



In order to achieve Award Level 1 settings must have met all the criteria.

## Inclusion Lead (Award Level 1)

**Outcome 1: The Inclusion lead is the contact for general information on SEN for your setting**

1.1	Evidence networking with colleagues from other settings and exchanging resources and information about SEN.
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**Outcome 2: The Inclusion lead is the contact for specific information about individual children with SEN**

2.1	Evidence how you (would) coordinate and facilitate information sharing about individual children with SEN to create consistency
2.2	Evidence how you (would) manage and keep accurate records of the profiles and progress of children with SEN, sharing this information with staff and parents so that the learning environment can be adjusted

**Outcome 3: The Inclusion lead is the contact for links to other settings or services engaged in working with children with SEN and their families**

3.1	Evidence how to access professionals in health, social care and the voluntary and independent sectors
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**Outcome 4: The Inclusion lead is responsible for identifying and planning training and development opportunities for staff on inclusion related issues**

4.1	Evidence how you oversee and coordinate ongoing SEN training for staff
4.2	Evidence how you organise continuing professional development (CPD) opportunities which include the experiences and perspectives of people with SEN and parents
4.3	Evidence how you have established an induction programme that informs and supports new starters and bank staff about the needs of children with SEN ensuring staff know where to access support
4.4	Evidence how you ensure staff update their skills and knowledge in line with new developments
4.5	Evidence the opportunities staff have had to reflect on, discuss and evaluate their practice in relation to children with SEN

**Outcome 5: The Inclusion lead is responsible for the implementation of the Autism Education Trust (AET) Early Years Autism Standards in your setting**

5.1	Evidence completion of AET Early Years Autism Standards audit
5.2	Evidence how the setting has used the information gathered in 5.1 to develop an action plan and implement changes to create an autism-friendly environment

## All staff (Award LEVEL 1)

**Outcome 6: All staff have undertaken SEN training and development, appropriate to their professional needs and the needs of the setting**

6.1	Evidence that <b>all staff</b> have a personal and professional development plan to improve own knowledge and understanding of SEN
6.2	Evidence that <b>all staff</b> access continuing professional development (CPD) opportunities on SEN
6.3	Evidence that <b>all staff</b> have explored and reflected on the experiences and perspectives of people with SEN and their families
6.4	Evidence that <b>all staff</b> know how to access general information on SEN from the named inclusion lead
6.5	Evidence that <b>all staff</b> know how they can network with colleagues from other settings to exchange resources/information on SEN
6.6	Evidence that <b>all staff</b> know how to access information or local services and support groups for parents

**Outcome 7: All staff have at least a basic understanding of social communication difficulties**

7.1	Evidence that <b>all staff</b> can explain what a social communication difficulty is to colleagues/others
7.2	Evidence that <b>all staff</b> have explored and reflected on possible strengths and challenges a child with social communication difficulties may have.

**Outcome 8: All staff understand how social communication difficulties can affect a child's learning and development**

8.1	Evidence that <b>all staff</b> understand how social communication difficulties can affect children in different ways
8.2	Evidence that <b>all staff</b> understand the effect of the four key areas of difference on individual children
8.3	Evidence that <b>all staff</b> understand the potential sensory challenges for children with autism.
8.4	Evidence that <b>all staff</b> have explored and reflected how children with autism may have an uneven profile of development and their performance may vary depending on the context.