

Assessment criteria

To achieve award level 1, settings must have met all the criteria.

Inclusion lead (award level 1)

Outcome 1: The setting has clear information for staff, parents and carers on where and how to find information about SEND.		
1.1		Evidence networking with colleagues from other settings and exchanging resources and information about SEND.
1.2		The setting has a welcome/information board and resources available for parents/carers and staff to know where to find more information about SEND including who the setting's inclusion lead is.
Outcome 2: The inclusion lead is the contact for individual children with SEND and services working with children who have SEND, and their families. The inclusion lead can share case studies of a child/ren to demonstrate the following:		
2.1		How you coordinate and facilitate information sharing about the child with SEND to create consistency.
2.2		How you (would) manage and keep accurate records of the profiles and progress of children with SEND, sharing this information with staff and parents so the learning environment can be adjusted accordingly.
2.3		The inclusion lead knows how to access professionals within health, social care and the voluntary and independent sectors.
Outcome 3: The inclusion lead organises and supports an appropriate SEND continued professional development (CPD) programme/training for all staff.		
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 SEND so staff know where to access support.
3.2		Evidence how the inclusion lead organises SEND continuing professional development (CPD) opportunities for the majority of staff that is appropriate to their professional needs.
Outcome 4: The inclusion lead has reviewed their early years SEND provision and identified a plan to continue to embed inclusive practice.		
4.1		Evidence of using the AET Early Years Autism Standards quick reference guide and documentation to support review their SEND provision.
4.2		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.