



pdnet STANDARDS

Children with Physical
Disability in Early Years Settings



Funded by

Department
for Education

pdnet
A network for those supporting
learners with physical disability

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Introduction



There are almost 30,000 children and young people with physical disability (CYP with PD) within our education system¹. Each one of these learners has a unique set of needs which affects their access to and engagement in learning tasks and activities.

While ‘every child deserves the best possible start in life and the support that enables them to fulfil their potential’², this is even more important for a child with physical disability. Children develop quickly in the early years and a child’s experiences between birth and the age of five have a major impact on their future life chances. Together, good parenting and high quality early learning provide the foundation that all children (disabled or non-disabled) need to make the most of their abilities and talents, and progress in the future through school and life.

The DfE’s ‘Statutory framework for the early years foundation stage’ sets the standards that all early years providers must meet to ensure that children learn, develop well, and are kept healthy and safe. However, the unique requirements of a young child with physical disability may present challenges to them accessing teaching and learning experiences, which in turn impacts on their ‘school readiness’.

The pdnet ‘Standards for Early Years Settings’ help early years practitioners, in both mainstream and special educational settings, meet the unique needs of children with PD and include them in play and learning activities.

¹ [Special educational needs in England: January 2016](#), DfE (SFR29/2016)

² [Statutory framework for the early years foundation stage](#), DfE, 2017 (DFE-00169-2017)



**“Every child is
unique but a child
with physical needs
even more so!”**

Terms used in the Standards



To help make this document easier to read we have adopted some common terms:

‘Early years setting’ applies to maintained schools, non-maintained schools, independent schools (including free schools and academies), all providers on the Early Years Register, and all providers registered with an early year’s childminder agency (CMA).

‘Physical disability (PD)’ refers to all types of physical disability – the impact may be hidden, mild or profound.

‘Parent’ refers to all parents and carers of children.

‘Children with physical disability (children with PD)’ encompasses learners aged 0 to 5 across the Early Years Foundation Stage at all levels of learning and development.

‘SEMH’ includes³:

- **‘Emotional wellbeing’** – happy and confident, not anxious or depressed
- **‘Psychological wellbeing’** – autonomous and able to problem-solve, manage emotions, experience empathy, be resilient and attentive
- **‘Social wellbeing’** – in good relationships with others and without behavioural problems (i.e. not disruptive, violent or a bully)

A glossary at the end of this document explains other terms and acronyms used in the pdnet Early Years Standards and supporting resources.

³ [Social and emotional wellbeing for children and young people](#), NICE, 2013



Our pdnet vision



Our vision is for children and young people with physical disability to achieve as much as other learners at every phase of education, from Early Years Foundation Stage (EYFS) to Post-16 studies.

We want these children and young people to:

- be fully included in their early years setting/learning community
- actively take part in high quality learning activities with their peers
- thrive and enjoy learning
- develop knowledge and skills so they can go on to lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

How do we achieve this vision?

We need early years settings to be engaged from the start – to be committed and to have high expectations and aspirations for children with PD. The setting's systems need to apply to, and work for, learners with unique and individual need who require personalised solutions.

About pdnet

pdnet is a long-established national organisation that provides professionals in education with support in promoting positive outcomes for children and young people with a physical disability.

We have a strong commitment to developing and sharing effective educational practice and pedagogy for learners with physical disability.

Find out more about our work at www.pdnet.org.uk

Key principles



Three principles underpin the pdnet 'Standards for Early Years Settings'.

We believe that:

1. Diversity should be valued, respected and enabled within the education system.
2. With the right support and knowledge, children and young people with a physical disability can achieve as much as other children.
3. Learners with a physical disability are equally entitled to take an active part in a broad education – one that is stimulating and enables them to reach their individual potential to engage in society as active citizens, as independently as possible, with friends of their choice.

Ofsted's focus on 'highest expectations' underpins the values of pdnet's Standards and our vision of ensuring educational excellence for all children and young people with physical disability.

Overarching principles for the Early Years Foundation Stage

Our key principles fit alongside the guiding principles that should shape practice in early years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

⁴ Statutory framework for the early years foundation stage, DfE, 2017 (DFE-00169-2017)

The pdnet Standards



The pdnet Standards provide a practical structure for early years settings to self-evaluate current provision and reflect on the effectiveness of their organisation in meeting the diverse needs of young children with physical disability.

Four key areas identify the knowledge, skills, actions and attitudes needed to successfully support and nurture a young child with physical disability in any early years setting, enabling them to thrive and achieve the early learning goals and skills needed for school readiness.

Standard 1: Vision, ambition and expectation

Standard 2: Identifying and assessing need

Standard 3: Meeting diverse need

Standard 4: Enabling individual outcomes

The Standards are non-hierarchical; they should link together and build on other key areas to ensure continuous improvement.



The scope of the Standards



The scope of the pdnet Standards is broad. They have been designed to support the development of good practice and provision for any child with PD in any early years setting, mainstream or special.

Children and young people with physical disability

It is hard to pinpoint an exact figure for CYP with PD in the UK but we know one child in 250 births has a physical disability⁴. Therefore, the majority of schools will have a least one CYP with PD on their roll at any given time. Some schools may have CYP with PD on roll less frequently. Given the link between poverty and disability, schools in areas of social deprivation may often need to support larger groups of CYP with PD.

Note: Some children in the early years may not have achieved their physical milestones, may not be mobile and will have ongoing medical investigations.

Every CYP with PD is unique, but their physical needs are generally likely to come from:

- physical, metabolic or neurological causes, e.g. cerebral palsy or achondroplasia
- degenerative conditions, e.g. some muscular dystrophies
- severe trauma, e.g. as a result of an accident, amputation or serious illness
- chromosomal disorder, e.g. Noonan syndrome, TUBB4A or Ehlers-Danlos syndrome
- acquired brain injury (ABI)
- muscular skeletal conditions
- birth trauma and prematurity
- upper limb differences affecting hand function and fine motor movement
- lower limb differences affecting mobility
- complex medical needs which impact on physical function
- persistent symptoms affecting mobility and physical function although there is no diagnosis

⁴ [\(Disability in the United Kingdom, Papworth Trust, 2016\)](#)



The effects of physical disability



Physical disability will often have a profound impact on a child's experience of their early years setting.

Whilst every individual is affected by their unique physical needs in a different way, children with PD in your setting may often have difficulty in:

- accessing the physical environment
- using equipment and facilities safely
- taking part in play, social and learning activities
- taking part in active learning and exploring activities, e.g. using bikes and trikes
- mark making and recording ideas
- achieving independence
- developing self-care skills
- communicating with others
- managing fatigue and pain
- interacting socially
- processing and regulating sensory information
- developing positive social emotional mental health (SEMH) & wellbeing

"It will always be a challenge to meet the expectations of parents and the needs of all children and young people, especially in a context of constrained resources. The barriers faced by some children are very significant, and it requires skill and sensitivity from professionals working together to overcome them. However, there is a need for a continuing focus on and the highest expectations for disabled children and young people and those with special educational needs."

(Special Educational Needs and Disability Review: A Statement is Not Enough, Ofsted, 2010)

When to use the Standards



The triggers alerting an early years setting to an opportunity to self-evaluate their provision using the pdnet Standards will vary. When children are attending the setting infrequently or attend more than one setting, the triggers may be less obvious to professionals working with them.

Evaluation prompted by the identification of a new or changing physical need

The Standards should be used when a child:

- is newly diagnosed with PD in an early years setting
- is not meeting milestones for physical development
- has a life-changing accident or illness, including acquired brain injury (ABI)
- requires significant orthopaedic surgery

Other triggers for evaluation

Where the early years setting has already identified needs related to physical disability, provision should be evaluated when a child with PD:

- has increasing/significant social, emotional and mental health (SEMH) and wellbeing needs
- is identified as having an increasing, degenerative and changing physical need, e.g. a neuromuscular disorder
- starts at an early years setting
- needs enhanced transition planning between setting groups or to reception class
- is not making progress or is at risk of not achieving a good level of development (GLD) - the gap between them and their peers is widening despite high quality provision being in place
- identifies challenges in accessing and taking part in the Early Years Foundation Stage (EYFS) curriculum (or these are identified by their parents)
- is not using individual assistive technology effectively for communication and/or recording

Ongoing evaluation

Early years settings may also choose to audit their provision for children with PD on a biennial basis to ensure provision is in place for children with mild physical needs with a lower impact. Early years settings have an anticipatory duty to ensure that they are prepared for any child with PD joining them and ongoing evaluation will help the setting ensure their provision is ready.



How to use the Standards



Using these pdnet Standards will not only help you identify areas for development, but will also highlight duties and responsibilities that you may not have previously encountered.

1. Get started

- Get to know the pdnet Standards
- Bring together your self-evaluation team
- Complete the pdnet Level 1 online training module 'Raising awareness of physical disability'

2. Collect information

- Collate existing early years setting documents and information
- Collect feedback from relevant stakeholders, including parents

3. Evaluate provision

- Compare your setting's existing provision to the pdnet Standards
- Discuss your findings with others

4. Take action

- Plan actions arising from your self-evaluation
- Disseminate your findings and action plan
- Set review dates

The following pages will look at each of these steps in more detail and highlight pdnet guidance and resources that will support you through the process.



Getting started



Get to know the pdnet Standards

Why not start by:

- browsing the **Standards statements** for the four key areas:

Standard 1: Vision, ambition and expectation

Standard 2: Identifying and assessing need

Standard 3: Meeting diverse need

Standard 4: Enabling individual outcomes

- exploring the **detailed descriptors** which set out what each Standard looks like in practice
- visiting the **pdnet Effective Practice Hub** to access supporting resources and case studies
- downloading any **Feedback Forms** or **templates** you need for opinion gathering



Getting started



Bring together your self-evaluation team

Identify who is best placed to complete the pdnet Standards self-evaluation – in terms of experience, expertise and availability.

The self-evaluation can be carried out and reviewed by an individual member of staff or a small group. In this case, it may be helpful to ask an external professional to contribute to the process to provide a more independent and objective view.

However, we recommend that as a minimum the Early Years SENCO (supported by a specialist, e.g. the Area SENCO), member of the Early Years Management Committee, Governor (where applicable) and a member of the Management Team work together to complete the pdnet Standards self-evaluation. This will provide a range of knowledge, experience and skills in the team and ensure that all aspects of the setting's organisational structure are considered. Other parties, such as Key Workers and Specialist Teachers for PD, can then be included in the process as and when appropriate.

Extend your current knowledge of this area

If any of the team feel they need to develop their understanding of the needs of children with PD in the early years foundation stage, the pdnet Level 1 online training module 'Raising awareness of Physical Disability' will help them broaden their knowledge of this area before the team begins the self-evaluation process.

This self-evaluation process should not be followed in isolation but considered alongside:

- The learning and development requirements of the Childcare Act 2006
- The safeguarding and welfare requirements of the Childcare Act 2006
- Statutory framework for the early years foundation stage, DfE, 2017
- Early years inspection handbook, Ofsted, 2015
- Standards for Augmentative and Alternative Communication (AAC)

Collecting information



Collate existing setting documents and information

Your early years setting will already have standard documents and useful information that can help you complete your pdnet Standards self-evaluation. Before you begin the process, gather up and examine documents such as:

- The latest early years setting Ofsted inspection report
- CPD programme
- Other early years setting policies including: safeguarding, admissions, equal opportunities

Collect feedback from relevant stakeholders, including parents and children

Feedback from parents of children with PD and other professionals, alongside the likes and dislikes of the child, will help you compare their experience of your provision with the setting's own self-evaluation against the Standards, and so strengthen your audit process. This information can be collected using the pdnet Feedback Forms. These questionnaires have been designed with each of these groups in mind, with questions and language tailored to fit. You may wish to use a different approach to collect views from your children.

Editable versions of the Feedback Forms are available within the pdnet Effective Practice Hub. These forms are designed to be used flexibly by early years settings and can be customised by adding your setting logo, changing the language used in the question to reflect your local area or removing the Standard descriptor references. Templates for covering letters that explain why feedback is being requested and how it will be used are also available to download.

You may want to include some or all of the following professionals working with children with PD in your feedback process: Paediatric Physiotherapist, Occupational Therapist, Speech and Language Therapist, Health Visitor.

Evaluating provision



Compare your setting's existing provision to the pdnet Standards

Make a step-by-step evaluation of your provision for children with PD against each of the Standards. The matrix will ask you to assess your current provision as:

| | | |
|-------|-------------------|--|
| Green | Established | Provision in the early years setting is fully in place and well established over time across the whole setting |
| Amber | Developing | Work has started on this area |
| Red | Not yet developed | Work will need to be initiated to develop practice in this area |

You should find that referring to the resources and case studies in the pdnet Effective Practice Hub alongside the Standards descriptors will help you compare your current provision with good practice and what is possible.

Remember to consider your understanding of current provision in conjunction with the opinions and experiences reported to you in feedback from children with PD, parents and professionals. Doing this will ensure you evaluate from an objective and accurate picture of your provision.

Once your analysis is complete, make a list of all the Standards statements where you have classed your provision as 'not yet developed' (red). This list will highlight areas for improvement that will form the basis for your action planning.

Discuss your findings with others

Analysis of the self-evaluation findings could be undertaken with staff from other early years settings who have experience of working with children with PD.

Reflecting with others provides a powerful way of checking your assessment of how well your setting is performing and what it needs to do next.

Taking action



Plan actions arising from your self-evaluation

Working from your list of 'not yet developed' (red) areas of provision, consider how these could be improved and the steps that might be taken to remedy any issues.

To help you develop effective improvement measures you could:

- refer to the supporting resources and case studies in the pdnet Effective Practice Hub
- take a look at the pdnet case studies to see how other settings have addressed the standards
- seek advice from professionals and parents in the Team Around the Child, the pdnet forum, or other early years settings

Be aware that the resources provided in the pdnet Effective Practice Hub do not show the only way to address the Standards; remember that the unique needs of each child with PD will require individual solutions.

Once you have identified your action points, consider assigning these to individuals/teams for action and including completion dates. Prioritise actions which will have the most benefit to children with PD. You may also want to set measures for evaluating success.

The pdnet Post-evaluation Action Plan Template (available in the Effective Practice Hub) will help you structure your action plan.

Disseminate your findings and action plan

Responses and actions from the self-evaluation process should be fed back to the Early Years Management Team, those people who filled in the Feedback Form, the whole staff and Governors. Comments should be invited and these can further inform your findings. You may wish to publish the pdnet action plan on your setting's website.

Work completed towards the Standards can be evidenced in your setting's improvement plans.

Taking action



Set review dates

Regular review of the pdnet Standards and progress towards the priorities identified in the action plan will build your setting's provision over time. To maximise the impact of the pdnet Standards, set regular review dates immediately after completing your setting's self-evaluation, involving professionals and parents as appropriate.

You may find it helpful to plan an initial follow-up meeting after six weeks, then review progress and next steps at regular intervals. Ideally, the Standards should be revisited on a regular basis to ensure the setting has capacity to meet the needs of children with PD.



Developing the Standards



We developed this set of pdnet Standards and supporting resources with funding from the Department of Education (DfE) in England.

The Standards draw on existing materials including:

- NatSIP Quality Standards
- Autism Education Trust Autism Standards
- National Deaf Children's Society Quality Standards
- London Leadership Strategy SEND Review Guide
- Expertise and opinions of people who work in the field of physical disability

When developing these Standards, we consulted with pdnet members and a range of other partners including: children and young people with physical disability and their families, expert professionals who work within the SEND (special educational needs and disabilities) sector, and experts from a range of early years settings. We asked for input from therapeutic professionals, charities and voluntary organisations.

For a full list of acknowledgements please [click here](#).

If you have any comments or feedback about the Standards please contact us by emailing support@pdnet.org.uk.



Glossary of terms



1.AAC

Augmentative and alternative communication

2.ABI

An acquired brain injury (ABI) is an injury caused to the brain after birth. There are many possible causes, including a fall, a road accident, infection, tumour and stroke. ABI can affect memory and thought processes, physical ability, speech/language, swallowing, physical ability, psychological functioning and/or behaviour.

3.CYP

Children and young people

4.DfE

Department for Education

5.EHCP

Education, health and care plan

6.EYFS

Early years foundation stage

7.IHCP

Individual healthcare plan

8.Manual handling

Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carry or moving) by hand or bodily force. The load can be a person (child or young person) or object, e.g. standing frame.

9.Multi-agency

When young people (and their families, if appropriate) are accessing advice or support from different agencies

10.Multi-disciplinary team

Members of different professions (e.g. Physiotherapist, Social Worker) who each provide specific services to the young person (and family, if appropriate). The way they work together as a team to co-ordinate advice to support a young person to achieve positive outcomes or specific goals is called multi-disciplinary working.

11.PEEP

Personal emergency evacuation plan

12.PD

Physical disability

13.SEMH

Social, emotional and mental health

14.SEND

Special educational needs and disability

15.SLT

Senior leadership team

16.SRE

Sex and relationships education

17.Therapeutic working

Any activity undertaken under the direction of a health care professional to facilitate self care, physical well being, communication or independence, e.g. positioning, good seating, transfers between equipment or activity, eating or drinking

pdnet Standards for Early Years



Established

Developing

Not yet developed

Your current provision:

Standard 1: Vision, ambition and expectation

1.1 The leaders and staff of the early years setting demonstrate an ambitious vision for children with PD, which is reflected throughout all aspects of the organisation. They are aware of their legal duties and responsibilities to admit and support children with PD (including children with medical needs).

Roles and responsibilities for SEND provision are clear. ([Click here to view the detailed descriptor](#))

1.2 The early years setting's leaders and staff promote equality and an inclusive culture that actively welcomes and enables children with PD who have diverse individual and cultural needs.

([Click here to view the detailed descriptor](#))

1.3 The systems at the early years setting optimise outcomes for children with PD. They ensure the advice of professionals is integrated into all aspects of the day (as appropriate). Therapy goals are integrated across the day.

([Click here to view the detailed descriptor](#))

1.4 The early years setting's leaders and staff have high aspirations and expectations of what a child with PD can achieve. They ensure high standards of support, provision and care.

([Click here to view the detailed descriptor](#))

1.5 The leaders of the early years setting anticipate the needs of children with PD. They ensure sound strategic financial planning and budgetary management, and provide appropriate 'must have' resources to support need.

([Click here to view the detailed descriptor](#))

pdnet Standards for Early Years



Standard 2: Identifying and assessing need

2.1 The early years setting identifies need in a timely way. The setting understands children with PD may develop and learn differently from others and that they may have different (or fewer) early learning experiences or knowledge of the world than their peers. The setting understands children with PD may have additional needs arising from their diagnosis (e.g. epilepsy) or from other conditions (e.g. visual/hearing impairment/autistic spectrum disorder) and may be at risk of poor SEMH. ([Click here to view the detailed descriptor](#))

2.2 The early years setting actively enables, listens to and responds to parents. It communicates with parents about identifying and assessing their child's need over time. ([Click here to view the detailed descriptor](#))

2.3 The early years setting actively enables, listens to and responds to the preferences of children with PD about what works for them. It uses this information to make changes which enhance access and participation in EYFS curriculum. ([Click here to view the detailed descriptor](#))

2.4 The early years setting knows how to access and involve external specialists such as Health Visitors, Portage Workers, Specialist Advisory Teachers, Speech and Language Therapists, Early Years Area SENCOs, Children's OT, Physiotherapy Team, Social Care, and any voluntary and independent sector organisations. It works effectively with these professionals to identify and assess need over time and engage the child with PD. ([Click here to view the detailed descriptor](#))

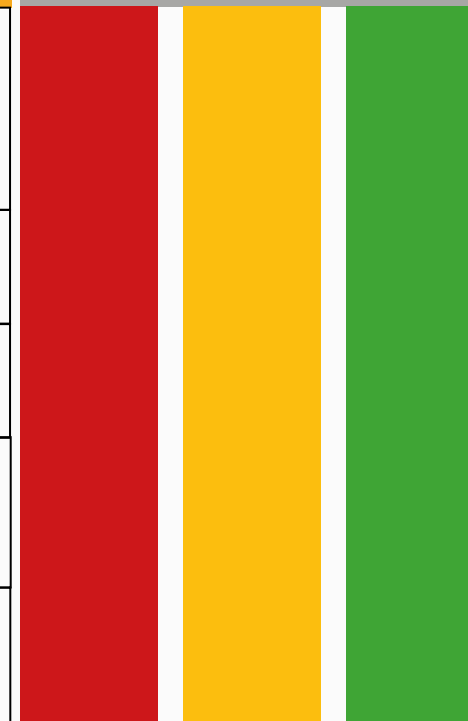
2.5 The early years setting uses formative assessment (including observation) to understand a child's level of development and the impact of their unique individual needs. Appropriate intervention and support is initiated, including seeking advice from others. ([Click here to view the detailed descriptor](#))

Established

Developing

Not yet developed

Your current provision:



pdnet Standards for Early Years



| Established | | |
|-------------------------|--|--|
| Developing | | |
| Not yet developed | | |
| Your current provision: | | |
| | | |

Standard 3: Meeting diverse need

3.1 The early years setting demonstrates flexibility in making adjustments as necessary (to the range and type of toys/ activities/experiences offered, environment, equipment, and the setting's daily routines) to accommodate the requirements of children with PD and their equipment. [\(Click here to view the detailed descriptor\)](#)

3.2 Children with PD thrive and make good progress against the early learning goals. Children with PD take part in play, activities and experiences with their peers and make good progress from their starting points. Through child-led (but appropriately differentiated and modified) activities which suit the strengths and needs of children with PD, knowledge, skills and understanding are developed. [\(Click here to view the detailed descriptor\)](#)

3.3 The early years setting is proactive in working with children with PD and their families to develop appropriate information and communication plans for peers. Relationships with peers are supported and developed as appropriate. [\(Click here to view the detailed descriptor\)](#)

3.4 Robust back-up systems are in place and speedily implemented to support children with PD when regular staff are not available. The early years setting actively listens to children with PD and their families to ensure their input into information to be shared with setting staff. Training about a child with PD's needs and their impact on learning is provided for all setting staff (including lunchtime supervisors, office staff, drivers) on a need to know basis. [\(Click here to view the detailed descriptor\)](#)

3.5 The early years setting safeguards the health, safety and wellbeing of children with PD. [\(Click here to view the detailed descriptor\)](#)

3.6 Transition into the early years setting and school is well planned for children with PD. [\(Click here to view the detailed descriptor\)](#)

pdnet Standards for Early Years



Standard 4: Enabling individual outcomes

4.1 Children with PD achieve positive outcomes across: the three early years foundation stage (EYFS) prime areas: Communication and language, Physical development, Personal, social and emotional development. The four early years foundation stage (EYFS) specific areas: Literacy, Mathematics, Understanding the world, Expressive arts and design. Their progress is measured against the national standards for early years goals. Practitioners use professional judgement in determining whether outcomes are achieved. [\(Click here to view the detailed descriptor\)](#)

4.2 The early years setting is flexible and proactive in making adjustments to activities and the environment, as appropriate, for children with PD. It promotes the use of recording and alternative communication systems. [\(Click here to view the detailed descriptor\)](#)

4.3 Opportunities to develop independence are embedded throughout all activity in the early years setting. The setting provides opportunities for parents and their children with PD to meet others with PD to share interests and experiences. [\(Click here to view the detailed descriptor\)](#)

4.4 The early years setting safeguards the health, safety and wellbeing of children with PD through the setting's policies, procedures and risk assessment, which are regularly reviewed. They understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at Work Act, 1974. [\(Click here to view the detailed descriptor\)](#)

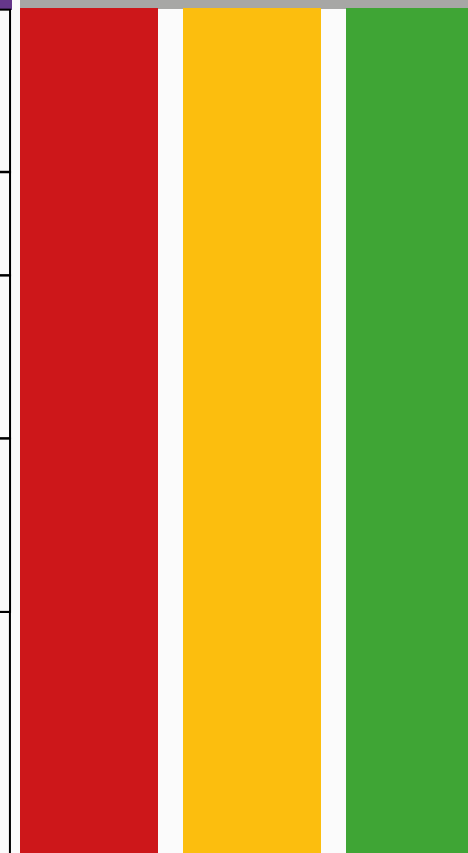
4.5 The setting is forward-looking and ensures all children with PD are prepared for the use of technology across all learning activity. [\(Click here to view the detailed descriptor\)](#)

Established

Developing

Not yet developed

Your current provision:



Standard 1: Vision, ambition and expectation: 1.1



Standard requirements

The leaders and staff of the early years setting demonstrate an ambitious vision for children with PD, which is reflected throughout all aspects of the organisation. They are aware of their legal duties and responsibilities to admit and support children with PD (including children with medical needs). Roles and responsibilities for SEND provision are clear.



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[Supporting Resources](#)

Areas for reflection

This vision is reflected in the life of the early years setting and in the work of staff, their job descriptions and appraisal targets. Staff understand they are responsible for the progress of all, including children with PD.

The setting's leaders have the knowledge, experience and skills to develop and monitor staff performance in relation to young children with physical disability.

The early years setting meets its duties in relation to identifying and supporting children with SEN and/or disabilities, whether or not they have an EHC (education, health and care) plan ([SEND Code of Practice, 2015, section 5](#)).

The setting has a high degree of expertise in SEND including PD, and young children with PD have their statutory needs met. Staff have appropriate qualifications, training, skills and knowledge. They take part in training and development opportunities to ensure they offer high quality (and continually improving) play, learning and development experiences for children with PD. Any actions arising are enabled and regularly reviewed by early years leaders.

All new staff and volunteers receive induction training to help them understand their roles and responsibilities including equality duties, safeguarding, child protection, and health and safety issues. Staff receive regular professional reviews and have opportunities to say what training they need. They feel confident and supported to work with young children with PD.

Staff are inspired, challenged, motivated and empowered to meet the needs of children with PD. Inclusive models of play and learning, which embrace the power of assistive technology, are in place for all, including those with augmentative and alternative communications (AAC).

Standard 1: Vision, ambition and expectation: 1.1

(Part 2)



Standard requirements

The leaders and staff of the early years setting demonstrate an ambitious vision for children with PD, which is reflected throughout all aspects of the organisation. They are aware of their legal duties and responsibilities to admit and support children with PD (including children with medical needs). Roles and responsibilities for SEND provision are clear.



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Areas for reflection

The early years setting has effective systems in place and ensures that people looking after children with PD (including volunteer and parent helpers) are suitable to fulfil the requirements of their role. Regular supervision provides opportunities for staff to discuss any issues concerning individual children's development or wellbeing (including child protection concerns), to identify solutions which address issues as they arise, and to receive coaching to improve their personal effectiveness in working with children with PD.

Staff involve and work with others (including parents, other early years settings, health, social care, independent and voluntary agencies) to achieve Early Years Foundation Stage goals for young children with PD. The setting enables a regular two-way flow of information with parents, and between providers if a child is attending more than one setting. Staff are supported to contribute to effective multi-agency working. Parents communicate and work alongside staff, e.g. take part in staff interviews and input into training.

All staff understand the need to protect the privacy of children in their care, as well as the legal requirements that exist to ensure that information relating to the child is handled in ways that ensure confidentiality. The setting ensures that there is an area where staff may talk to parents confidentially. Confidential information and records about staff and children are held securely and are only accessible and available to those who have a right or professional need to see them. Providers are aware of their responsibilities under the [General Data Protection Regulation](#) and, where relevant, the [Freedom of Information Act 2000](#).

Parents communicate and work alongside staff, e.g. take part in staff interviews and input into training.

Standard 1: Vision, ambition and expectation: 1.2



Standard requirements

The early years setting's leaders and staff promote equality and an inclusive culture that actively welcomes and enables children with PD who have diverse individual and cultural needs.



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Areas for reflection

The early years setting is committed to meeting diverse needs and the right of all to 'be the best that they can' and as independent as possible. The setting is aware of and respects any cultural barriers or differences.

The setting takes steps to ensure children with medical conditions get the support required to meet those needs, as set out in the [Statutory framework for the early years foundation stage, DfE, 2017](#). Appropriate insurance (e.g. public liability insurance), which meets the requirements of young children with significant PD and covers procedures such as manual handling and clean intermittent catheterisation, is in place.

The early years setting promotes a social model of disability, encouraging the use of positive images through picture books, stories, other resources and the use of disability-friendly language. The setting celebrates the success of positive role models with disability.

All staff are aware of their responsibilities to young children with PD. They plan, and take responsibility, for making adjustments to activities, materials and their delivery for children with physical disability. Access requirements are anticipated and prepared for, including the use of assistive technology and equipment. Staff follow their legal responsibilities under the [Equality Act 2010](#), including provisions on reasonable adjustments.

Every child has the opportunity to take part in activities and outings. The setting assesses the risks or hazards which may arise and identifies steps to be taken to remove, minimise and manage those risks and hazards. Vehicles in which children are being transported are accessible to children with PD and the drivers of these vehicles are adequately insured.

Standard 1: Vision, ambition and expectation: 1.3



Standard requirements

The systems at the early years setting optimise outcomes for children with PD. They ensure the advice of professionals is integrated into all aspects of the day (as appropriate). Therapy goals are integrated across the day.



[Back to Matrix](#)

Areas for reflection

The early years setting's systems and policies (e.g. equal opportunities, safeguarding, access to and use of IT equipment, and SEND) are inclusive, proactive and 'can-do'. They are reviewed regularly by the setting leaders to ensure they meet the diverse needs of children with PD.

Safeguarding and welfare requirements are in place. Records, policies and procedures are well maintained and early years leaders ensure staff follow them.

The setting's systems reflect input from, and co-production with, families and professionals. This includes enhanced transition planning for young children with PD into primary school.

Standard 1: Vision, ambition and expectation: 1.4



Standard requirements

The early years setting's leaders and staff have high aspirations and expectations of what a child with PD can achieve. They ensure high standards of support, provision and care.



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Areas for reflection

The early years setting provides a high-quality environment which is welcoming, safe and stimulating, where children with physical disability are able to enjoy learning and grow in confidence. The setting sets appropriately high next steps for children with PD, in response to accurate and up-to-date EYFS development and progress data. These are monitored and reviewed to ensure they are a true reflection of the child's cognition, learning and development. Measures are taken to ensure that young children with PD achieve in accordance with their ability in each area of development, and that perceptions of their disability are not a barrier to learning and achievement.

All necessary steps to keep children with PD safe, secure and healthy are in place and regularly reviewed, including ensuring the suitability of adults working with the child and the promotion of good health and behavior management. The setting complies with health and safety legislation (including fire safety and hygiene requirements) and takes reasonable steps to ensure the safety of all children (including those with physical needs who require individual equipment, manual handling and bespoke planning). A practitioner is designated to take lead responsibility for safeguarding all children and is aware of the signs of abuse in young children with PD.

The early years setting works with others to plan and integrate the use of equipment and assistive technology, alongside therapeutic/professional advice, across sessions. Flexible, individual plans are enabled for the management of communication, continence, mobility, fatigue, pain management and therapeutic needs.

Plans and risk assessments, including individual healthcare plans (IHCP), are co-produced and reviewed with young children, parents, families and NHS professionals.

The setting observes individual likes/dislikes and collects, reflects and responds to feedback from young children with PD and their parents. Staff ensure that the perspective of the child is taken into account when making decisions about how to engage and work with them, creating opportunities for the child to make choices.

Standard 1: Vision, ambition and expectation: 1.5



Standard requirements

The leaders of the early years setting anticipate the needs of children with PD. They ensure sound strategic financial planning and budgetary management, and provide appropriate 'must have' resources to support need.



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Areas for reflection

The early years setting's organisational systems facilitate creative solutions which both anticipate and meet individual need.

The setting knows how to seek [disability access funding](#) for any 3- or 4-year-old who is in receipt of [disability living allowance \(DLA\)](#) and accesses [Local Authority SEND inclusion funding](#) to meet the needs of individual children with PD.

Robust strategic financial planning and resource management takes account of the requirements of young children with PD, including any changes to required staffing ratios.

The setting supports the use of new technologies (including the use of AAC and a range of ICT) to support access to the EYFS and for communication (e.g. digital photos, video, voice-to-text, e-books and supportive software). Best use is made of existing equipment and maintenance and support is managed and reliable.

Standard 2: Identifying and assessing need: 2.1



Standard requirements

The early years setting identifies need in a timely way. The setting understands children with PD may develop and learn differently from others and that they may have different (or fewer) early learning experiences or knowledge of the world than their peers. The setting understands children with PD may have additional needs arising from their diagnosis (e.g. epilepsy) or from other conditions (e.g. visual/hearing impairment/autistic spectrum disorder) and may be at risk of poor SEMH.



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Areas for reflection

Staff in the setting respond to each child's emerging needs, guiding their development through warm, positive interaction and inclusive activities as appropriate. They consider whether a child may have a special educational need or disability which requires specialist support.

If a child's development and progress gives cause for concern, staff discuss this as soon as possible with the child's parents and agree how they can work together to support the child.

The early years setting follows the [Statutory framework for the early years foundation stage](#) assessment requirements (DfE, 2017, page 13), including when and how progress should be discussed with the parents of a child with PD. Assessments are personalised to individual needs. The early years setting has procedures for identifying additional needs and liaises with appropriate agencies in a timely manner.

Children with PD have personalised profile planning and their needs are monitored through the [SEND Code of Practice](#). If a child has significant emerging concerns or an identified disability/SEND, the early years setting ensures a targeted plan to support the child's future learning and development needs (involving parents and/or other professionals as appropriate). Staff provide high quality differentiation and, when this is not enough, speedily implement the Assess, Plan, Do, Review cycle and involve parents at all stages ([SEND Code of Practice, 2015, para 6.4](#)).

Standard 2: Identifying and assessing need: 2.2



Standard requirements

The early years setting actively enables, listens to and responds to parents. It communicates with parents about identifying and assessing their child's need over time.



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Areas for reflection

Staff welcome parents and listen to their concerns. They use a range of methods to involve and inform parents including: staff-parent diaries/ communication books, reports, training, email, DVD, photos, joint training events or online journal applications.

The setting has explored the advantages using mixed media (e.g. photos, videos, voice files) for a child's profile or learning journal so it can be easily shared with parents, relevant staff and other agencies.

The setting encourages parents to share information from progress checks with other relevant professionals (including their Health Visitor) and signposts any particular support from which they think the child/family might benefit, including the use of the [Local Offer](#).

Staff work with parents to understand how learning can be supported at home. They regularly consult with parents of young children with PD to identify need and implement appropriate interventions which enable continuity between home and the setting. Regular reviews reflect any assistive technologies/developments which would be beneficial.

Each child with PD has an identified key person who ensures that the child's learning and care is tailored to meet their individual needs and who engages parental support in guiding their child's development at home. Parents are informed of this key person's name and role.

Standard 2: Identifying and assessing need: 2.3



Standard requirements

The early years setting actively enables, listens to and responds to the preferences of children with PD about what works for them. It uses this information to make changes which enhance access and participation in EYFS curriculum.



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Areas for reflection

Staff are aware that young children with PD may be vulnerable to poor emotional/ psychological wellbeing and social isolation.

They use the [Healthy Child Programme review at age two](#) (a review carried out by Health Visitors to gather information on a child's health and development) to inform and support integrated working. Staff monitor the development of social skills using EYFS personal, social and emotional development (PSED) outcomes.

Standard 2: Identifying and assessing need: 2.4



Standard requirements

The early years setting knows how to access and involve external specialists such as Health Visitors, Portage Workers, Specialist Advisory Teachers, Speech and Language Therapists, Early Years Area SENCOs, Children's OT, Physiotherapy Team, Social Care, and any voluntary and independent sector organisations. It works effectively with these professionals to identify and assess need over time and engage the child with PD.



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Areas for reflection

The role of the key worker for a child with PD may include helping families engage with more specialist support.

Staff link with, and help families to access, relevant services from other agencies as appropriate. The setting obtains the informed consent of parents to share information directly with other relevant professionals. Staff know how to search the [Local Offer](#) to locate sources of advice and support which are relevant to children with physical disability ([SEN Code of Practice, 2015, para 4.32](#)).

Where a child continues to make less than expected progress, staff should consider involving appropriate specialists (e.g. Health Visitors and Portage Workers) who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialist should be taken with the child's parents ([SEND Code of Practice, 2015, para 5.48](#)).

Standard 2: Identifying and assessing need: 2.5



Standard requirements

The early years setting uses formative assessment (including observation) to understand a child's level of development and the impact of their unique individual needs. Appropriate intervention and support is initiated, including seeking advice from others.



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Areas for reflection

Staff observe all children to understand their level of achievement, interests and learning styles, and to shape learning experiences for each child that reflect these observations. The early years setting uses ongoing assessment to recognise children's development and progress, understand their needs, and then plan activities. The nature and extent of the additional help, equipment requirement and modification to an activity will be determined by assessed need.

The setting has clear and appropriate well managed systems for monitoring learning and development progress/needs. Staff anticipate the impact of need when making assessment judgements within the EYFS Framework. Young children play and learn alongside peers of the same age and are not held back.

Following assessment, parents are kept updated with their child's progress and development. Staff address any learning and development needs in partnership with parents and any relevant professionals, e.g. Teacher of the Deaf (TOD), Qualified Teacher of Visual Impairment (QTVI). Appropriate advice and information is shared with all staff.

The setting follows advice from others about how to provide learning and development through planned, inclusive and accessible purposeful play with a mix of adult-led and child-initiated activity. All children's learning and development is tracked, including confidence-building, problem-solving skills, and the way the child relates to others. Children with PD are encouraged to lead their own play and take part in play which is guided by adults with increasing independence. If their development allows, children with PD are facilitated to take part in more activities led by adults, to help prepare for more formal learning in Year 1.

Standard 3: Meeting diverse need: 3.1



Standard requirements

The early years setting demonstrates flexibility in making adjustments as necessary (to the range and type of toys/activities/experiences offered, environment, equipment, and the setting's daily routines) to accommodate the requirements of children with PD and their equipment.



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Areas for reflection

Staff understand their duties under the [Equality Act 2010](#) and how to anticipate and make reasonable adjustments to avoid placing a young child with PD at a substantial disadvantage compared with others. Reasonable adjustments are consistently applied throughout the early years setting. Learning, play and development are planned and incorporate appropriate equipment/assistive technology to facilitate participation and communication. Staff know whom to liaise with in their Setting Management Team if difficulties are encountered.

Breakfast, holiday and after-school clubs for children with PD who attend reception class during the school day are accessible and providers discuss the support they intend to offer with parents and others.

Extended activities (e.g. trips) are well organised and accessible. They are well planned in advance with parents and transport providers.

Before any child is admitted to the early years setting, the setting obtains information about any special dietary requirements, preferences and food allergies, along with any special health requirements. These are recorded and acted on.

Standard 3: Meeting diverse need: 3.2



Standard requirements

Children with PD thrive and make good progress against the early learning goals. Children with PD take part in play, activities and experiences with their peers and make good progress from their starting points. Through child-led (but appropriately differentiated and modified) activities which suit the strengths and needs of children with PD, knowledge, skills and understanding are developed.



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Areas for reflection

Staff reflect on the different ways children learn and then plan and guide children's activities appropriately. Activities are accessible, enabling active and timely participation of young children with PD with their peers. They are adapted to highlight strengths so that young children with PD can take part in development and active learning activities.

Staff are aware that children with PD may require:

- additional time to process and respond to instructions or information
- modified or adapted activities, toys and play
- the use of alternative methods of communication and recording including the use of technology, digital cameras
- alternative technology both at the setting and home to support continuity of usage
- an adapted and flexible day
- rest breaks/time out
- special consideration for assessments
- additional adapted resources, e.g. electronic text, a learning platform
- safe storage to access learning materials
- specialised equipment or modifications to standard classroom furniture, e.g. use of a footstep

Individual equipment and therapy goals are incorporated into play and learning activities so that a young child with PD is enabled to play and explore, investigate and experience things and have a go. When a supportive adult works with the child with PD, staff understand that this is used to promote independence and inclusion with their peers.

Standard 3: Meeting diverse need: 3.2

(Part 2)



Standard requirements

Children with PD thrive and make good progress against the early learning goals. Children with PD take part in play, activities and experiences with their peers and make good progress from their starting points. Through child-led (but appropriately differentiated and modified) activities which suit the strengths and needs of children with PD, knowledge, skills and understanding are developed.



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Areas for reflection

Young children with PD are encouraged to:

- keep on trying if they encounter difficulties
- enjoy their achievements
- think critically and develop their own ideas
- make links between ideas and develop strategies for doing things

Activities and experiences enable young children with limited mobility/physical disability to take part in their own way and to be as active as possible in order to develop their co-ordination, control, movement and confidence. Individual equipment (including standing frame, walker, individual seating system, assistive technology and AAC devices) is appropriately stored, maintained and readily available. It is incorporated into learning and available for homework. Resources are appropriately modified and readily available, with staff able to share materials and good practice. The effectiveness of provision for children with PD is considered through quality assurance processes, e.g. management team learning walks.

Standard 3: Meeting diverse need: 3.3



Standard requirements

The early years setting is proactive in working with children with PD and their families to develop appropriate information and communication plans for peers. Relationships with peers are supported and developed as appropriate.



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Areas for reflection

Staff know how to provide suitable inclusive opportunities and social activities. Child-led learning, snack and lunchtimes, partner and small group situations are carefully structured to maximise opportunities to interact and learn with others.

Peers are supportive and informed. They understand why a child with PD might use equipment. Implications arising from medical/orthopedic interventions (e.g. absences) are proactively planned for and managed.

Parents are made aware of the [Local Offer](#) and national organisations that provide advice and support to children with PD.

Standard 3: Meeting diverse need: 3.4



Standard requirements

Robust back-up systems are in place and speedily implemented to support children with PD when regular staff are not available. The early years setting actively listens to children with PD and their families to ensure their input into information to be shared with setting staff. Training about a child with PD's needs and their impact on learning is provided for all setting staff (including lunchtime supervisors, office staff, drivers) on a need to know basis.



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Areas for reflection

Staff are aware, on a need to know basis, of the individual needs of children with PD and the impact any equipment use (e.g. individual seating systems), therapy plans and fatigue/pain/continence management requirements may have on learning and taking part in activities.

Use of information in personalised passports/My Profile is embedded through all areas of the setting. These are informed by input from children, parents and professionals and are regularly reviewed. Children who communicate in different ways or languages have their voice heard.

Staff receive regular professional reviews and regular high quality training (CPD). They have opportunities to say what training they need.

Standard 3: Meeting diverse need: 3.5



Standard requirements

The early years setting safeguards the health, safety and wellbeing of children with PD.



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Areas for reflection

Staff are trained and aware of protocols for managing medical needs including equipment usage, safe manual handling and personal emergency evacuation plans (PEEPs).

Robust risk assessment (informed by the views of professionals and parents and regularly reviewed) enables a 'can do' approach and maximises independence.

Staff are trained and aware of the signs of physical, emotional, sexual abuse and neglect for young children with physical disabilities, recognising why they may be more vulnerable than their peers.

Standard 3: Meeting diverse need: 3.6



Standard requirements

Transition into the early years setting and school is well planned for children with PD.



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Areas for reflection

The early years setting has a successful track record of working with others to support transition for pupils with diverse need.

Recommendations made by the Team Around the Child (TAC) are actioned, e.g. individual seating provision recommended by Occupational Therapy. Key information is communicated to all relevant adults, including parents, and information is given to children in the most appropriate way and at the right time. The setting agrees information to be shared with parents as part of the planning process ([SEND Code of Practice, 2015, para 5.47](#)).

Standard 4: Enabling individual outcomes: 4.1



Standard requirements

Children with PD achieve positive outcomes across: the three early years foundation stage (EYFS) prime areas: Communication and language, Physical development, Personal, social and emotional development. The four early years foundation stage (EYFS) specific areas: Literacy, Mathematics, Understanding the world, Expressive arts and design. Their progress is measured against the national standards for early years goals. Practitioners use professional judgement in determining whether outcomes are achieved.



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Areas for reflection

The Early years setting plans and delivers an accessible curriculum. Children with PD actively take part in learning activities including enrichment opportunities and experiences to extend their imagination and creativity. In their own way they can tell others about their learning development, the outcomes they are working on and goals they want to achieve.

Children with PD are enabled to express preferences and make choices using the most appropriate communication method for them. They are able to identify things they like and are good at and can talk about areas for development. Children with PD actively take part in meetings and EHCP reviews. Feedback from the perspective of the child with PD is regularly collected and acted on, e.g. How accessible is your setting inside and out? What do you do at lunch times and break?

Children with PD are encouraged to use technology to present their views so they can easily update and evidence their experience, thoughts and opinions. Children with PD are encouraged to use technology to record or present their views.

The setting supports the use of augmentative and alternative communication systems (AAC). Sufficient staff receive adequate and effective training in their use and have time to create resources where necessary.

Additional data and qualitative feedback measuring social and emotional awareness and independence is collected, monitored and acted upon, with effective SEMH interventions embedded across the whole setting.

The emotional needs of children with PD are recognised early and preventative work is initiated to reduce (or prevent escalation of) need.

Standard 4: Enabling individual outcomes: 4.2



Standard requirements

The early years setting is flexible and proactive in making adjustments to activities and the environment, as appropriate, for children with PD. It promotes the use of recording and alternative communication systems.



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Areas for reflection

Staff consider individual needs, interests, and stage of development and use this information to plan and deliver a challenging and enjoyable experience for each child in all of the areas of learning and development.

The early years setting has a 'can-do' attitude to individual needs and access requirements.

Individual equipment is securely stored in clearly defined areas. Systems are in place to charge individual equipment, e.g. power chairs and communication aids.

Enrichment activities are well planned in advance and accessible, e.g. drama, dance, music days.

Standard 4: Enabling individual outcomes: 4.3



Standard requirements

Opportunities to develop independence are embedded throughout all activity in the early years setting. The setting provides opportunities for parents and their children with PD to meet others with PD to share interests and experiences.



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Areas for reflection

Provision of a suitable environment and positive risk assessment, alongside consultation with parents, maximises opportunities for independent play, learning, social interaction and fun with others.

Adult support is calm, empathetic and solution-focused. It encourages independence, joint action planning and problem-solving. Success and effort is recognised, praised and celebrated appropriately.

Standard 4: Enabling individual outcomes: 4.4



Standard requirements

The early years setting safeguards the health, safety and wellbeing of children with PD through the setting's policies, procedures and risk assessment, which are regularly reviewed.

They understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at Work Act, 1974.



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Areas for reflection

Staff are trained in managing medical needs, undertaking safe manual handling and in supporting personal care. They are involved in developing and reviewing risk assessments and plans with parents, e.g. individual healthcare plans, manual handling plans, intimate care plans, clean intermittent catheterisation plans (and communication plan, if appropriate). These are informed by advice from NHS and care professionals.

Staff are competent in undertaking activity identified in the risk assessment (including transfers and use of equipment) and support the dignity and privacy of the child with PD.

Standard 4: Enabling individual outcomes: 4.5



Standard requirements

The setting is forward-looking and ensures all children with PD are prepared for the use of technology across all learning activity.



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Areas for reflection

Parents of young children with PD can expect that all staff, children and the early years setting are technology and AAC aware.

The setting ensures children who use AAC receive sufficient support to enable them to develop as successful learners and actively encourages the use of a total communication approach.

Children with PD have access to up-to-date assistive technology that is appropriately managed. Core staff undertake timely, targeted training on the techniques, devices and systems provided (whether on a trial, loan or permanent provision basis) and this training is updated regularly. Time is allocated to ensure forward planning for the production of resources needed, e.g. vocabulary grids and appropriate texts.

The early years setting ensures all children have opportunities to explore using technology. It actively promotes the use of technology and/or assistive technology (e.g. environmental controls, switch access and mounting systems) to improve the accessibility of learning and development activity (the ability of children with PD to access the EYFS curriculum and communicate with others) and support the development of recording skills.

Parent feedback form

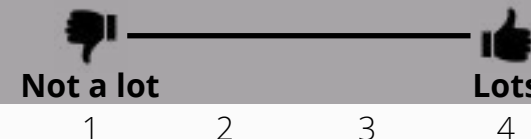


Name:

Date:

Child's name:

How much does your school know about?



Your child's physical needs and what helps them to play, learn and take part in activities, e.g. sand or water play (Standard 1.1, 2.1, 2.2, 2.5, 3.1, 4.1)

Your child's equipment, including when and how it is used (Standard 1.3, 2.3, 2.4, 3.1, 4.2)

Making sure that your child is making progress, achieving their foundation stage outcomes and developing independence (Standard 1.4, 2.1, 2.3, 2.5, 3.4, 4.1, 4.2, 4.3, 4.5, 4.6)

Involving you and listening to your ideas and feedback about what works for your child (Standard 1.3, 1.4, 2.2, 2.3)

Taking advice from you and professionals involved with your child - and involving others when needed (Standard 1.1, 1.3, 2.2, 2.4, 3.3)

Parent feedback form



How confident are you that?



Your child is happy in the early years setting (Standard 2.1, 3.5, 4.1, 4.3, 4.4)

Staff understand disability and have received training to support your child
(Standard 1.2, 2.1, 3.1, 3.4, 4.1)

Staff prepare work that lets your child take part in activities, e.g. cooking
(Standard 2.3, 2.5, 3.1, 3.2, 4.1, 4.2)

Your child is safe in the early years setting and their needs are recognised, e.g. PEEPs, risk assessment
(Standard 1.4, 3.1, 3.4, 3.5, 3.6, 4.4)

Your partnership with the early years setting ensures continuity between home and the setting, and fosters independence (Standard 1.1, 2.2, 2.3, 3.3, 3.4, 4.3)

You can communicate with the early years setting if you have issues or are upset or worried
(Standard 1.1, 2.2, 3.3)

Outcomes on your child's EHCP or My Plan paperwork are appropriate and provision is in place to support your child to achieve them (Standard 1.3, 1.5, 3.2, 4.1)

The early years setting nurtures your child and helps them to develop so they are ready for school
(Standard 3.2, 4.3, 4.5, 4.6)

Parent feedback form



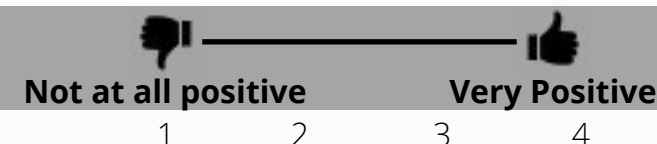
How confident are you that?



The early years setting works with other people in your child's team, e.g. Specialist Teacher for PD, Physiotherapist, OT (Standard 1.4, 2.4, 4.2)

The early years setting does all it can to help your child be as safe and independent as they can (Standard 1.4, 3.4, 3.5, 4.1, 4.3, 4.5, 4.6)

How do you feel about?



How your child and yourself are welcomed in the early years setting (Standard 1.1, 1.2, 3.3)

The provision and support for your child in the early years setting (Standard 1.4, 1.5, 3.1, 4.1)

The continuity of approach between home and early years setting (Standard 1.4, 3.2, 4.1, 4.5)

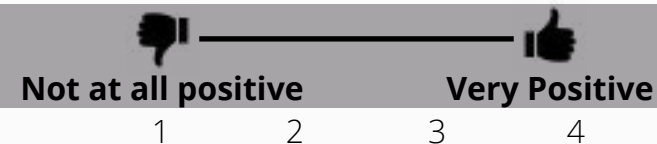
Your child's progress and achievement (Standard 3.1)

Your child's reviews, e.g. annual review, My Plan reviews, risk assessment reviews (Standard 1.1, 1.2, 2.2)

Parent feedback form



How do you feel about?



Talking to someone if you have concerns, are worried or upset (Standard 1.2, 3.3)

Transition planning for school
(Standard 3.6)

Is there anything else that you'd like to tell us?

Enter your answer below...

Professional feedback form



Name:

Date:

Role:

Client's name:

How much does the school know and do about?



Your client's physical needs and what helps them to develop, play, learn and take part in activities, e.g. using play equipment (Standard 1.3, 1.4, 2.4, 3.1, 4.1, 4.2)

Your client's equipment, including when and how it is used (Standard 1.5, 2.4, 3.1, 3.4, 4.1, 4.2)

Making sure your client is making progress and achieving their foundation stage outcomes (Standard 1.3, 2.1, 3.1, 3.2, 4.2)

Involving you and listening to your ideas and feedback about what works for your client (Standard 1.3, 2.4, 3.1, 4.2)

Taking advice from you, parents and other professionals involved with your client - and involving others when needed (Standard 2.2, 2.3, 2.4, 3.3, 3.4)

Professional feedback form



How confident are you that?



Staff understand disability and have received training to support your client
(Standard 1.1, 1.2, 3.4)

Staff plan so your client can take part in play, social and learning activities, e.g. using standing frame
(Standard 1.2, 2.1, 2.3, 3.1, 3.2, 4.1)

Your client is safe and their needs are recognised in the early years setting policy and practice, e.g. PEEPs, risk assessment (Standard 1.4, 3.5, 4.4)

Your partnership with the early years setting ensures continuity between home and setting and fosters independence (Standard 2.4, 3.3, 4.3)

You know who to communicate with if you have issues (Standard 1.1, 2.4)

Your client's outcomes are appropriate and provision is in place to support them to achieve these
(Standard 1.3, 1.5, 3.2, 4.1, 4.5)

Reasonable adjustments (including technology) have been made to support your client
(Standard 1.2, 3.1, 4.1)

Professional feedback form



How do you feel about?



Not at all positive

1

2

3

4



Vary positive

How your client, their parents and you are welcomed in the early years setting
(Standard 1.1, 1.2, 2.1, 3.6, 4.2)

The provision and support for your client and how therapeutic provision is integrated into the setting
day (Standard 1.3, 2.4, 3.1, 4.2)

The ways your client is helped to take part in social activities (Standard 1.5, 3.3, 4.1, 4.3)

Your client's progress and achievement against their outcomes, therapeutic goals and aspirations
(Standard 1.3, 2.5, 3.2, 4.1, 4.5, 4.6)

Taking part in 'Team Around the Child' meetings (Standard 2.4, 3.4, 4.1)

Transition planning into school for your client (Standard 3.6, 4.6)

Professional feedback form



Is there anything else that you'd like to tell us?

Enter your answer below...



My views form



My name:

I like:



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My views form



My friends...



What I can do well...



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My views form



It helps me if others...



These people help me...



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My views form



They help me with...



I don't need help with...



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My views form



**It's a good day at
nursery when...**



**Sometimes I worry
about...**



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pdnet Standards: Post-evaluation action plan



Name:

Date:

Review date:

| Standard number | What needs to be done? What development or improvement needs to be undertaken? | Priority High Medium Low | By when? | How? What are the specific actions you will take? | Who? Who do you report back to? Who has overall responsibility? | What are the resource implications? e.g. cost, time, training | Date achieved | Evidence and impact of actions undertaken How can you show you have met this standard? What is the impact for a young person with PD? |
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