**Quality First Teaching Expectations**

Early years SEND Team



|  |
| --- |
| quality first teaching expectationsSupport for the Early Years Foundation Stage (Birth to 5 years)The quality first teaching expectations and related good practice examples outlined in this section will benefit all children. This includes those with special educational needs and disabilities (SEND), additional needs or those from disadvantaged groups. For children requiring additional or different support you will have a fundamental role in implementing each child’s ‘Assess, Plan, Do, Review’ support cycle.We know that reflective practice is a vital element of quality first teaching and, to facilitate your planning, have organised this document into nine key areas:* **Leadership and management**
* **Curriculum, teaching, and learning**
* **Assessment and individual planning**
* **Partnership and co-production with children and their parent carers**
* **Supporting social and emotional development**
* **The physical and sensory environment**
* **Equipment and resources**
* **Staff skills, training, and use of expertise**
* **Transition**

It is important that you know your duty and role in meeting the needs of all children in your care. Please refer to statutory legislation from The SEND Code of Practice 2015 for further information. The settings inclusive ethos should be reflected in all policies and procedures. |

|  |
| --- |
| leadership and management |
|  |
| expectation: Provision for special educational needs and disabilities (SEND), including those with additional needs and disadvantaged groups, is well-led and managed |
| **Examples of good practice** |
|  | Leadership teams ensure that all staff are supported through effective professional development. This includes advice, guidance and support to understand their role in supporting children with SEND, additional needs and those from disadvantaged groups  |  |  | The setting has a shared comprehensive SEND and inclusion training programme that enables all staff to understand their statutory responsibilities regard SEND legislation and the Equality Act 2010. Staff must understand children and their families with protected characteristics as outlined in the Equality Act 2010, including those from minority ethnic backgrounds, and proactively seek to support inclusion for all  |
|  | Staff are confident that the leadership team are knowledgeable about inclusion of all children, and this is reflected in the vision, values and practice. The leadership team takes a supportive, pro-active stance towards inclusion on a day-to-day basis and actively problem solves to overcome barriers to enable all children to achieve their potential  |  |  | The setting has a nominated Special Educational Needs Co-Ordinator, who is either part of the senior leadership team or liaises regularly with it. The SENCO supports all staff to develop their inclusive practice, for example, supporting key persons to assess, identify and meet needs as part of assess, plan, do, review cycle (Graduated Response)  |
|  | Croydon’s Local Offer is available for parent carers to view. It details how the needs of the children with SEND or additional needs will be met.  |  |  | The leaders of the setting act as champions for inclusion of all children. Effective communications are in place to keep everyone up to date and well-informed about the impact of the provision in place for those with SEND and additional needs.  |
|  | Within the PVI Early Years sector, the Early Years SEND Team provide advice, support and challenge to PVI settings in order to enable the inclusion of all children |  |  | Leadership and management understand they have a responsibility to monitor attendance and exclusions for all children. This is to ensure equality of access to education. Staff contribute to this process by providing accurate information in a timely manner |

|  |
| --- |
| leadership and management |
|  |
| expectation: Leaders are ambitious for children with additional needs and this ambition is shared by staff |
| **Examples of good practice** |
|  | Staff know that they work in an inclusive setting, where diversity is valued and welcomed, and can provide examples of how they establish and maintain an inclusive environment within day-to-day practice.  |  |  | Leaders ensure that the curriculum is well planned to give all children the knowledge and skills they need to be independent, achieve their goals and contribute to their community. In Early years setting the early years foundation stage informs the curriculum  |
|  | The curriculum is planned to meet the needs of all children within the setting, considering intent, how plans will be implemented and reviewed to determine the impact on individual children  |  |  | The curriculum design and implementation consistently reflect leaders’ high aspirations for all children, including those with SEND and additional needs  |
|  | The setting regularly reviews its provision and the experiences offered to ensure that no child is disadvantaged by not being able to access the full range of experiences as a result of SEND, additional needs or disadvantage. This includes the parent carers ability to pay for additional activity  |  |  | Staff provide information in a timely manner to enable leaders to evaluate the provision and participation in extra-curricular activities, to ensure that children, including those with SEND, additional needs and from disadvantaged groups are benefitting from these experiences  |

|  |
| --- |
| curriculum, teaching and learning |
|  |
| expectation: The curriculum is successfully adapted to be ambitious and meet the needs of all children. Children’s skills, knowledge and abilities are developed so that they can apply what they know and can do so with increasing fluency and independence. Staff are aware of children with SEND. Staff understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice. |
| **Examples of good practice** |
|  | Curriculum planning carefully considers the needs of all children. Staff assess children’s understanding, strengths and interest, identify any misconceptions or gaps in knowledge and skillfully adapt teaching accordingly.  |  |  | Additional resources and teaching are used according to individual needs. Consistent approaches and routines are in place.  |
|  | Staff should use appropriate methods of communication and ensure that all children have understood what is being communicated to them  |  |  | Children are given time to process information before being invited to respond in a communication style that is accessible to them.   |
|  | Learning experiences are made accessible and engaging. Experiences can be broken down into small, manageable and logical steps. These steps are demonstrated explicitly. Staff plan open-ended activities based on their observations of children’s interests and skills  |  |  | The pace and order of experiences and activities is stimulating in order to maintain the interests and attention of all children, including those who are above expectations for their chronological age  |
|  | The environment, availability and use of resources are regularly reviewed and adapted to meet the needs of children.  |  |  | Staff are committed to developing their expertise, skills and understanding of individual children and undertake relevant professional development |

|  |
| --- |
| curriculum, teaching and learning |
|  |
| expectation: Staff adapt learning approaches to provide suitable learning challenges. Staff cater for different learning needs and styles, with individualised and/ or small group planning and programmes where appropriate. Every practitioner is a teacher of SEND. |
| **Examples of good practice** |
|  | Learning is carefully adapted, considering individual children’s previously acquired knowledge, skills and experiences. Flexible and personalised approaches to learning are used effectively. |  |  | Learning is broken down and visually supported so that new knowledge and skills build on what has been taught and experienced, using the child’s interests as a starting point. All children have identified next steps for learning  |
|  | Staff are skilled in adjusting the pace and order of activities to maintain interest and attention |  |  | Settings use ‘steps-to-success’ or similar, to promote independence, scaffold and support children   |
|  | Communication and language, including talk, stories, rhyme and songs are at the heart of the curriculum because staff understand the paramount importance of these skills for future learning and independence.  |  |  | Staff effectively interact with children to scaffold learning and provide positive feedback. Staff evaluate the child’s engagement in the experiences, the learning environment and progress made. They use this information skillfully to plan children’ s next steps in learning and make adaptations as required.  |
|  | Multi-sensory teaching approaches are used. Children have lots of opportunities to move as they engage in play and learning activities  |  |  | Modelling is used to aid understanding. For example, use of appropriate language and movement, visual cues, audio cues, key vocabulary is displayed with visuals. |
|  | Resources are within easy reach of all children to promote learning, independence, respect and reduce stigma  |  |  | Planning should highlight the use of the stated approaches and appropriate resources to support children’s engagement and learning |

|  |
| --- |
| curriculum, teaching and learning |
|  |
| expectation: Staff ensure that children have opportunities to work in different ways, for example, in a variety of small groups and/or in pairs. |
| **Examples of good practice** |
|  | Strategies are used to actively promote independent learning. Repetition can be important to a child’s development. Adults scaffold learning, carefully observing and taking the lead from the child to identify where repetition is appropriate and where they need to be supported to move on in their learning |  |  | Strategies are carefully selected for a specific purpose, linked to assessed needs and work towards agreed next steps.  |
|  | Groupings of children take account of individual needs. They routinely provide opportunities for access to role models, mixed ability groups, structured opportunities for conversation, sharing of ideas and access to additional adults when appropriate. |  |  | Use of additional adults is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible. Adults are clear about their role and how they are contributing to the child’s learning |

|  |
| --- |
| curriculum, teaching and learning |
|  |
| expectation: Staff provide regular opportunities for collaborative learning and peer support. |
| **Examples of good practice** |
|  | Strategies are used to build, maintain and restore positive relationships across the whole setting. Strategies are regularly reviewed and evaluated |  |  | There are opportunities to develop peer awareness/ sensitivity and support for different needs both In and out of the learning environment |
|  | Groupings of children take account of individual needs. They routinely provide opportunities for access to role models, mixed ability groups, structured opportunities for conversation, sharing of ideas and access to additional adults when appropriate. |  |  | The setting promotes a culture of peer support and challenge  |

|  |
| --- |
| Assessment and individual planning |
|  |
| expectation: A regular cycle of ‘Assess, Plan, Do, Review’ is used to ensure that all children are achieving the best outcomes. |
| **Examples of good practice** |
|  | Staff are aware of children’s starting points, next steps and targets so that progress towards outcomes can be measured |  |  | Strategies are carefully selected for a specific purpose, linked to assessed needs and work towards agreed next steps.  |
|  | Children’s strengths, interests and difficulties in learning and behaviours are observed and monitored to inform planning. Observations, assessment and planning are built on a shared understanding of the child’s strengths, interest and next steps at home.  |  |  | All children have equal opportunities to experience the full curriculum  |
|  | Assessment is used to inform planning and interventions |  |  | Regular reviews from next steps |
|  | Appropriate tools which capture the ‘voice of the child’ are used to ensure that effective support is put into place for example, one-page profiles |  |  | Children are helped to recognize and value their achievements and if appropriate understand their own barriers to learning and encouraged to use support strategies to overcome these.  |

|  |
| --- |
| Assessment and individual planning |
|  |
| expectation: Staff ensure that formative assessment and feedback are a feature of daily practice. |
| **Examples of good practice** |
|  | Experiences take into account prior learning and interest and are based on assessment for learning |  |  | A wide range of assessment strategies and tools, including observational assessments are used to ensure a thorough understanding of the child and their starting points |
|  | Children’s learning journals demonstrate the next steps in their learning journey  |  |  | Children have regular opportunities to reflect upon their own achievements and learning  |
|  | Assessment is used to inform planning and interventions |  |  | Regular reviews from next steps |
|  | Appropriate tools which capture the ‘voice of the child’ are used to ensure that effective support is put into place for example, one-page profiles |  |  | Children are helped to recognize and value their achievements and if appropriate understand their own barriers to learning and encouraged to use support strategies to overcome these.  |

|  |
| --- |
| partnership and co-production with children and parent carers |
|  |
| expectation: The setting works in co-production with children and their parent carers in decision making. Expectation from both setting and parent carers are realistic and support the child’s learning, development and outcomes. |
| **Examples of good practice** |
|  | Parent carers are signposted to Croydon’s Local Offer and other relevant documents so they can access and work in an informed way with the setting. |  |  | Parent carers are aware of the range of communication channels available for sharing information about their child and are actively encouraged and supported to contribute. |
|  | Parent carers are aware of their child’s individual needs and the support and individually tailored interventions that are in place. They engage in setting and reviewing next steps for their child. Parent carers expertise about their child is sought and used to inform appropriate support strategies |  |  | The setting sensitively discusses with parent carers how strategies can be reinforced at home. Equally the setting seeks, uses, and adapts the strategies that are effective at home |
|  | The setting sensitively considers how communications about the child’s day are shared with the parent carers, for example not in collection areas or in public. Communication is planned to consider the child’s feeling and family privacy |  |  | The setting links with other agencies and signposts families to other support where appropriate. This includes Children and Family Centre groups including Chatterbox |
|  | Information is provided to parent carers about other support available. For example, disability living allowance (DLA), 2 years free entitlement, early years premium plus and disability access funding (DAF). Parent carers are supported to access available funding to support them and their child |  |  | Where a setting receives additional funding for a child, the use of this is planned and evaluated with parent carers and their child. This is to make sure the funding is being used effectively and having a positive impact on the child. |

CONT: expectations from both setting and parent carers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Use of a communication book, home diary, bag, text, email to support communication directly with parent carers in addition to communication given via child. |  |  | There is regular feedback to families, and this is daily. Parent carers know about their child’s experiences within the setting which ensures there are no surprises for families if concerns are raised. Practitioners have developed trust and transparency with parent carers |
|  | Communication methods are adapted to meet the needs of the family, for example, engagement with working families, English as an additional language (EAL) family, literacy difficulties or mental health barriers e.g. anxiety which may impact on engagement |  |  |  |

|  |
| --- |
| supporting social and emotional development |
|  |
| expectation: The setting recognizes and responds to the social and emotional support needs for children with additional needs. Staff should consider the individuals social and emotional needs and other relevant contextual circumstances such as family breakdown, family illness, moving home, bereavement and other key challenges and changes |
| **Examples of good practice** |
|  | Practitioners actively reflect on the emotional environment to ensure there is a calm and purposeful climate for learning, where children feel they belong and where their contributions are valued.  |  |  | Children can identify an agreed safe/ calm space, or the key person uses observation to determine the most appropriate safe/ calm space |
|  | Language used in the setting demonstrates unconditional positive regard for children. There is an understanding of the impact that negative language and reward systems can have on children.  |  |  | The setting proactively promotes the emotional regulation of all children to ensure they are ready to learn and play. Emotions are regularly discussed and explored |
|  | Children’s learning and well-being audit is used to support identification of needs at the earliest point |  |  |  |

|  |
| --- |
| supporting social and emotional development |
|  |
| expectation: Children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued |
| **Examples of good practice** |
|  | Every child has a named and trusted member of staff as a stable point of reference, this is usually their key person, who they can turn to if they need support or have any concerns  |  |  | Negative attitudes, beliefs and perceptions towards individuals and groups are challenged in the learning environment and setting |
|  | The voice of the child is central to setting improvement and is encouraged and acted on. |  |  |  |

|  |
| --- |
| the physical and sensory environment |
|  |
| expectation: The physical environment is adapted to meet the needs of children. |
| **Examples of good practice** |
|  | A purposeful, organised, and well-resourced learning environment is provided to encourage independence and active engagement. This includes learning through play. Routines should be understood and followed |  |  | Physical accessibility checks of the building and individual learning spaces are regularly conducted, various tools such as an environmental audit can be used to support this. ‘Reasonable adjustments’ should be made according to the individual needs. |
|  | The voice of the child is central to setting improvement and is encouraged and acted on. |  |  | The furniture and equipment are the appropriate size/height for the child. Favourable seating arrangements are identified, and the individuals plan provided by specialists is checked e.g. hearing and visual needs |
|  | Consider the use of Disability Access Fund to improve the learning environment, for example, purchasing acoustic panels to reduce background noise within the setting |  |  |  |

|  |
| --- |
| the physical and sensory environment |
|  |
| expectation: Staff are aware of sensory needs and issues that may impact on children. |
| **Examples of good practice** |
|  | The child’s sensory needs are known and used to plan activities, seating arrangements and movement breaks. Tools such as sensory bags are readily available and can be independently accessed as required |  |  | Staff are aware that for some children, a sensory or physical disability could impact on their language or social interaction |
|  | Staff are aware that some children prefer certain clothing, and their needs are considered if there is a need to change clothing or for it to be removed. This includes shoes. Some children also find it challenging to wear protective equipment such as water aprons, because the material challenges their sensory integration.  |  |  | Children who wear glasses and/ or hearing aids wear them and are seated in the optimum position. Staff should encourage children to wear appropriate sensory equipment and use physical aids. This information should be included in the one-page profile/all about me ad individual support plans |
|  | Consider the use of Disability Access Fund to improve the learning environment, for example, purchasing acoustic panels to reduce background noise within the setting |  |  | Displays are meaningful and visually accessible to reduce sensory overboard |
|  | Children have access to low arousal spaces or regulating activities when needed |  |  | Staff are aware of smells and noise in the room and any individuals who may be impacted by these.  |
|  | Staff are aware of the sensory impact that floor surfaces may have on children and alternatives are offered |  |  | Displays are meaningful and visually accessible to reduce sensory overboard |
|  | Left and right-handed children can use equipment comfortably |  |  | All sensory experiences are risk assessed to ensure children are kept safe and the risk of any infection being spread is minimized |

|  |
| --- |
| equipment and resources |
|  |
| expectation: Resources are available in every learning environment for all children to access when appropriate. Quality and impact of support is scrutinized. |
| **Examples of good practice** |
|  | Resources are within easy reach of all children to promote learning, independence and reduce stigma |  |  | Children have easy access to sensory equipment that they require. They also have regular access to a variety of age and stage appropriate sensory activities such as dried pasta and corn flour |
|  | Resources are clear and uncluttered, labelled using text and images. Print size and font are appropriate. Coloured backgrounds and paper are used to reduce visual stress |  |  | Physical resources such as balls and math’s equipment are adapted to promote independence |

|  |
| --- |
| staff skills, training and use of expertise |
|  |
| expectation: All staff make a positive contribution to the progress of children.There is a plan for on-going continuing professional development (CPD) in relation to the needs of the children. |
| **Examples of good practice** |
|  | Additional adults are deployed proactively. They are not necessarily ‘attached’ to one child, but all the adults work with all the children in the learning environment to scaffold independent leaning. Their impact on the children and young people is monitored carefully to ensure progress is supported |  |  | There is clear and regular communication between all adults to ensure that the support given is appropriate to the environment and experiences that are on offer to enable the child’s need to be met |
|  | Staff are well trained and skilled in supporting children with individual needs e.g., social, emotional, and mental health (SEMH), general and specific learning difficulties |  |  | Adults review and evaluate the environment and how children use it. Adaptations are made to support children’s engagement for example, adults modelling how to use equipment or play areas or adapting the environment |
|  | There is a planned programme of ongoing CPD in relation to special educational needs and disabilities (SEND) and inclusion for the setting |  |  | Best practice is shared within the setting and with other settings through locality networks, Early Years Senco meeting and SEND leadership forums |

|  |
| --- |
| staff skills, training and use of expertise |
|  |
| expectation: All staff understand the process for gaining further advice and guidance as appropriate. Staff collaborate and have effective links with relevant agencies and specialists. |
| **Examples of good practice** |
|  | All staff are aware of who to contact for extra support, advice, and guidance within and beyond the setting, for example, the SENCO, inclusion lead, Designated safeguarding lead, Early help etc.  |  |  | There is a clear process including observations for expressing concerns and referring onto advisory services and external organisations, which is understood and followed by all in a timely manner |
|  | The setting is aware of, and regularly communicates with, any other professionals who are involved with a child in their setting  |  |  | Advice from other professionals, including parent carers, is used to inform learning, and is recorded, reviewed, and adjusted over time to ensure that children achieve the best outcomes |
|  | There is a planned programme of ongoing CPD in relation to special educational needs and disabilities (SEND) and inclusion for the setting |  |  | Best practice is shared within the setting and with other settings through locality networks, Early Years Senco meeting and SEND leadership forums |

|  |
| --- |
| transition |
|  |
| expectation: All transitions throughout the day are planned for and well-managed for the children to develop the skills to manage change.Transitions include:Getting ready for and coming into the setting, moving around the setting, preparing for weekends, the start of the holidays and the beginning of term, moving from between rooms or experiences, changing from structured to unstructured times, moving from one activity to the next, changes of peers and staff, special events, visitors, celebrations, life vents such as birthdays, birth of a sibling, change in parenting arrangements, loss and bereavement or contact visit. |
| **Examples of good practice** |
|  | Staff are aware of those who will need additional support for most or all transition and plan for these times. |  |  | Staff prepare children with additional needs for daily transitions by using appropriate communication methods, for example, reduced language, Makaton, now and next boards, visual timers |
|  | Plans are made for unstructured times. Safe/ calm spaces are available and chosen in agreement with the children as far as possible. The space is used to reduce anxieties during transition periods. There are also structured alternatives such as of a different room |  |  | Information is actively sought and shared about the child to support successful transitions and manage change both with the setting and beyond. This should include information on support strategies and arrangements that have been useful for the child as on their interests and likes |
|  | The ‘all about me’ or equivalent, information should be regularly updated and inform successful transition planning |  |  | If the child needs specialist equipment, including medical equipment, this should be transported where possible to the new learning/play space. Staff should be trained by relevant professionals on how to use the equipment. Where appropriate health care plans, risk management plans and one-page profiles should be in place before the child starts and should be reviewed regularly once they arrive  |