Checklist Title: **Support and Development – Standard 6**

**Setting: Manager:**

**Date:**

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| --- | --- | --- | --- |
| Evaluation  | Score 1-5 | Action Points | Date for Completion |
| Staff are flexible and responsive to children’s personal, emotional, educational and physicalneeds. |  |  |  |
| Staff are responsive to the support needs of children and families and are sensitive to individual circumstances including disabilities |  |  |  |
| Staff work effectively with parents, carers and children to support each individual child or young person’s development and learning. |  |  |  |
| Staff establish effective working relationships with support agencies. These may include medical services, teachers, therapists, educational psychologists and learning support staff and social workers. |  |  |  |
| Staff share information with the child as appropriate, with parents and carers and others professionally involved in the child’s development |  |  |  |
| Staff draw up and put into practice individualised programmes and plans to support children and families where appropriate. They do this in consultation with parents and carers, children and professionals. |  |  |  |
| staff are knowledgeable about, and have a clear understanding of, relevant legislation relating to children, including those with additional needs |  |  |  |
| Activities provided by staff will allow the children to enjoy both organised and free play, including quiet times. |  |  |  |
| Parents and carers have help to use services, aids and equipment for communication if their first language is not English or if they have any other communication needs. |  |  |  |