*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** |
| Down Syndrome |  |  |  |
| Supporting 2 year olds with Complex Needs |  |  |  |
| Please list any other training that you have attended linked to Cognition and Learning: | | | |

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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), I CAN, ECAT* * *Environmental audit tools – ECERs, ITERs and those within IDP*   *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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| **Cognition and Learning - 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 the environment? * Made the resources accessible? * Used a range of tactile and visual resources? * Deployed staff? * Used a range of ICT? * Differentiated planning, resources and groupings? * Set routines in your setting? * 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? * Promoted different communication methods e.g. hand over hand, pointing? * Implemented characteristics of effective learning? * Set up a calm area? * Used visuals e.g. visual timetable, now and next? |  |

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| **Cognition and Learning – 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 |  |  |
| **How are you using now and next boards, with the child (if appropriate)?**   * to prepare for transition * as a motivator * to help with routine |  |  |

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| **How are you using real objects to support communication and understanding with the child?**   * at snack time * at toileting time * when transitioning * when following instructions * when recalling information |  |  |
| **How do you use story sacks and sensory stories, with the child?**   * in a targeted group * duplicate resources – practitioner leading to have one and child to have duplicate. * to recall stories |  |  |
| **How do you deploy staff to;**   * **promote participation and independence** e.g. using a choice board/now and next, adult to support sitting at group times/snack * **support social inclusion** e.g. smaller groups, turn taking games, role modelling, giving children additional time. * **enable instructions to be understood by the child?** e.g. visuals, signing, simplified language. |  |  |
| **Does the child have access to additional equipment**  For example:   * laptop * iPad * supportive slope * move and sit cushion * sensory cushions * cause and effect toys |  |  |

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| **Cognition and Learning 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?** |  |  |
| **What action has been taken to enable the child to access resources?**  How have you used….   * open shelving * low distraction areas e.g. minimal equipment out, neutral colours * high stimulation areas e.g. sensory areas * augmented support * hand over hand support |  |  |
| **How have you incorporated specialist advice into planning for adaptations to the environment for the child?**  Refer to…   * Specialist Teacher Report * Speech and language * Portage Profile * Occupational Therapist * Physiotherapist |  |  |

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| **How have you introduced alternative methods of communication, if appropriate?**   * Picture Exchange Communication System (PECS) * TEACCH   *Ensure that training has taken place from specialists.* |  |  |
| **Have you devised and implemented an individualised programme for the child following specialist advice? Please give details.**   * A detailed personalised programme of what the child is doing throughout the session, to indicate what interventions need to be put in place e.g. if children are sitting for 10 minutes during carpet time and child is only able to sit for 1 minute what do they do while it is still carpet time. |  |  |
| **How are individual therapy programmes being implemented to address coordination/sensory modulation difficulties as advised by therapists?**   * If advice has been given by specialists, how have you implemented it and planned time for the activity? e.g. BEAM, Ready Steady Go |  |  |