



A summary of good practice guidance for early years providers, taken from the document **Northumberland Good Practice Guidance for delivering the Universal Local Offer**.

1. Ethos

- Respect each unique child and understand their individual needs.
- Value what makes each child unique and their contribution to their community.
- Promote positive attitudes towards all children within their community.
- Provide inclusive practice for all children, including those with SEND, so that they are able to access all of the curriculum.
- Enhance Quality First Teaching (QFT) by differentiating practice and provision in order to meet the needs of all children.

2. Understanding the child and their individual needs

- Value and seek information from those who know the child well, including parents, previous settings, any other professionals, and the child themselves.
- Use appropriate assessments to develop an accurate and in depth understanding of the child's needs.
- Use assessment information to judge whether a child requires anything additional to or different from that provided for all children in order to meet their individual needs.

3. Partnership with parents/carers

- Respect and develop an understanding of parents/carers perspectives.
- Value parents/carers knowledge of their child.
- Treat parents/carers as equal partners when deciding on how best to meet their child's needs.

4. Building staff knowledge and skills

- Ensure that all staff understand that they have a role in supporting every child, including those with SEND.
- Provide CDP so that all staff are skilled in providing Quality First Teaching and differentiated support.

- Identify individual staff strengths; enable them to use these skills to role model and further develop the attitudes, skills, and knowledge of other staff.

5. Providing additional support

- Agree with parents how best to support their child's needs and offer consistency between home and the setting.
- Use a range of strategies, action, and interventions to meet the child's identified needs.
- Monitor the outcomes and impact of their graduated approach, regularly evaluating and adapting plans where needed.

6. Partnership with other professionals and sources of support

- Identify and involve other professionals if needed.
- Develop a coordinated approach which is tailored to meet all aspects of the child's needs through an Early Help Assessment.
- Implement advice and targets from other professionals, using the principles of Quality First Teaching.