**NATIONAL PORTAGE ASSOCIATION STAMP OF APPROVAL QUALITY STANDARDS**

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| **Name of Setting: Contact No. / Email:**  **Portage Service Supporting Application: Contact No. / Email:** | | | |
| **Self-Assessment:** Use this form as a working document to provide **evidence**,from **r**eflective practice as a staff team, of good practice within your setting linked to the Portage Principles.There may be more than one entry in each box. Your **action plan** should be a collaborative agreement based on your reflective practice as a staff team and the **recommendations** from your Portage representative.  **Remember to date each entry with the date you are completing the form.** | | | |
| 1. **Partnership** | **Evidence** | **Recommendation** | **Action Plan** |
| *Partnership with Parents:*  *Parents’ ideas, suggestions and concerns are always responded to sensitively and appropriately* |  |  |  |
| *Partnership with Parents:*  *Targets / Personalised Plans / Termly Support Plans / LTGs are always set and reviewed with parents/carers* |  |  |  |
| *Partnership with other agencies*  *Advice from partner agencies (Portage, health professionals, children’s centre) is incorporated into targets / support plans* |  |  |  |
| 1. **Inclusion** | **Evidence** | **Recommendation** | **Action Plan** |
| *Children and parents/carers are welcomed and supported by all members of the staff team* |  |  |  |
| *Visual aids e.g. objects of reference, photos, visual timetables, keyword signing, PECS, communication switches, are used consistently, by all staff, throughout the session*   * *Appropriate for the individual child’s needs* * *Inclusive of all children in the setting* |  |  |  |
| *The whole staff team implement strategies to ensure children with SEND can access all activities including circle time, snack/meal times, outdoor play, outings, sports day, special celebration events, etc., providing a balanced amount of targeted support to enable a child to succeed*   * *Socially (promoting peer relationships)* * *Developmentally (at an appropriate level)* * *Physically (making the environment accessible)* |  |  |  |

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| **3. Small Steps** | **Evidence** | | **Recommendation** | **Action Plan** |
| *Targets set are written in clear language and are specific, measurable, achievable, relevant and timebound* |  | |  |  |
| *Targets are broken down into small teaching steps* |  | |  |  |
| *Strategies such as differentiating by activity, outcome, level of prompting/support, grading materials, backward chaining are evident* |  | |  |  |
| **4. Being Positive** | **Evidence** | | **Recommendation** | **Action Plan** |
| *A ‘Can Do’ approach is evident across the whole staff team* |  | |  |  |
| *Positive language is used to describe children’s learning, behaviour and play* |  | |  |  |
| *A range of strategies are used to promote positive behaviour (from Portage / other training courses / advice)* |  | |  |  |
| **5. Enabling** | **Evidence** | | **Recommendation** | **Action Plan** |
| *Parents are enabled to participate and lead in their child’s learning* |  | |  |  |
| *Sessions are adapted to respond flexibly to the individual needs of a child* |  | |  |  |
| *Distraction free and calming areas are provided to enable children to focus or calm* |  | |  |  |
| **6. Looking Forward** | **Evidence** | | **Recommendation** | **Action Plan** |
| *Discussions with parents, where additional support / advice is needed, are pro-active and sensitive* |  | |  |  |
| *Clear reflective practice informs planning for next steps, with evidence of the Assess, Plan, Do, Review Cycle* |  | |  |  |
| *Plans, targets, goals and outcomes are reviewed with parents, at least three times a year* |  | |  |  |
| **7. Generalising Skills** | **Evidence** | | **Recommendation** | **Action Plan** |
| *A flexible approach to learning and transferring new skills is adopted* |  | |  |  |
| *Opportunity is provided for children to practice new skills with a range of toys/equipment, activities, people and, where appropriate, environments* |  | |  |  |
| *Skills are fully consolidated before progressing; resources such as open ended activity charts may be used to support this* |  | |  |  |
| **8. Practical, Immediate and Relevant** | **Evidence** | | **Recommendation** | **Action Plan** |
| *A range of resources and strategies are used to gather information to establish a child’s baseline and emerging skills* |  | |  |  |
| *Engagement and interaction is immediate, motivating and relevant to the child’s developmental level* |  | |  |  |
| *Targets are relevant, functional and build on skills the child already has* |  | |  |  |
| **9. Supporting** | **Evidence** | | **Recommendation** | **Action Plan** |
| *Transition visits are offered to support the child’s transition into the setting, for example, multi-agency meetings, additional introductory sessions* |  | |  |  |
| *Parents are supported and empowered to set realistic and achievable targets* |  | |  |  |
| *Clear processes are in place to support the transition on to a receiving early years’ setting or school, such as taster sessions* |  | |  |  |
| **10. Celebrating Success** | **Evidence** | | **Recommendation** | **Action Plan** |
| *Praise is immediate, relevant and motivating with success celebrated at least once a session for every child* |  | |  |  |
| *Rewards vary dependent on the activity and needs/interests of the child, with stronger rewards gradually faded out until verbal praise only is given* |  | |  |  |
| *Verbal praise is always given when celebrating success, using language appropriate to the child’s developmental level, for example good sitting, good looking, good signing* |  | |  |  |
| **11. Celebrating Diversity** | **Evidence** | | **Recommendation** | **Action Plan** | |
| *All staff embrace the ethos that for some children the smallest achievements need to be acknowledged and celebrated* |  | |  |  | |
| *Observation and recording methods are relevant to the*  *individual circumstances of the child and family e.g. video, photograph, picture chart, ‘This is Me’ / Learning Journey* |  | |  |  | |
| *Displays, books, toys and the range of activities on offer reflect and celebrate diversity and equality* |  | |  |  | |
| **12. Whole Child, Family and Community** | **Evidence** | | **Recommendation** | **Action Plan** | |
| *The parent and child’s voice is heard and considered to be the starting point for responding to any support needs* |  | |  |  | |
| *Regular, meaningful communication is maintained with the child’s family through a variety of means such as contact books, home visits, stay and play sessions* |  | |  |  | |
| *Children and families are signposted to appropriate support, services or activities at their local children’s centre, within their local community or from partner agencies demonstrating knowledge of the Local Offer* |  | |  |  | |
| **Setting**  Signed:  Position:  Date: | | **Portage Service**  Signed:  Position:  Date: | | | |
| **For NPA Office Use Only:** | | | | | |