

STANDARDS FOR INITIAL AUDIT
The Bolton Early Years Inclusion Quality Mark

Please note: standards highlighted in green are limiting judgements for accreditation

Terms in bold can be found in the glossary

Whole setting approaches	
Ethos	Leaders drive a culture that promotes inclusion.
	All staff recognise inclusion as a priority and can articulate the setting’s approach.
	The Leadership Team and the Senco actively promote a whole setting approach to inclusion
Leadership and Governance	The Leadership Team actively promotes and models strong partnerships between all stakeholders .
	The Leadership Team actively promotes and models an equal opportunities approach which values the contribution of all.
	The setting has an inclusion champion who oversees a continuous cycle of quality assurance and development in this area.
	The setting has a communication champion who oversees a continuous cycle of quality assurance and development in this area

CPD	There is a strategic plan for Continuing Professional Development, focused on childrens' needs.	
Person Centred Planning	Meetings are structured around person centred approaches.	
Understanding & valuing difference	The setting is committed to promoting equality and celebrating diversity.	
	The setting respects the different attitudes and values of its children and their families.	
Policies and Plans	Systems to safeguard children work effectively.	
	An inclusive approach is embedded in the policies, practices and protocols of the setting.	
	There is a learning plan which sets out how resources have been allocated according to a child's need.	
Suggestions of evidence to be gathered prior to the accreditation visit	Evidence to be gathered during the accreditation visit	
<ul style="list-style-type: none"> • Setting Development Plan or Action Plan • Prospectus • Mission/vision statements • Questionnaires/minutes of meetings with stakeholders • CPD plan/audit • Minutes of meetings • Safeguarding policy • Case studies (verbally shared or formally documented) 	<ul style="list-style-type: none"> • Child voice • Parent/carer/guardian interviews • Staff interviews • Interview with senior leadership team including Inclusion Champion and Communication Champion • Learning walk 	

Inclusive Learning

Curriculum and learning	A broad and balanced curriculum takes into account the needs of different groups of learners.
	Inclusive Quality First Teaching is embedded.
	An inclusive approach to learning is reflected in the learning environment and resources.
	Short, long and medium term planning takes into account the needs of different groups of learners.
	Opportunities are in place which enable all children to demonstrate their personal strengths, skills and abilities.
Learning and progress of all children	Staff understand their role in, and responsibilities for, the teaching and learning of all groups of children.
	The achievements of all children are valued.
	Children make progress in relation to their individual strengths and needs.
	There are regular reviews of progress made by all children
	The setting takes action at the earliest point to identify and plan to meet childrens' needs.
	A range of assessment tools is used effectively to set targets and monitor progress.
Transition	Transition is well supported at all transition periods during the day
	Transition is well supported when children begin to attend the settings or school.
	Transition is well supported between settings and schools.

<p>Suggestions of evidence to be gathered prior to the accreditation visit</p> <ul style="list-style-type: none">• Long/medium/short term planning over time• Provision mapping• Learner profiles//All About Me documents• Assessment tools – case study (verbal shared or formally documented)• Staff questionnaires• SEN policy• Transition planning & policy• Behaviour Support policy	<p>Evidence to be gathered during the accreditation visit</p> <ul style="list-style-type: none">• Learner interviews• Parent/carer/guardian interviews• Staff interviews• Interview with leadership team including Inclusion Champion & Communication Champion• Learning walk• Tracking information for targeted children
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Supporting Emotional Health and Wellbeing

Resilience	This is a setting where children and staff feel safe.	
	There is effective support available to individual children.	
	The setting takes active steps to develop resilient and independent children.	
	Staff understand and accept behaviour as a form of communication.	
	The setting uses a wide range of strategies to manage the needs of children with SEMH difficulties.	
	There are no recent incidents of exclusions . *	
	There are no incidents of off-rolling	
	The setting is able to evidence the application of local and national good practice guidance for SEN.	
Belonging	The setting provides a nurturing and caring environment.	
	All members of the setting community have a strong sense of belonging.	
Suggestions of evidence to be gathered prior to the accreditation visit <ul style="list-style-type: none"> • Good practice guidance documents 		Evidence to be gathered during the accreditation visit <ul style="list-style-type: none"> • Parent/carer/guardian interviews • Staff interviews • Interview with senior leadership team including Inclusion Champion • Learning walk • Displays

Participation & Involvement

Whole setting approach	The concept of participation is accepted by the whole setting community and is used consistently.
	Co-production with stakeholders is an identified feature of setting planning.
	Parents/carers/guardians and children have a voice in setting decision making.
Participation of stakeholders	Settings provides a welcoming environment where parents/carers/guardians feel supported and able to approach staff regarding any issues.
	There are regular and frequent opportunities for parents/carers/guardians to provide feedback in relation to children with additional needs.
	Parents/carers/guardians say that they are listened to and their views are incorporated into decision making.
	Parents/carers/guardians work together with the setting to promote the wellbeing and achievement of their children.
	Parents/carers/guardians work with the setting to ensure that attendance is good.
	Parents/carers/guardians and children are proud to be part of the setting.
Wider community links	Members of the community feel able to approach the setting regarding any issues and are confident that they will be treated with respect.
	Setting is outward facing, sharing with and drawing upon the expertise of partner agencies.

<p>Suggestions of evidence to be gathered prior to the accreditation visit</p> <ul style="list-style-type: none"> • Stakeholder questionnaires (parents/carers, learners, community members) • Minutes of meetings with stakeholders eg: <ul style="list-style-type: none"> ○ SEN review meetings ○ Early Help meetings • Minutes and reports from project work with other partner agencies • Adaptations/projects outcomes • Setting Development Plan or Setting Improvement Plan • Setting website • Setting policies • Purposeful approaches to creating a welcoming environment 	<p>Evidence to be gathered during the accreditation visit</p> <ul style="list-style-type: none"> • A welcoming entrance to setting • Welcoming staff and children • Parent/carer/guardian interviews • Staff interviews • Interview with senior leadership team including Inclusion Champion • Learning walk • Case studies of target children
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Glossary of terms and definitions

Co-production

The process by which policy, systems and related actions are produced jointly with **stakeholders** from the outset (rather than through presentation of a pre-prepared draft for consultation).

Suspension or Permanent Exclusion

The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The expectation for the Bolton IQM is that settings will not permanently exclude children, rather that they will find ways, with the help of the other agencies within the Local Authority, to include all children in learning. However, if there have been such instances please discuss these with the accreditation team

Graduated approach

A four- part cycle (assess, plan, do, review) through which decisions and actions relating to the inclusion of children with SEND are revisited, refined and revised. The graduated approach leads to a growing understanding of the learner's needs and of what supports the learner in making good **progress** and securing good outcomes.

Inclusion & Communication champion

An existing staff member who has inclusion or communication high on their agenda, who is able to champion an inclusive ethos across setting and provide support and challenge to staff to achieve a fully inclusive setting. This could for example be the Senco Safeguarding Lead , or a member of the Management Team.

Inclusive Quality First Teaching

The Bolton Early Years Inclusion Quality Mark, V1, January 2024

Quality First Teaching (QFT) which is inclusive of strategies and resources to support children with special educational needs to which all children have access, regardless of need.

Inclusive QFT ensures that children with SEN do not feel

<p>Off-rolling</p>	<p>The practice by which settings remove children from their roll without the family's agreement and without ensuring that the learner has a place at another setting.</p> <p>Within this category settings will ensure children are not declined places for SEND or inclusion reasons e.g., children not toilet trained. Settings would be expected to liaise with Start Well SEND and agencies if there were concerns about meeting a child's needs prior to admission</p>
<p>Participation</p>	<p>Actively seeking out the opinions and thoughts of stakeholders; actively encouraging stakeholders to contribute to decision making in setting.</p>
<p>Person centred planning</p>	<p>The process by which children are included at the centre of decisions made about their education to ensure that their voices are heard. Decisions are made at person centred meetings which have been made with families. Children are central to the discussion at these meetings.</p>
<p>Progress</p>	<p>In the context of the IQM standards, progress refers to any area of focus for children</p>

Recent	Within the last two years
Stakeholders	Any person or group of people who have an interest in setting inclusion. This includes children, staff, parents, carers and guardians, prospective parents and carers, community groups, providers of service and visitors to setting.
Whole setting community	Refers to all staff and children within a setting but excludes external partners i.e. where setting is unable to influence their actions.