*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
 |  |  |