ day)			
Foundation SEND Training (5 x ½ days)			



Environment:			
Acoustically friendly- background noise levels are managed effectively, and adults and children are able to hear each other with ease.			
Visually friendly- there is a good light.			
Visual Support- Objects of reference- children can be supported to follow a routine by being shown a particular object every time an activity happens e.g. nappy changing time.			
Use pictures/ symbols for labels- children who can match objects to photos to the corresponding symbol will benefit from symbols to support understanding and communication.			
Visual timetables- children can be supported to anticipate a sequence of events by being shown a series of symbols for the day's/sessions activities.			
Symbols- children can benefit from symbols to support understanding and communication.			

Offering choices – the child is shown an object/ photograph/ symbol and asked to choose.			
Now/ next board - mostly used for the below two reasons; understanding nursery routines and following a practitioner’s request to complete an activity.			
Song cards - these cards are a visual way for children to choose what they would like to sing next, hold up 2 or more cards for the child to choose from.			



Consistency within the room:			
Organisation - to emphasise open space displays are easy to process e.g. not overloaded with information			
Routines - transition times are managed effectively with visual and/or auditory cues e.g. drum, bells, symbols. (this should also include a quiet space if possible where children can enjoy 'down time or engage in smaller group activities. These areas are less visually distracting.			
Minor adaptations and/or equipment e.g. non-slip surfaces for extra help in playground.			



Resources:			
Use pictures for labels and picture/visual timetables.			
Plan for adults to participate in imaginative play activities to support and extend play.			
Make arrangements for drug administration in line with health and safety policy.			
Provide accessible changing facilities and staff available to deal with accidents.			
Focused support for all children delivered in small groups (5-6 children) throughout the day.			
Ratio's required for registration maintained throughout the day.			
At free play times, resources are easily reached by children and in their line of vision.			
Non-fiction books on specific topics/interests of the children are available in other learning areas.			
Appropriate range of books available in book area (e.g. traditional stories, bi-lingual language books and variety of genres.			

Outdoor play (if available) includes a range of learning opportunities including imaginative role play.			
Good quality (developmentally appropriate) toys, small world objects and real/natural resources available.			
Musical instruments and noise makers are available.			
Role play area is available.			



Adults- think about the role of adults in the environment			
Adults to join in with an activity the child has selected and play alongside/to support turn taking, possibly in group games.			
Small group work is facilitated by an adult			
Be receptive and give time to children having difficulties speaking or who need time to understand and process. Give children time and opportunity to build			

relationships with key person and peers.			
Explanations should be at an appropriate level for the child, using repetition and pausing.			
Use appropriate techniques to check the child understands.			
Talk with children about choices and reasons for doing things a certain way- Adult provides children with choices (e.g. 'Would you like to read a story or play on the computer?')			
Sequencing- Adults provide a child with a routine for an activity e.g. First, you go up to the counter. Then you say, ' I want milk please.' Also engages the children in routines (e.g. Now its circle time. What do we do first?)			



Instructions:			
Ensure instructions are repeated and accompanied by clear and concise gestures/visuals prompts.....wait 10 seconds to allow child to process and repeat, if necessary, using exactly the same instruction (do not rephrase).			
Tell the child what they can do with the equipment, “we don’t throw the bricks, but we can build with them”, model doing this.			



Positive Language:			
Use physical closeness, eye contact, touch and/or voice in early conversations.			
Ensure there is good communication between parents and practitioners to provide children with positive models.			
Use praise and positive reinforcement immediately when warranted.			
Adults should say what they want the child to do rather than what they don't want e.g. 'Walk' or 'walk slowly' rather than 'don't run'.			
Ensure children have opportunities to engage in structured conversations/ interactions with peers (talking partners).			
Children's listening skills are specifically praised.			
Children's non-verbal communication skills are specifically praised.			



Behaviour Strategies			
Staff should consistently apply their behaviour management policies, in liaison with parents/carers.			
Model positive behaviour and recognise positive behaviour in others to illustrate expectations.			
Check the room is set up with appropriate provision.			
Model correct play and interactions throughout day.			
Turn-taking should be encouraged.			
Ensure appropriate stimulating activities are available that engage the child's interests. E.g. sensory activities.			
Plan activities identified within next steps, including supporting them at their emotional age of development.			
Praise positive behaviour/play frequently e.g. 'good building', 'good listening' etc.			
Anticipate difficulties and distract or divert the child e.g. "Come on let's sing", "Is that a bus out of the window", "Shall we find another one"			

Use social stories and puppets to help explain different ways of expressing feelings.			
Use small group's games such as 'Emotions lotto', emotions glove puppet.			



Stories:			
Short, well-illustrated and read with enthusiasm by adult/use of props/story sacks etc.			
Story group kept as small as staffing resources allow.			
Repetitive phrases for children to join in with.			
Interactive reading facilitated by an adult e.g. asking predictive questions, joining in repetitions, props, pictures.			