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

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| **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.** |

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| **Cognition and Learning (C&L)** **Universal Level** – Whole Setting Response for All Children  Using 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. |  | |  |