

Brighter Beginnings Early Years Inclusion Award



Level One Early Years Inclusion Award Guidance

Thank you for registering for the Level 1 Brighter Beginnings Early Years Inclusion Friendly Setting Award!

This guide has been put together by the Brighter Beginnings panel to help settings on their journey towards achieving the award.

If your setting has decided to work towards the level 1 award, please email us at brighter.beginnings@brighterfuturesforchildren.org to let us know so we can be ready for your first visit.

You do not need to send us any evidence. When you have everything you need ready, just notify us and we will arrange to visit you so you can show us your evidence.

We've put together some tips to help you, below.

1. Allocate time

Set aside some time to focus on the award. For example, you could designate 10-20 minutes of all future team meetings to cover 'being an inclusion-friendly setting'.

Those who have achieved the Brighter Beginnings Early Years award, stress the importance of having full support from your team.

2. Get networking!

If you don't already contact other providers in your area, consider getting to know other settings near you. You can share advice and best practice, ask questions about how they are autism friendly and organise visits. A list of settings who have already achieved the award will be published on the Reading Family Information Service website.

Come along to one of the termly SENCO network meetings to discuss early years SEND topics, meet other settings and gain advice from the early years multi agency send teams.

Don't forget after-school clubs and children's centres, as well as other day-nurseries, preschools, schools and childminders.

You can talk about what you have gained and reflected on following networking during your level one visit (Outcome 1).

3. Share the news!

Create an 'Inclusion' display (or folder) to promote your settings inclusion ethos. You should include a photo of the settings' SENCO/inclusion lead.

You can show us your display/information folder during your visit (Outcome 1)



4. Review how you capture that every child is unique

Familiarise yourself with the [Reading Local Offer](#), and the [Graduated Response for Early Years](#) to look for services and providers in your area that may be helpful to the children in your setting and their families, these may include speech and language therapists, support groups or services in your local community.

Consider how you capture the child's strengths and interests as well as any challenges and how you share this with your staff team. You could consider the following to show us during your visit:

- One page profile
- SEND plans
- Good day/bad day
- Home/setting communication books
- Learning journey
- Early years developmental journal tracking
- Dreams and aspirations
- Observation profile.

You can find out more information about Individual Education Support Plans/SEND plans in BfC's [Early Years SENCO Toolkit](#).

You can show us evidence of referral forms, SEND plans or contact details that your setting may come across when supporting a child with SEND when showcasing your case study during the level one visit (Outcome 2).

5. Understand your setting's training needs

- Plan some fun activities to get your team learning about inclusion, you can use this staff [Inclusion Confidence audit](#) (we recommend you let staff complete this anonymously) to understand more about their knowledge
- You can then create a team training plan detailing what SEND training staff may need to support their learning and development
- Don't forget to include SEND inductions for new starters and to have a plan for when new staff start with you
- Ensure you regularly update your SEND policies and any new starter induction plans to include special educational needs and disability training


There is a lot of free training available that you can utilise which includes:

- [Dingley's Promise online training](#) (Each person can create their own training portal and access this at a time that suits them).
 - Inclusive practice in early years
 - The voice of the child
 - Transitions in early years
 - Behaviours that challenge
 - Difficult conversations with parents
- [Berkshire Healthcare online speech and language workshops](#) (Three live, monthly workshops 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

Consider asking your team to complete this [CPD reflection form](#) once they have received any Inclusion and SEN training, which can include watching the videos above and providing their learning from them:

You can show us your team's training certificates and reflection forms as part of your evidence during your level one visit (Outcome 3)

6. Familiarise yourselves with the [AET standards for early years settings](#).

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- Reflect on your provision in relation to the standards and record this on the **quick reference guide** document.
 - Develop an **action plan** in conjunction with your team and revisit this action plan regularly (There is a template available but you can create your action plan however you wish to suit your setting)

You can show us your reviewed standards and action plan as part of your evidence during a Level one visit (Outcome 4)

Ready to proceed to achieving level 1?

Once you feel you are ready, please email us to request a level one inclusion award meeting where you can show us your evidence as suggested.

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

The panel member will confirm if you have achieved level one or if there is more support and evidence required to achieve this.

If you have any questions, please contact early years team 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 one you will be ready to work on your action plan and work towards level two within the next six months to a year.