

## Level 2 assessment criteria

To achieve award level 2, settings must have met all the criteria.

### Inclusion lead and all staff (award Level 2)

<b>Outcome 1: The inclusion lead has maintained the level 1 assessment criteria</b>	
<b>1.1</b>	The setting has clear information for staff, parents and carers on where and how to find information about SEND.
<b>1.2</b>	The inclusion lead is the contact for individual children with SEND and for services engaged in working with children who have SEND, and their families. The inclusion lead can demonstrate/show us case studies.
<b>1.3</b>	The inclusion lead organises and supports an appropriate SEND continued professional development (CPD) programme/training for all staff.
<b>1.4</b>	The inclusion lead has reviewed their early years SEND provision and identified a plan to continue to embed inclusive practice.
<b>Outcome 2: The inclusion lead has overseen individual children’s assessments and provision (SEND plans) including supporting parents.</b>	
<b>2.1</b>	Evidence to show the inclusion lead has used recommended observation/assessment tools to identify children’s additional needs and shared this information with the appropriate staff team. Examples tools: Reading Early Action Communication tool; Leuven Scales; Speech and Language UK progress checker; Early Years developmental journal, or any other tool the setting has identified as being supportive.
<b>2.2</b>	Evidence of SEND plans being implemented as working documents (relevant staff understand the plans) with regular reviews which include parent contributions.
<b>2.3</b>	Evidence that the inclusion lead and staff work with parents to support their child through SEND processes e.g. SEND support plan reviews, transition, making referrals to other services, and where appropriate, applying for additional funding.
<b>2.4</b>	Evidence to show the setting has completed a relevant environmental/audit tool to review its provision and made any appropriate adjustments to suit the requirements of children in their cohort who have sensory needs. e.g. Sensory environmental checklist/low arousal environmental checklist/communication friendly environment audit.
<b>Outcome 3: The setting has implemented and made appropriate provision for children with SEND as set out within their action plan.</b>	
<b>3.1</b>	Evidence to show how the setting has established (or is developing) inclusive practice in accordance with their action plan in relation to the AET early years standards. This will be demonstrated through a SEND learning walk/show-round within the rooms and discussion with staff members.
<b>Outcome 4: The setting has identified individual staff members to access specific training available and has begun developing this within the setting.</b>	
<b>4.1</b>	Evidence to show that the setting has one staff member who is undertaking or has completed an appropriate SEND qualification (level 3 SENCO award).
<b>4.2</b>	Evidence to show that at least one staff member has attended a specific training that focuses on delivering strategies/interventions and can discuss how this is being embedded into the setting.