*When completing this audit tool please do so in conjunction with the Best Practice Guidance document, in relation to the child’s main area of need.*

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| **Name** | **DOB** | **Date child started at setting** | **School Start date** | **Setting** |
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| **Training we have attended:** | **Y/N** | **Date** | **Has this been cascaded to the rest of the team?**  **Y/N** |
| Encouraging Positive Behaviour in the Early Years |  |  |  |
| Well-being and Involvement |  |  |  |
| Early Years social, emotional and mental wellbeing |  |  |  |
|  |  |  |  |
| Please list any other training that you have attended linked to Social, Emotional and Mental Health Needs: | | | |

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| **Points to consider when using this document:**   * *To be used in conjunction with the Best Practice Guidance* * *To be used by the key person with the SENCo* * *To be used and reviewed as a working document overtime, dates can be added as the impact is monitored during this period.* * *Refer to strategies from documents such as Inclusion Development Programme (IDP), National Strategies - Social and Emotional Aspects of Development (SEAD)and* Sustained Shared Thinking and Emotional Wellbeing (STEW)   *Please remember that support can be sort from the Early Years Equality and Inclusion team, using the request for support on Kelsi* |

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| **Social, Emotional and Mental Health Needs - Universal Level – Whole Setting Response**  We have implemented the following strategies identified in the universal column of Best Practice Guidance.  Please indicate the impact of these. | |
| **STRATEGIES**  What the setting has available for ALL children | **IMPACT**  How have the universal strategies made a difference for the child in question? |
| **Things to consider, in conjunction with the Best Practice Guidance.**  **How have you ….**   * labelled your environment? * made resources accessible to ALL children? * deployed staff? * used a range of ICT? * differentiated planning, resources and groupings? * planned for clear structured routines? * planned for play opportunities and interaction e.g. time to explore on own and time interacting with an adult? * planned for positive role models – e.g. ECAT strategies, saying the child’s name first? * reduced your language when giving instructions? * implemented different communication methods e.g. hand over hand, pointing. * Implemented characteristics of effective learning? * used Well Being and Involvement scales? * planned for a range of additional activities to promote development of social skills e.g. helper of the day, a buddy, comfort box. * set up a calm area? * used visuals – visual timetable, now and next, golden rules? * promoted opportunities for children to express and discuss emotions * used sand timers, 5 minute warnings before transitions? |  |

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| **Social, Emotional and Mental Health Needs – Targeted Support**  **What interventions are in place for the individual child, at a Targeted level** | | |
| **Provision** | **What action has been taken?**  What have you done? | **What has been the impact of this?**  Include dates and comment on what difference has this made for the child? |
| **Have you held reviews to ensure progress is being maintained?**  Things to consider when answering this question:   * how often are meetings held? * who attends? * how is information shared? * what information has been shared? E.g. targeted plan, summative assessment * how are parents continuing targets at home? |  |  |
| **How are your strategies from training being implemented?**   * List strategies in place * Consider wellbeing and involvement assessment |  |  |
| **How have you implemented a range of additional interventions**  For example   * now & next boards * additional calming space * ABC or star charts with follow up * wait card |  |  |

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| **How is the specific behaviour intervention plan adhered to by all adults?**  Refer to your Behaviour Policy and Behaviour Management strategies. |  |  |
| **How have you deployed staff to;**   * **promote participation and engagement** e.g. using a choice board/now and next, sensory circuits * **support learning behaviours by modelling and mediated learning** e.g. modelling sharing and negotiation, emotion cards, * **ensure risk assessments are addressed in all learning environments** e.g. Is your risk assessment regularly reviewed and followed? * **promote independence skills and develop social inclusion e.g.** adult to support sitting at group times/snack, smaller groups, turn taking games, role modelling, giving children additional time. |  |  |
| **How do you emphasise what is expected of the child, NOT what you don’t want them to do?**   * Positive language e.g. say **walk** rather than **don’t run.** * Golden rules that are regularly referred to e.g. a poster to show how to sit/listen, visual prompt cards shown to children. |  |  |

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| **Social, Emotional and Mental Health Needs Personalised / Individualised Learning**  *(complete this section if relevant and specifically for SENIF requests following advice from a Specialist Teacher)*  A Personalised Plan should now be in place | | |
| **Provision** | **What action has been taken?**  What have you done? | **What has been the impact of this?**  Include dates and comment on what difference has this made for the child? |
| **Has consideration of further assessment processes including Children’s Care Co-ordination Team / Statutory Assessment taken place?** |  |  |
| **How have you utilised additional and different intervention / support programmes in liaison with external agency professionals, including outreach support from special schools**  Refer to…   * Specialist Teacher Report * Speech and Language Report * Portage Profile * Educational psychologist * SENIF Practitioner |  |  |
| **Have you tried using a “Good News” Book?** |  |  |
| **How have you used distraction techniques?**  For example   * motivators * sensory toys |  |  |
| **Do you use a physical card to indicate stress levels rising or alternative methods of support?**  For example   * showing an emotions card ‘ I can see that you are angry it’s time to…….’ |  |  |
| **How do you implement:**  **Effective strategies and interventions to address social skills, promote confidence, and build self-esteem**  For example:   * individual reward chart, I am working for chart * break down instructions into sequential order.   **Therapeutic approaches to support change** (only with recommendations form Occupational therapist)   * weighted blankets * soothing massage * sensory cushions * visual sensory resources |  |  |