

## Level 3 assessment criteria

To achieve Award Level 3 settings must have met all the criteria.

### Inclusion lead and all staff (Award Level 3)

<b>Outcome 1: All staff has maintained the level 1 and level 2 assessment criteria</b>	
<b>1.1</b>	Evidence of ongoing development & action plan linked to the AET Autism Standards.
<b>1.2</b>	Evidence of ongoing appropriate induction and training plan for new and existing staff.
<b>Outcome 2: Practice within the Setting is of an exceptional standard and is shared with other settings.</b>	
<b>2.1</b>	Evidence that high quality practice is shared at networking opportunities e.g. SENCO networks/Newsletters
<b>2.2</b>	Evidence of building relationships with other local settings to support their development of inclusive practice.
<b>2.3</b>	Evidence of supporting another setting to support their SEN practice (e.g. visiting another setting and/or having welcoming settings to view their provision) & supporting other SENCOS.
<b>2.3</b>	Evidence that all staff receive regular (at least monthly) opportunities to review and reflect on the settings SEND provision as a team & the impact of this is clearly evidenced through high quality SEND practice within the rooms (Learning walk and asking staff).
<b>Outcome 3: Evidence of working with parents/carer's to ensure effective use of additional support for children with SEND and/or where appropriate the use of EHCP applications to plan additional provision required.</b>	
<b>3.1</b>	Evidence of how the setting have gone above and beyond to support parents through their journey e.g. attending an appointment with parents ensuring the family receive appropriate support and advice.
<b>3.2</b>	Evidence of high quality and clear inclusion funding and/or EHCP applications monitoring the progress and impact of the inclusion funding
<b>Outcome 4: Evidence of measuring the impact of the setting's curriculum &amp; individual SEND provision; with continuous review and adaptations to the implementation of their SEND provision.</b>	
<b>4.1</b>	Clear evidence of how the curriculum is being adapted across the entire setting to meet the needs of children on both a cohort level and an individual child's level.
<b>4.2</b>	Clear evidence of tracking impact and monitoring progress over time on both cohort and individual children. Evidence the inclusion lead uses the data to inform planning of continuous SEND provision.