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| --- |
| **Setting Updates** (Ofsted, premises, staffing, working hours, children present) |
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**Section 3 – Managing Behaviour and SEND (part 3)**

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| --- | --- | --- | --- | --- | --- |
|  | **Managing Behaviour (3.53 – 3.54)**(Pg. 34 Statutory Framework for the EYFS) | **Securely in place** | **Partly in place** | **Not in place** | **Comments / Actions** |
| **S&W 43** | **Behaviour Management policy to include: (includes LA recommendations)*** Do you have a consistent approach to behaviour management and are your approaches commonly understood?
* How do you help children to manage their own feelings and behaviour?
* Are children developing a sense of what is right and wrong?
* Ensuring that corporal punishment is never given or threatened to a child
* Ensuring that corporal punishment is not given by any person who is in regular contact with a child, or by any person living/ working in the premises where care is provided
* Ensuring that any punishment which could adversely affect a child’s well-being is not used or threatened
* Systems in place where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary
* Definition of ‘physical intervention’ as stated in footnote on pg. 34 of the Statutory Framework for the EYFS
* Incident records in place

**Records kept of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day (3.54)** |  |  |  |  |
|  | **Special Educational Needs (3.68)**(Pg. 37 Statutory Framework for the EYFS) | **Securely in place** | **Partly in place** | **Not in place** | **Comments / Actions** |
| **S&W 65** | **Arrangements in place to support children with SEND (3.68)**This should include:* An identified Special Educational Needs Co-ordinator (SENCO)
* Regard to the Special Educational Code of Practice
* Procedures to ‘identify’ children who need support and the requirement to put measures into place to ensure the child’s needs are met. i.e. assessments, discussions with parents, IEP’s and referrals to other agencies if needed.
 |  |  |  |  |
| **S&W 66** | SEND Policy in place * Refers to SEND Code of Practice
* Early identification and assessment.
* Partnership with parents and professionals.
* Referral’s process.

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>  |  |  |  |  |
| **S&W 67** | Equal Opportunities Policy in place * Refers to the SEND Code of practice and Equality Act

<https://www.legislation.gov.uk/ukpga/2010/15/contents>  |  |  |  |  |
| **S&W 68** | SENCO training accessed (advised to be reviewed every 3 years and to attend on-going SENCO network meetings - LA recommendation) |  |  |  |  |
| **S&W 69** | Inclusion Policy in placeBritish Values Policy to be included and the Prevent Duty <https://www.gov.uk/government/publications/prevent-duty-guidance> |  |  |  |  |
|  |  **Total (max 6)** |  |  |  |  |

**Type of next visit: EQuIP (Sections 1,2 & 3) or EQuIP (Sections 1 & 2)**

**Date next visit due:**