

# Starting strong



Ordinarily available provision for families and early years professionals

## Audit Tool

# Introduction and guidance

The Early Years Foundation Stage (EYFS) makes clear that every child deserves an equal opportunity to learn, develop and thrive, regardless of their individual needs or circumstances. Creating an inclusive environment is therefore a fundamental aspect of high-quality early years practice. The SEND Code of Practice (2015) further emphasises the importance of identifying and removing barriers to learning, enabling children with Special Educational Needs and Disabilities (SEND) to participate fully alongside their peers.

An inclusive-by-design approach recognises that environments, experiences and resources should be planned to meet the needs of all children from the outset, rather than relying solely on individual adaptations once barriers have been identified. Every child deserves to feel safe, valued, included and able to thrive within their early years provision.

The **Inclusive Early Years Fund** offers providers an opportunity to strengthen universal provision through thoughtful investment in their strategic planning, workforce and resources that promote participation, communication, independence and wellbeing. This audit tool is a resource to support your setting to think about how you could use the **Inclusive Early Years Fund** in a way that is going to have the most impact on the children.

The **Starting Strong Audit Tool** can help providers identify priorities for development and ensure funding is used effectively to maximise outcomes for children. The audit focuses on the foundations that help children build secure relationships, communicate effectively, regulate their emotions, develop independence, and access high-quality learning experiences. It encourages practitioners to consider the experiences of all children, including those with emerging or identified SEND, speech, language and communication needs, sensory differences, and social and emotional needs.

This audit tool is intended to be used as a whole-team reflective tool. Effective inclusion is everyone's responsibility, and meaningful improvements are most successful when leaders, practitioners, childminders and support staff work together to evaluate strengths and identify priorities for development. This audit tool can be used in many different ways, and not all sections need to be completed in a particular order or at the same time.

The audit should be completed using a **RAG (Red, Amber, Green) rating system**:

- **Green** = Embedded and consistently evident in practice.
- **Amber** = Developing, but not yet consistently embedded.
- **Red** = Not currently in place or requiring significant development.

For areas identified as **Amber** or **Red**, providers should consider:

- Strategic planning required to support improvement.
- Workforce development and training needs.
- Resources and environmental adaptations required.
- Timescales for implementation and review.

By using this audit as a reflective and developmental tool, providers can strengthen their inclusive practice and create environments where all children feel welcomed, supported and able to flourish.

## Communication and language



### Communication and language: Listening, attention and understanding

(I want to be able to notice important sounds around me, focus my attention, follow routines, follow instructions, understand the messages being communicated to me...)

| Do my adults...                                                                                                                                                                                    | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
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| have a good understanding of communication and language development and ways they can support me e.g. through accessing training and being observed in practice and receiving supportive feedback? |                                                         |     |                                                                           |
| provide advice and guidance to my family about how they can support my communication and language development too?                                                                                 |                                                         |     |                                                                           |
| frequently sing nursery rhymes and share stories with me throughout the day?                                                                                                                       |                                                         |     |                                                                           |
| make story and singing times interactive e.g. with actions, use of puppets and/or musical instruments?                                                                                             |                                                         |     |                                                                           |
| consider groups during mealtimes, circle time or story time and where possible keep them small in size to support engagement?                                                                      |                                                         |     |                                                                           |

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| check that I have understood and support my understanding with visual supports, signing, simplified language, modelling?                                        |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                                                                               | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| a good listening environment e.g. quiet, distraction free, reduced background noise?                                                                            |                                                                |            |                                                                                  |
| an environment that supports focus, and avoids over stimulation, e.g. soft lighting, neutral decoration, soft cushions, rugs and natural materials?             |                                                                |            |                                                                                  |
| calm and protected areas where I can focus on a task or activity away from busy spaces?                                                                         |                                                                |            |                                                                                  |
| an accessible visual timeline, used throughout the day, reflecting my developmental stage, e.g. real objects, photographs of real objects and/or clear symbols? |                                                                |            |                                                                                  |
| clearly labelled storage with photographs, pictures and/or words to encourage my independence?                                                                  |                                                                |            |                                                                                  |



### Communication and language: Speaking

(I want to be able to develop my language skills (spoken, signed etc) communicate my wants and needs and make choices, take turns in interacting with others...)

| Do my adults...                                                                                      | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
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| remember to be unhurried and give me time to communicate my needs, preferences and ideas?            |                                                         |     |                                                                           |
| listen to me and encourage continuous back and forth interactions through sounds, actions and words? |                                                         |     |                                                                           |
| listen carefully and support language responsively, expanding and extending on what I say?           |                                                         |     |                                                                           |
| comment more and question less, narrating and describing my play?                                    |                                                         |     |                                                                           |
| intentionally teach me specific and new vocabulary linked to my learning?                            |                                                         |     |                                                                           |
| use correct words, pronunciation and grammar when talking with me?                                   |                                                         |     |                                                                           |

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| sensitively support me to interact with children when I choose and accept when I don't want to connect?                                                                            |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                                                                                                  | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| interesting objects or events as motivators and provocations to stimulate conversation?                                                                                            |                                                                |            |                                                                                  |
| open spaces for group interactions and smaller areas for more intimate conversations?                                                                                              |                                                                |            |                                                                                  |
| visuals for me to use to show an adult that I need the toilet or want a drink etc.?                                                                                                |                                                                |            |                                                                                  |
| frequent opportunities for choices and preferences, e.g. a song bag where I can make a choice from different toys and props to show you which song I would like the group to sing? |                                                                |            |                                                                                  |
| resources that enable me to play alongside and with other children both indoors and outdoors e.g. 2 person trikes, balls, replica toys, role play props.                           |                                                                |            |                                                                                  |



## Strategic Development Plan – Communication and language

| <b>Area for improvement</b><br>What do you need to do to improve? | <b>Strategic planning</b><br>Long term goal or vision | <b>Workforce development</b><br>How will you build knowledge & motivate staff? | <b>Resources</b><br>What will you need to support this improvement area? | <b>Timescale</b><br>When will each action be completed by? | <b>Impact</b><br>Has this improved?<br>What is your new RAG rating? |
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## Personal, social and emotional development



### Personal, social and emotional development: Self-regulation (I want to be able to manage my feelings, control my impulses, ...)

| Do my adults...                                                                                                                                     | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
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| know the triggers that make me upset or anxious, scared etc?                                                                                        |                                                         |     |                                                                           |
| gather information when I start at the setting that reflects my needs and interests?                                                                |                                                         |     |                                                                           |
| understand the ways I like to be soothed when I am upset?                                                                                           |                                                         |     |                                                                           |
| talk to me about my feelings and emotions in everyday situations and help me understand that all emotions are natural and ok but not all responses? |                                                         |     |                                                                           |
| teach me a range of strategies to help me feel calm?                                                                                                |                                                         |     |                                                                           |
| know when I am hungry or tired?                                                                                                                     |                                                         |     |                                                                           |
| tell me <b>what to do</b> not <b>what not to do</b> ?                                                                                               |                                                         |     |                                                                           |
| avoid using the word "NO!" and use "Stop" and a hand gesture as an                                                                                  |                                                         |     |                                                                           |

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| alternative?                                                                                                                                                                 |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                                                                                            | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| a range of visual representations of emotions, mirrors, pictures of facial expressions as well as visual supports including e.g. now and next, timelines and waiting boards? |                                                                |            |                                                                                  |
| emotion resources such as emotion stones, books and toys that can be accessed independently throughout the day?                                                              |                                                                |            |                                                                                  |
| free-flow access to indoor/outdoor space for regular movement breaks and with calm areas?                                                                                    |                                                                |            |                                                                                  |
| sand timers that are easily accessible with various lengths that suit the type of activity?                                                                                  |                                                                |            |                                                                                  |
| a safe secure environment?                                                                                                                                                   |                                                                |            |                                                                                  |
| sensory zones and resources indoors and outdoors?                                                                                                                            |                                                                |            |                                                                                  |
| a 'wait sign' to support waiting and controlling impulses?                                                                                                                   |                                                                |            |                                                                                  |

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| easily accessible sensory toys and equipment to help me manage big emotions e.g. stress balls, fidget toys? |  |  |  |
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|  <b>Personal, social and emotional development: Managing self</b><br>(I want to be able to develop a positive sense of self, manage my personal needs, overcome challenges...) |                                                                |            |                                                                                  |
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| <b>Do my adults...</b>                                                                                                                                                                                                                                          | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| value me as an individual and take time to talk to me and about me positively every day?                                                                                                                                                                        |                                                                |            |                                                                                  |
| give me opportunities to build my self-esteem and so I see myself as capable e.g.: helper of the day, being a buddy?                                                                                                                                            |                                                                |            |                                                                                  |
| give me time and encouragement to keep going and offer some support when I am finding something challenging?                                                                                                                                                    |                                                                |            |                                                                                  |
| value my efforts not just my achievements and let me know?                                                                                                                                                                                                      |                                                                |            |                                                                                  |
| model patience, warmth and responsiveness?                                                                                                                                                                                                                      |                                                                |            |                                                                                  |
| use songs & rhymes to help me remember steps and support my understanding, e.g. this is the way we wash our hands?                                                                                                                                              |                                                                |            |                                                                                  |
| know and support my current development stage for eating, drinking and weaning, toileting and dressing?                                                                                                                                                         |                                                                |            |                                                                                  |

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| model a range of ways to communicate<br>e.g. visuals, Makaton?                                                                             |                                                                    |            |                                                                                          |
| consistently use books, stories, role-play<br>to talk to me about and practice what to<br>do when things go wrong?                         |                                                                    |            |                                                                                          |
| <b>Are my spaces providing...</b>                                                                                                          | <b>How and what does my provision<br/>do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do<br/>to further improve inclusive<br/>provision?</b> |
| books, photos and resources that ensure<br>I can see myself reflected in the setting?                                                      |                                                                    |            |                                                                                          |
| me with my own coat peg or tray, that is<br>in the same place, which gives me a<br>sense of belonging and consistency?                     |                                                                    |            |                                                                                          |
| activities that provide challenge and<br>problem solving?                                                                                  |                                                                    |            |                                                                                          |
| me lots of opportunities to help me<br>become independent e.g. self-care<br>stations, labelled storage with<br>photos/words/pictures?      |                                                                    |            |                                                                                          |
| open-ended natural resources that have<br>more than one purpose to allow me to<br>build my independence and resilience?                    |                                                                    |            |                                                                                          |
| displays using visual instructions to<br>support my understanding of what I<br>need to do. Eg coat on, shoes on,<br>prompts for toileting? |                                                                    |            |                                                                                          |

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| age-appropriate furniture for eating and toileting equipment e.g. high and low chairs and tables, changing tables, steps, potties, adaptive toilet seats etc?                                                                                                   |                                                                |            |                                                                                  |
| noticeboard to share information with parents e.g.: potty training guide?                                                                                                                                                                                       |                                                                |            |                                                                                  |
|  <b>Personal, social and emotional development: Building relationships</b><br>(I want to be able to separate from my parent/carer, play with other children, make a friend...) |                                                                |            |                                                                                  |
| <b>Do my adults...</b>                                                                                                                                                                                                                                          | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| get to know me before I start at the setting and familiarise themselves with my previous experiences of being with other children e.g. siblings, family, another childcare?                                                                                     |                                                                |            |                                                                                  |
| allow me to bring some favourite things from home to help me feel safe. Eg photos, comforter or favourite toy?                                                                                                                                                  |                                                                |            |                                                                                  |
| understand my interests and the things I like to play with?                                                                                                                                                                                                     |                                                                |            |                                                                                  |
| play alongside me with their own set of resources, then sensitively join my play?                                                                                                                                                                               |                                                                |            |                                                                                  |
| teach me to take turns with an adult and then one other child?                                                                                                                                                                                                  |                                                                |            |                                                                                  |

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| model language such as “my turn, your turn”?                                                                                                 |                                                                |            |                                                                                  |
| consider grouping me in smaller groups if I am not ready to play in a larger group?                                                          |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                                                            | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| resources and spaces that may be familiar to me e.g. home corner, water play area?                                                           |                                                                |            |                                                                                  |
| representations of different family make ups?                                                                                                |                                                                |            |                                                                                  |
| representation of the local area, culture, landmarks, e.g. you may place photos of local buildings in the block area?                        |                                                                |            |                                                                                  |
| displays at my height that I can interact with and view myself and others represented. Eg key person board?                                  |                                                                |            |                                                                                  |
| a self-registration system that helps me develop a sense of belonging?                                                                       |                                                                |            |                                                                                  |
| resources that reflect my interests in all spaces e.g. dinosaurs or trains in the book area and sand area, role play and construction areas? |                                                                |            |                                                                                  |

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| enough resources for me and my friends to play together?                                                     |  |  |  |
| zones to help me learn how to share space at key times e.g. carpet circles or hoops and song and story time? |  |  |  |



## Strategic Development Plan – Personal, social and emotional development

| <b>Area for improvement</b><br>What do you need to do to improve? | <b>Strategic planning</b><br>Long term goal or vision | <b>Workforce development</b><br>How will you build knowledge & motivate staff? | <b>Resources</b><br>What will you need to support this improvement area? | <b>Timescale</b><br>When will each action be completed by? | <b>Impact</b><br>Has this improved?<br>What is your new RAG rating? |
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## Physical development and sensory needs



### Physical development and sensory needs: Gross motor

(I want to be able to move my body in different ways, sit up on the floor or on a chair, use wheeled toys...)

| Do my adults...                                                                             | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|---------------------------------------------------------------------------|
| provide different positions for me to develop muscle strength?                              |                                                         |     |                                                                           |
| plan for me to use large and small equipment indoors and outdoors, alone and in a group?    |                                                         |     |                                                                           |
| give me the opportunity to practice my hand-eye coordination and develop spatial awareness? |                                                         |     |                                                                           |
| allow me to choose to sit or stand when completing activities?                              |                                                         |     |                                                                           |
| build my confidence by supporting and challenging my growing skills?                        |                                                         |     |                                                                           |
| Are my spaces providing...                                                                  | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
| opportunities for me to climb and explore?                                                  |                                                         |     |                                                                           |
| experiences to run, jump, throw, kick and catch?                                            |                                                         |     |                                                                           |

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| space for me to dance, stomp and move to music?                                                                                                                                                                                                                                   |                                                                |            |                                                                                  |
| challenges for me to try and negotiate how to move through them?                                                                                                                                                                                                                  |                                                                |            |                                                                                  |
| chairs and tables which are appropriate for me?                                                                                                                                                                                                                                   |                                                                |            |                                                                                  |
| space, time and challenge to practice and learn how to use a range of bikes, trikes and scooters over different surfaces?                                                                                                                                                         |                                                                |            |                                                                                  |
|  <b>Physical development and sensory needs: Fine motor</b><br>(I want to be able to use my hands to reach, grasp and manipulate objects, use a range of different tools, build and construct...) |                                                                |            |                                                                                  |
| <b>Do my adults...</b>                                                                                                                                                                                                                                                            | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| model and guide me when exploring objects?                                                                                                                                                                                                                                        |                                                                |            |                                                                                  |
| allow me plenty of time to explore, enjoy and repeat activities that build my core strengths to support my small fine motor skills?                                                                                                                                               |                                                                |            |                                                                                  |
| allow me to explore freely and in my own way but also guiding my hand to help me gain more control over my movements when needed?                                                                                                                                                 |                                                                |            |                                                                                  |
| observe how I use my finger and thumb to develop my pincer movement?                                                                                                                                                                                                              |                                                                |            |                                                                                  |

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| provide increasingly challenging building materials to support my creative and critical thinking? |                                                                |            |                                                                                  |
| Let me build inside and outside?                                                                  |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                 | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| a range of resources that I can hold, squeeze, drop and move between my hands?                    |                                                                |            |                                                                                  |
| resources I can manipulate?                                                                       |                                                                |            |                                                                                  |
| opportunities for me to carry out daily activities?                                               |                                                                |            |                                                                                  |
| adaptive resources to meet my current development stage?                                          |                                                                |            |                                                                                  |
| access to larger mark making?                                                                     |                                                                |            |                                                                                  |
| Large construction and recycled materials?                                                        |                                                                |            |                                                                                  |



### Physical development and sensory needs: Sensory processing

(I want to be able to feel comfortable in my surroundings, have appropriate resources to explore, have friendly interactions with my peers, engage for short periods of time ...)

| Do my adults...                                                                                                          | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
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| identify what is distressing me and try to help me regulate my feelings?                                                 |                                                         |     |                                                                           |
| recognise that my behaviour is a form of communication and spend time working out what I am trying to tell them?         |                                                         |     |                                                                           |
| understand that all sensory needs are different, and it might take time to find the right solution and resources for me? |                                                         |     |                                                                           |
| offer me alternative safe objects to support my sensory need?                                                            |                                                         |     |                                                                           |
| help me find ways to communicate my wants and needs?                                                                     |                                                         |     |                                                                           |
| recognise and provide alternative furniture and resources to aid my concentration?                                       |                                                         |     |                                                                           |
| Are my spaces providing...                                                                                               | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
| a space for me to take myself away from the noise and bustle of the room?                                                |                                                         |     |                                                                           |
| a quiet area with resources to support my needs?                                                                         |                                                         |     |                                                                           |
| activities which stimulate all my senses?                                                                                |                                                         |     |                                                                           |

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| a space that is predictable and familiar?                                                                                                                                                                                            |                                                                |            |                                                                                  |
|  <b>Physical development and sensory needs: Hearing impairment</b><br>(I want to be able to hear as well as I can, understand what is happening...) |                                                                |            |                                                                                  |
| <b>Do my adults...</b>                                                                                                                                                                                                               | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| support me to recognise when amplification is not working and encourage me to seek out my key person?                                                                                                                                |                                                                |            |                                                                                  |
| understand about my hearing aids, change the batteries, and help me keep them clean?                                                                                                                                                 |                                                                |            |                                                                                  |
| follow advice from other professionals if they are involved?                                                                                                                                                                         |                                                                |            |                                                                                  |
| <b>Are my spaces providing...</b>                                                                                                                                                                                                    | <b>How and what does my provision do well to support this?</b> | <b>RAG</b> | <b>What does my provision need to do to further improve inclusive provision?</b> |
| quieter areas I can go to with adaptive resources and materials for communication?                                                                                                                                                   |                                                                |            |                                                                                  |
| a visual timeline so I know what is going on?                                                                                                                                                                                        |                                                                |            |                                                                                  |
| opportunities for me to learn and play alongside my peers?                                                                                                                                                                           |                                                                |            |                                                                                  |



### Physical development and sensory needs: Vision impairment

(I want to be able to move around the provision on my own, join in the same activities as my friends...)

| Do my adults...                                                                                      | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|---------------------------------------------------------------------------|
| adapt the environment to meet my needs?                                                              |                                                         |     |                                                                           |
| model and encourage my peers to keep the floor tidy?                                                 |                                                         |     |                                                                           |
| encourage me to look after and use my glasses in the correct way I need to?                          |                                                         |     |                                                                           |
| Are my spaces providing...                                                                           | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
| a safe, clutter free environment for me?                                                             |                                                         |     |                                                                           |
| tactile creative activities using sounds and music to engage me and help me explore, play and learn. |                                                         |     |                                                                           |
| good indoor lighting levels for me to play alongside my friends?                                     |                                                         |     |                                                                           |



## Strategic Development Plan – Physical Development and Sensory Development

| <b>Area for improvement</b><br>What do you need to do to improve? | <b>Strategic planning</b><br>Long term goal or vision | <b>Workforce development</b><br>How will you build knowledge & motivate staff? | <b>Resources</b><br>What will you need to support this improvement area? | <b>Timescale</b><br>When will each action be completed by? | <b>Impact</b><br>Has this improved?<br>What is your new RAG rating? |
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|                                                                   |                                                       |                                                                                |                                                                          |                                                            |                                                                     |



### Cognition and learning and characteristics of effective learning:

(I want to be able to explore with cause-and-effect resources and activities, play anticipation games, engage in imaginary play, make choices, understand what will happen next, develop curiosity and investigative skills, play and explore on my own and with others...)

| Do my adults...                                                                                  | How and what does my provision do well to support this? | RAG        | What does my provision need to do to further improve inclusive provision? |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------|---------------------------------------------------------------------------|
| model play, exploration and curiosity?                                                           |                                                         |            |                                                                           |
| follow my lead in play without taking over?                                                      |                                                         |            |                                                                           |
| encourage and support me to take appropriate risks and try new things?                           |                                                         |            |                                                                           |
| encourage and allow me to use resources in different ways, supporting exploration and curiosity? |                                                         |            |                                                                           |
| help me feel prepared for what comes next?                                                       |                                                         |            |                                                                           |
| respect how I like to play while helping me make friends and play with others?                   |                                                         |            |                                                                           |
| talk to me, describing play and naming objects and actions?                                      |                                                         |            |                                                                           |
| <b>Are my spaces providing...</b>                                                                | <b>How and what does my provision do</b>                | <b>RAG</b> | <b>What does my provision need to do</b>                                  |

|                                                                                          | well to support this? |  | to further improve inclusive provision? |
|------------------------------------------------------------------------------------------|-----------------------|--|-----------------------------------------|
| a range of resources to encourage exploration, imagination and curiosity inside and out? |                       |  |                                         |
| opportunities to be active and spaces to be calm inside and out?                         |                       |  |                                         |
| imaginative resources that reflect my home, family and local community?                  |                       |  |                                         |
| room to explore freely, find and chose resources easily?                                 |                       |  |                                         |
| time and space to explore, choose and return to my favourite things?                     |                       |  |                                         |
| freedom, opportunity and support to choose to play with others or on my own?             |                       |  |                                         |
| visual prompts to help me understand what is happening now and next?                     |                       |  |                                         |



## Strategic Development Plan – Cognition and learning and characteristics of effective learning

| <b>Area for improvement</b><br>What do you need to do to improve? | <b>Strategic planning</b><br>Long term goal or vision | <b>Workforce development</b><br>How will you build knowledge & motivate staff? | <b>Resources</b><br>What will you need to support this improvement area? | <b>Timescale</b><br>When will each action be completed by? | <b>Impact</b><br>Has this improved?<br>What is your new RAG rating? |
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## Foundations of high-quality inclusive practice

|  Reflective questions                                                                                                                                                                                                                                                                                                                                                 | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|---------------------------------------------------------------------------|
| <b>Leadership, vision and inclusion</b> <ul style="list-style-type: none"> <li>• Do all the adults around me understand how to help everyone feel included and belong?</li> <li>• Do adults think about what I need and include everyone when they make plans and decisions?</li> <li>• How do adults know if I am happy, included and doing well?</li> <li>• When adults learn new things, does it help them support me better?</li> </ul>            |                                                         |     |                                                                           |
| <b>A unique child</b> <ul style="list-style-type: none"> <li>• Do adults know what makes me special and celebrate the things I can do?</li> <li>• If I find something difficult, do adults notice and help me in the right way?</li> <li>• Do I feel valued, respected and included every day?</li> <li>• Can I join in and take part in ways that work for me?</li> <li>• Do adults listen to me and take my ideas and feelings seriously?</li> </ul> |                                                         |     |                                                                           |

|  Reflective questions                                                                                                                                                                                                                                                                                                                                                                                                                        | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|---------------------------------------------------------------------------|
| <b>Positive relationships</b> <ul style="list-style-type: none"> <li>• Do the adults who care for me work well with my family?</li> <li>• Can my family get the information they need in ways that work for them?</li> <li>• Does my family know how I am doing and how they can help me?</li> <li>• When I need extra help, do the adults ask the right people to support me?</li> <li>• Do the adults share important information about me with the right people at the right time so I can get the help I need?</li> </ul> |                                                         |     |                                                                           |
| <b>Enabling environments</b> <ul style="list-style-type: none"> <li>• Do I feel listened to, supported, valued and included here?</li> <li>• Do the books, toys and resources show people who are like me and different from me?</li> <li>• Do the daily routines work well for me and help me feel comfortable and included?</li> <li>• Do I feel safe, confident and able to explore, play and learn by myself?</li> <li>• Do adults notice when something needs to change to help me learn, play and belong?</li> </ul>    |                                                         |     |                                                                           |

|  Reflective questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How and what does my provision do well to support this? | RAG | What does my provision need to do to further improve inclusive provision? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|---------------------------------------------------------------------------|
| <b>Learning and development</b> <ul style="list-style-type: none"> <li>• Do the things I learn and do help me to learn in ways that work for me?</li> <li>• Do I get lots of chances to choose my own play and learning, as well as learn with adults?</li> <li>• Do adults help me to learn in the ways that suit me best?</li> <li>• Do adults know what I can do now and what I need to learn next?</li> <li>• Am I learning, developing and achieving from where I started?</li> <li>• Does the help I get make a difference to my learning and development?</li> </ul> |                                                         |     |                                                                           |

## Strategic Development Plan – Foundation of high-quality practice

| <b>Area for improvement</b><br>What do you need to do to improve? | <b>Strategic planning</b><br>Long term goal or vision | <b>Workforce development</b><br>How will you build knowledge & motivate staff? | <b>Resources</b><br>What will you need to support this improvement area? | <b>Timescale</b><br>When will each action be completed by? | <b>Impact</b><br>Has this improved?<br>What is your new RAG rating? |
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