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| **Nursery School Self Evaluation Tool** |

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| **Setting Name:** |  |
| **Date of Review:** |  |
| **Completed by:** |  |

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| **Learning with Autism** |
| Learning with Autism is a programme that has been developed by the Welsh Local Government Association to raise awareness of ASD in nursery schools, and is open to head teachers, teachers, learning support staff, governors and other school staff, and all children. The programme can be accessed at [**www.ASDinfoWales.co.uk/early-years**](http://www.ASDinfoWales.co.uk/early-years)**.** |
| **Notes on Self Evaluation Tool** |
| The Learning about Autism self-evaluation tool has been developed using two documents - Estyn Guidance handbook for the inspection of primary schools 2017 and Estyn Supplementary guidance for additional learning needs 2013.  The Estyn Framework is used to determine areas that the Nursey needs to prioritise rather than a grading system on performance.  Those aspects identified as Excellent may only need to be sustained whereas those assessed as Adequate and needs improvement or Unsatisfactory and needs urgent improvement may require prioritising in the Nursery School’s improvement processes. |

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| **Judgement Scale** | |
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Strong features, although minor aspects may require improvement |
| **Adequate and needs improvement** | Strengths outweigh weaknesses, but important aspects require improvement |
| **Unsatisfactory and needs urgent improvement** | Important weaknesses outweigh strengths |

**Estyn Common Inspection Framework – 1. Standards**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Standards** | 1.1 | Standards and progress overall |  |  |  |  |  | * There is a range of clear evidence of achievement and attainment of individual children with Autism Spectrum Disorder (ASD). * The nursery analyses the progress of all children with ALN including children with ASD, ensuring that they make progress. * The ALNCo is familiar with and uses a range of assessment data to monitor progress. * The ALNCo evaluates how well children with ASD achieve when compared to their peers. * A wide range of information is used to evaluate children’ standards and progress. |
| 1.2 | Standards and progress of children with Autism Spectrum Disorder (ASD) |  |  |  |  |  | * ASD learners are given opportunities to discuss their progress through their preferred means of communication. * The curriculum challenges ASD children with more developed skills to enable them to achieve as well as they can. * ASD children succeed in meeting specific and key targets in relation to their particular need. |
| **Standards** | 1.3 | Standards and progress in skills |  |  |  |  |  | * Standards are judged using a range of first hand evidence such as observations, learning walks, scrutiny of children’s work and discussions with children. * Staff are aware of the extent to which the level of ASD children’s communication and higher-order thinking skills support or hinder their progress in interactions with staff and other children. |

**Estyn Common Inspection Framework – 2. Wellbeing and attitudes to learning**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Wellbeing and attitudes to learning** | 2.1 | Wellbeing |  |  |  |  |  | * Procedures are in place to record and monitor incidents of bullying or harassment. * The ALNCo monitors the extent to which children with ASD feel safe and secure by using a range of tools such as child/parent questionnaires, wellbeing assessments, discussions and observations. * Children with ASD are supported to make healthy choices relating to diet, physical activity and emotional wellbeing. * Staff are aware of the difficulties children with sensory issues may experience and are able to support them appropriately. * Children with ASD have opportunities to take on responsibilities within nursery such as self-registering, being a member of the nursery council or a helpwr heddiw. * Provision is made for children with ASD during structured and unstructured times. * Children with ASD are included in activities with mainstream peers. * Individual’s with ASD are given time to follow their special interests and activities. * Where necessary, children with an ASD are able to utilise different options of entering and exiting nursery. |
| 2.2 | Attitudes to learning |  |  |  |  |  | * Individuals with ASD are given the opportunity to spend time alone (relaxation area). * The décor within the nursery has been made sensory neutral. * Arrangements to facilitate a seamless transition are in place for ASD children. * The attendance rates of children with ASD compare favourably with non-SEN children. * Children with ASD demonstrate good behaviour in nursery. * ASD children are supported to engage fully in new unfamiliar experiences and ideas. * ASD children are given advanced warnings of changes in routine. * Staff adopt a calm, quiet approach and give children lots of time to process and respond to instructions. Instructions are supported visually. * Staff view challenging behaviour as the result of an interaction of factors and a possible means of communicating that the environment/situation is too stressful e.g. in terms of sensory overload. * All teachers and LSAs within the nursery are sufficiently skilled and knowledgeable and able to provide care, support and guidance for children with an ASD. * Children with ASD are successfully supported in overcoming barriers to learning. * Provision to enable children to follow their special interests at appropriate times is available. * Children with an ASD are supported in or provided with alternatives to whole nursery activities where they find it difficult to cope with these. * Restrictive Physical Intervention/Positive Handling policy and procedures are in place however staff view physical intervention as a last resort and rarely use this with children who are on the Autistic Spectrum. |

**Estyn Common Inspection Framework – 3. Teaching and learning experiences**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Teaching and learning experience** | 3.1 | Quality of teaching |  |  |  |  |  | * Children with ASD have access to a broad and balanced curriculum. * There are sufficient professionals, appropriate to the nursery, to support the needs of learners with ALN including children with ASD. * There is an Assessment policy that follows the principles of Assessment for Learning and Assessment of Learning. * There is regular training for all staff on ASD and strategies to support learners. * An up to date bank of resources on ASD are available for staff and parents. * Materials and methods of delivery are differentiated as per recommendations within the learning with autism programme to make the curriculum accessible for children with ASD. * Assessment data is used effectively to monitor progress and target learning. * Children with ASD are enabled to evaluate their progress against the targets set in their IDP and set new ones. * The physical classroom environment is well ordered with clearly defined areas of learning. * A variety of visual supports are used consistently throughout the nursery. * Activities use visual cues and unambiguous language systems to aid communication and understanding. * Children with ASD have a personal profile to enable staff to easily understand needs and difficulties. |
|  |  |  |  |  |  |  |  | * Additional structure within activities is provided * Staff use resources effectively to support children’ with ASD. * Children with an ASD are supported in or provided with alternatives to whole nursery activities where they find it difficult to cope with these. * Resources to aid learning, including technology and sensory equipment are available to support children with an ASD to access the curriculum. * The nursery draws upon a range of voluntary and community resources to extend learning opportunities for children with ASD. |
|  | 3.2 | The breadth, balance and appropriateness of the curriculum |  |  |  |  |  | * Teachers plan, teach and review in partnership with other teachers, teaching and bilingual assistants, and other professionals as appropriate to ensure consistency of practice. * IDPs/PSPs are clearly written and actively reviewed, in partnership with outside agencies, parents and children. * Children with ASD are grouped in a way that best helps them to learn, including withdrawal groups and small class groups. |
|  | 3.3 | Provision for skills |  |  |  |  |  | * Children with ASD achieve the required skills in speaking and listening, reading and writing (in Welsh/English), numeracy and ICT and use them effectively across the curriculum. * Children with ASD are supported to develop Welsh language skills. |

**Estyn Common Inspection Framework – 4. Care, support and guidance**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Care, support and guidance** | 4.1 | Tracking, monitoring and the provision of learning support. |  |  |  |  |  | * Nursery track and monitor ASD children’s progress and wellbeing, including attendance, and uses this information to plan appropriate provision. * A detailed provision map is in place to demonstrate how well the nursery supports children with ASD. * The ALNCo monitors the effectiveness of interventions outlined in the provision map. * Nursery secure good support from others, for example Teacher Advisors, Educational Psychologists and other external agencies to help children achieve appropriate standards. * The nursery directs parents/children to other agencies and support groups where appropriate. * The school actively removes barriers to learning for children with ASD in order to promote participation. * Nursery actively seek to support parents of children with ASD. Parents are listened to and provided with relevant information. * Nursery use a variety of means to engage parents of children with ASD e.g. through parent meetings and events. |
|  | 4.2 | Personal development |  |  |  |  |  | * Children with ASD are supported to take part in extra-curricular activities, such as nursery plays, music and sports. * Children with ASD are prepared for life outside nursery e.g. nursery trips to local shops and places of interest. * Staff meet the developmental play and social interaction needs of children with ASD. * PSE curriculum supports the social skills development of children with ASD. * All staff are aware of the difficulties individuals have in trying to understand conventional social rules and systems and adapt their approaches accordingly to individual children needs. * Children with ASD and their parents are listened to. |
|  | 4.3 | Safeguarding |  |  |  |  |  | * Risk assessments and positive handling plans are in place for children with ASD as appropriate. * Nursery have an up to date Restrictive Physical Intervention/Positive Handling policy and staff have accessed training in a holistic approach to behaviour management which includes de-escalation strategies. |

**Estyn Common Inspection Framework – 5. Leadership and management**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Leadership and management** | 5.1 | Quality and effectiveness of leaders and managers |  |  |  |  |  | * Nursery undertakes ‘Learning with Autism’ as part of the wider nursery improvement agenda. * All staff are aware of the signs of ASD and are aware of diagnostic referral routes if they suspect a child has ASD. * There is a named person in the nursery who is able to provide information and advice on ASD and specific information about individual children. * The role of the ALNCO / ASD lead is strengthened in order to provide expertise for children with ASD within the nursery. * Governors have undertaken training and are aware of the specific needs of children with ASD. Governors undertake a championing role and actively challenge ASD practice and provision. * Ancillary staff e.g. mid-day supervisors, caretaker are aware of the needs of children with ASD and how best to meet needs within their role. * ASD practice and provision is a regular focus within nursery meetings of the SMT and governing body. |
|  | 5.2 | Self-evaluation processes and improvement planning |  |  |  |  |  | * There is a clear self-evaluation process for ALN which informs the SIP and priorities. * There are clear priorities for improving ALN provision including provision for children with ASD. * There is evidence that the expertise of the ALNCo informs the priorities. * Monitoring of ALN including children with ASD is part of the nursery improvement cycle. * There is a quality assurance procedure in place in relation to the planning, teaching and reviewing of children with an ASD. |
|  | 5.3 | Professional learning |  |  |  |  |  | * The focus of partnership working is to improve standards for children with an ASD. There is regular partnership working which includes: * Frequent communication between the nursery, LA, health, social services and the voluntary sector. * Consulting with external agencies during the development of policy and provision. * Working with parents to provide joint intervention programmes, and regular communication systems. * Facilitating a range of opportunities for parents to liaise with outside agencies. * Working closely with other nurseries, sharing best practice and exchanging information. |
|  | 5.4 | Use of resources |  |  |  |  |  | * There is a quality assurance framework in place which is regularly utilised. * All staff have undergone appropriate training in ASD awareness and strategies to support children with ASD. * There is specific ALN training including ASD awareness for NQTs, EPDs and staff new to the nursery. * Staff share information with other staff in a formal and informal way when they return from courses and conferences on ASD. * A record of staff training in ASD and conferences attended is maintained. * Resources are available to support learners to access the curriculum. * The nursery actively seeks to and succeeds in removing barriers to learning and participation for children with ASD. * The nursery is committed to and provides a high standard of support for children with ALN. All staff see this as their function. |