*In order to achieve Award Level 2 settings must have met all the criteria.*

 **Inclusion Lead & all staff (Award Level 2)**

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| **Outcome 1: The Inclusion lead has maintained the level 1 assessment criteria**  |
| **1.1** | Evidence of regular updating and exchange of information SEND & for individual Children  |
| **1.2** | Evidence that professional and/or services have been accessed (if required for children)  |
| **1.3** | Evidence of appropriate induction and training plan for new and existing staff |
| **1.4** | Evidence of action plan reviews linked to the AET Autism Standards.  |
| **1.5** | Evidence Inclusion Lead has used recommended observation/assessment tools to identify children’s additional needs and shared information from this with the appropriate staff team e.g. Reading Early Action Communication Tool; Leuven Scales; Speech & Language UK Progress Checker; Early Years Developmental Journal; or any other tool the setting has identified as being supportive  |
| **Outcome 2: All staff has maintained the level 1 criteria**  |
| **2.1** | All staff have undertaken continuing professional development or have a training plan in place.  |
| **2.2** | Evidence that all staff have an understanding of SEN needs (Level 1 evidence will meet this criterion if within the last 12 months)  |
| **2.3** | Evidence that all staff are aware of the different observation/assessment tools that children have been supported with and that appropriate recommendations of support following use are being put into place by the team.  |
| **Outcome 3: The setting makes appropriate provision for children with SEND as set out in the AET Autism Standards**  |
| **3.1** | Evidence setting has established (or developing) inclusive practice in accordance to their action plan.  |
| **3.2** | Evidence all staff have established (or developing) inclusive practice appropriate to their role/needs in relation to the AET Early Years Standards.  |
| **3.3**  | Evidence the setting has completed an Sensory Environmental Checklist (e.g. Low Arousal Environmental Checklist) and made any appropriate adjustments required to suit the needs of their cohort with sensory needs.  |
| **3.4** | Evidence that the inclusion lead and staff work with parents to support their child through SEND processes e.g. SEN Support Plan Reviews; Transition; Making Referrals to other services; and where appropriate applying for additional funding.  |
| **Outcome 4: The Setting makes appropriate provision for children with Speech, Language and Communication Difficulties in line with the Speech, Language and Communication Framework (SLCF)** |
| **4.1** | Evidence setting has established (or developing) inclusive practice in accordance to their SLCF action plan.  |
| **4.2** | Evidence all staff have established (or developing) inclusive practice appropriate to their role/needs in relation to the “Universal Level” and “Enhanced Level” of the framework.  |
| **4.3** | Enrolled a Speech & Language Communication “Champion” to engage with SLCN Networks and SLCN Training including disseminating to staff.  |
| **4.4** | The SLCN Champion has used the Communication Friendly Environment Reflection tool and is developing inclusive practice in accordance to their audit.  |
| **Outcome 5: The setting has identified individual staff members to access specific training available and begin developing this within the setting**  |
| **5.1** | Evidence the setting has one member of staff who is undertaking/completed an appropriate SEND Qualification (Level 2 SEND CACHE or Level 3 SENCO Award) |
| **5.2** | Evidence at least one staff member has attended a specific Training that focusses on delivering strategies/interventions and their reflections upon this training. |
| **5.3**  | Evidence of how the staff member is supporting the rest of the team in learning more about this intervention through team meetings and modelling of the strategy.  |