|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Child’s Name** | **Date of birth** | **Date child started at setting**  | **School Start date** | **Name of setting** |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Training we have attended:** | **Y/N** | **Date**  | **Has this been cascaded to the rest of the team?****Y/N** |
| Characteristics of Effective Learning (**The Education People**) |  |  |  |
| Small Steps for Great Gains – Collaboratively Supporting 2-year olds with Complex Needs (**Specialist Teaching and Learning Service**) |  |  |  |
| Down Syndrome (**Specialist Teaching and Learning Service**) |  |  |  |
| Record any other training that you have attended linked to Cognition and Learning: |

|  |
| --- |
| **Points to consider when using this document:**This audit is a valuable source of information to support Kent SEND processes and at times of transition.**When other professionals are supporting a child, the impact of Best Practice Guidance strategies will be recorded on the Personalised Plan.*** *Complete in line with the Best Practice Guidance document in relation to the child’s main area of need (see Broad Areas of Need section in the BPG)*
* *Use as a tool to support reflection and planning*
* *To be completed by the key person with the SENCo*
* *Use and review as a working document over time; dates can be added as the impact or strategies are monitored*

*Refer to strategies from documents such as the Inclusion Development Programme (IDP), National Strategies - Social and Emotional Aspects of Development (SEAD)and* Sustained Shared Thinking and Emotional Wellbeing (SSTEW), I CAN, ECAT and environmental audit tools such as ECERS, and ITERS**Please remember that pre-LIFT support can be sought from the Early Years Equality and Inclusion team, using the request for support form on Kelsi.** |

|  |
| --- |
| **Cognition and Learning (C&L)** **Universal Level** – Whole Setting Response for All ChildrenUsing the Best Practice Guidance document, consider universal practice in your setting and describe the impact |
| **Current Practice**: The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies. |
| **Things to consider, in conjunction with the Best Practice Guidance.****Learning Environment - what is the impact of:*** providing a calm area when children need additional space
* providing clearly defined areas and storage that are labelled and easily accessible to all children e.g. open shelving
* planning uncluttered spaces, avoiding over-stimulation
* adjusting and monitoring noise levels
* providing a multi-sensory approach that incorporates visual, tactile and sensory elements
* providing open-ended resources that offer flexibility
* using a visual support, that reflects the developmental stage of the child
* ensuring that resources can be used, moved, combined in different ways.

**Provision - what is the impact of:*** deploying staff to maximise learning opportunities
* ensuring that routines allow children to make connections but are flexible to meet children’s needs
* planning peer support and sensitive grouping for a range of activities
* planning additional time for exploration and opportunities to explore ideas
* planning to promote the Characteristics of Effective Learning
* planning a range of activities on the floor, at low levels and on tables
* introducing ICT systems with appropriate software e.g. touch screen, sound buttons, etc**.**

**Communication - what is the impact of:*** role-modelling language during play, describing actions alongside children
* using language to support children to make links and build on their understanding
* understanding and using the principles of the ECAT Top Techniques
* using language that is developmentally appropriate
* using open-ended questions, waiting sensitively for a response
* using a range of visual support materials to support understanding
* working with parents to raise awareness and share strategies to support learning.
 |  |
| **Cognition and Learning (C&L) – Targeted Support**What interventions are in place for the individual child at a targeted level |
| **Current practice.** The following are suggestions and should not be considered exhaustive or used as a tick list. | **What action has been taken?**What have you done?What adjustments have you made? | **What has been the impact of this?**What difference has this made for the child?Include dates. |
| **Learning Environment - how did you provide:*** additional calm spaces, according to children’s changing needs
* sensory materials to meet identified preferences to support engagement
* available adapted and additional equipment e.g. sensory cushion, fiddle toy
* staff deployment to support children when noise levels are raised and could cause distress
* additional adjustments e.g. child may need their key person.
 |  |  |
| **Provision - how have you planned:*** a multi-sensory learning approach
* deployment of staff to promote engagement by playing alongside and copying children’s actions
* adult support when children use IT equipment
* for sensitive grouping/pairings for activities.
 |  |  |
| **Communication - how did you:*** use visual support to support understanding e.g. now and next board, timeline etc.
* support social inclusion e.g. smaller groups, turn-taking, use of ‘mini-me’ resources, etc.
* break down instructions so that they are understood
* use the child’s preferred method of communication e.g. hand-over-hand, real objects, etc.
* support participation in stories/songs in smaller groups using visual support e.g. provide a duplicate book
* provide opportunities to encourage eager anticipation through ‘ready, steady, go’ games.
 |  |  |