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

 **Inclusion Lead (Award Level 1)**

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| **Outcome 1: The Inclusion lead is the contact for general information about SEN.**  |
| **1.1** | Evidence networking with colleagues from other settings and exchanging resources and information about SEN.  |
| **Outcome 2: The Inclusion lead is the contact for individual children with SEND & services engaged in working with children with SEN and their families** |
| **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 |
| **2.3** | Evidence Inclusion Lead knows how to access professionals in health, social care and the voluntary and independent sectors |
| **Outcome 3: The Inclusion lead is responsible for identifying and planning training and development opportunities for staff on inclusion related issues** |
| **3.1** | Evidence how the senior leadership team **supports a SEND induction programme** that informs and supports new starters, existing staff and bank staff about the needs of children with SEN ensuring staff know where to access support.  |
| **3.2** | Evidence how you **organise continuing professional development (CPD) opportunities** for all staff which include the experiences and perspectives of people with SEN and parents |
| **Outcome 4: The Inclusion lead is responsible for the implementation of the ongoing development for inclusive practice in your setting** |
| **4.1** | Evidence of using the AET Early Years Autism Standards Audit to identify areas of strengths & weaknesses across the team.  |
| **4.3** | Evidence how the setting has used the information gathered in 4.1 to develop an action plan and identified key priorities to develop to embed inclusive practice.  |

 **All staff (Award LEVEL 1)**

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| **Outcome 5: All staff have undertaken SEN training and development, appropriate to their professional needs and the needs of the setting** |
| **5.1** | Evidence that **all staff** have a ongoing personal and professional development plan to improve own knowledge and understanding of SEN which is reviewed with the inclusion lead/Supervision.  |
| **5.3** | Evidence that **all staff** have explored and reflected on the experiences and perspectives of people with SEN and their families |
| **5.1** | Evidence that **all staff** know how to access general information on SEN from the named inclusion lead |
| **5.2** | Evidence that **all staff** know how they can network with colleagues from other settings to exchange resources/information on SEN.  |
| **5.3** | Evidence that **all staff** know how to access information or local services and support groups for parents |
| 6. Evidence 75% of staff have completed the 2 modules within the Dingley Promise Training Programme and/or completed a whole setting SEND training package.  |