



Brighter Beginnings Early Years Inclusion Award



Level Two Early Years Inclusion Award Guidance

Congratulations on achieving your Level One Brighter Beginnings Early Years Inclusion Friendly Setting Award. You may now be thinking, what do I do next for Level 2?

This guide has been put together by Brighter Beginnings panel representatives to help settings in their journey towards achieving Level 2 award

You do not need to send us any evidence. When you are ready, please notify us by email and we will arrange to visit you so you can show us your evidence.

Top tips

We've put together a few tips to help you get started.

Set aside some time to bring your focus back onto the award.

Have a refresh of your Level one feedback and the action plan you created in Level one. What actions did you set yourself? Have you achieved them or are you still working towards them?

What can you do to help your setting continue their progress towards these targets?

Do you need to set your setting some new targets if they have achieved the previous ones?
(Outcome 1)

Showcase your SEND case studies to us

- Ensure you feel confident in using assessment tools. This could include the Leuven Scales of Wellbeing/Involvement; Early years developmental journal; environmental assessment tool; Reading Early Action Communication tool; online progress checkers from Speech and Language UK
- Remember there is no right or wrong tool to use but it would be great to see how you have used different tools you have learned about from your CPD to help assess and meet children's needs within your setting
- Be prepared to show us your children's files whether they are paper copies or online. We want to see evidence of how you have implemented and reviewed your SEND plans to ensure they are being used as working documents
- Do staff in the room know and understand about their children's individual plans?

Parents

- Get parents on board to spread the word about how you well have been helping their child with SEND. This may include what support you gave along the way
- You could share a parent feedback form or evidence of parents viewpoints in whichever way you capture this within your setting.

Environmental audit/checklists

- Don't forget to complete environmental audits/checklists to see if you need to make any adjustments to your setting to support children with these needs. For example you may focus on a speech and language environment audit or a low arousal sensory checklist depending on the needs you have in your setting.

You can find out more information about SEND plans and SEND processes in the [Early Years SENCO Guidance Document](https://brighterfuturesforchildren.org/professionals/under-5s-with-send/) on the Under Fives Professionals Webpage: <https://brighterfuturesforchildren.org/professionals/under-5s-with-send/>

You can show us evidence of assessment tools, environmental audits, parental feedback and SEN case studies during our visit (Outcome 2).

Prepare and familiarise yourselves

Use the [quick reference guide](#) and the [AET standards for early years settings](#).

- Reflect on your provision in relation to the quick reference and AET standards review and develop your action plan
- Think about what you want to showcase to us during our showaround and highlight what you have done to embed your SEND provision into your setting.

You can show us your reviewed action plan as part of your evidence during a Level 2 inclusion award visit. We will observe practice in the room and chat with your staff during this visit (Outcome 3).

Review your settings training needs

- You may want to get all staff to recomplete (and new staff) the [Inclusion confidence audit](#) to see their progress and also understand more about new staff training needs.
- You can then edit and update your team training plan detailing what SEND training all staff or individual staff may need to support their learning and development.
- You should also have a staff member who has completed or working towards a SEND qualification that is appropriate for their level; this may include
 - Level 3 SENDCO Qualification (Local or National)
 - Teacher SENDCO Qualification

You should also ensure you have staff member that is or has been trained on delivering at least one specific intervention that are being worked on within your setting such as:

- Attention Autism programme
- Intensive interaction
- ICAN early talk boost programmes or other speech and language interventions
- Sensory circuits
- Sensory massage/story/hand massage

Remember: If your staff have completed new CPD ask them to complete the [CPD reflection form](#) to help you reflect on further training and support for your staff.

Remember: Inclusion continuous professional development (CPD) may include:

- [Dingley's Promise online training](#) (each person can create their own training portal and access this at a time that suits them)
- [Berkshire Healthcare online speech and language workshops](#) (three live monthly workshops that are free for parents and professionals in early years)
- [NASEN online training and webcasts](#) (inclusion leads can use this free online resources to deliver training to their staff too)
- [Animal School!](#) (staff could watch this and reflect on the video during a team meeting)
- [Speech and Language UK workshops](#)
- [Anna Freud](#) – Early Years in Mind podcasts and resources

You may wish to consider attending our Inclusive Practice in Early Years training day, or request this as a bespoke course for your whole team. It focuses on understanding more about SEND needs and having the opportunity for discussions and to practice using resources that will support your children with SEND from our Early Years team.

You can show us a copy of your staff updated CPD achievements and CPD plans in relation to inclusion (Outcome 4)

Commented [TA1]: Update Form

Ready to proceed to achieving Level 2?

Once you feel you are ready to show us your evidence, please request a Level two inclusion visit via email.

The panel member/s will sign a confidentiality agreement so that you do not need to redact everything.

The panel members will visit your setting, ask you to showcase your achievements and chat with staff in the room. This will be completed in an informal way and to support you.

The panel members will make some notes; and then share this with other panel members to gain feedback.

We will aim to share the outcome of if you have achieved the award within 4 weeks of your visit occurring.

If you have any questions, please contact early years or, if you wish to discuss your SEND provision with an early years SEND advisor, please book a SEND surgery slot.

Once you have achieved level 2 you may feel ready to work towards achieving level 3 inclusion award.