

QI 2.4: Personalised support

Themes

Universal support

Role of practitioners and leaders

Identification of learning needs and targeted support

Removal of barriers to learning

Descriptor

This indicator focuses on the provision of high quality support that enables all children to achieve success. It highlights the importance of wellbeing and of involving children and their families in decisions about how their needs should be best met. Strong partnerships with parents/carers and others who support children are essential. Careful monitoring of all children, particularly those who are more vulnerable or disadvantaged, ensures effective and early support leading to positive outcomes.

Level 5 illustration:

Universal support

- In our setting, children receive high quality universal support. Their needs are at the centre of our planning and review processes. We have high expectations for all children. Practitioners work very well with parents/carers to take full account of children's experiences, interests and individual ways of learning. We work closely with parents/carers to match learning activities and resources effectively to the age, needs and abilities of individual children. We ensure our babies, toddlers and young children benefit from exploration and engagement with natural materials including daily encounters with nature and learning outdoors. We have a well-established and effective key worker approach, respond very well to the individual needs of children, promote, and support their wellbeing. Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well. Tasks, resources and experiences are at the right level to help children make sustained progress. Where appropriate, learning targets are in place specific to individual children. These build on prior learning, are reviewed and evaluated with parents/ carers and appropriate next steps identified based on progress made. Strong links with the 'named person', such as health visitors, promote knowledgeable and consistent contact between the setting and families.

Role of practitioners and leaders

- In our setting, the roles of practitioners are clearly defined and understood. Babies thrive through relationships that are consistent, nurturing and responsive. Toddlers are sensitively cared for and skilfully helped to vocalise their needs. We provide them with a very good balance of experiences to promote and develop their confidence and independence. As children progress we consistently involve and support them in making decisions about their own learning by helping them to plan and evaluate their own experiences. We work effectively with parents/carers, other professionals and partner agencies to ensure factors that may inhibit progress are identified and addressed quickly. We carefully monitor the impact of our plans for individual children. Practitioners increase their ability to meet the diverse development and learning needs of each child through effective use of professional learning, learning support and specialist resources.

Identification of learning needs and targeted support

- In our setting, children's needs are identified early through careful observation and effective analysis of assessment information. Wellbeing indicators are used to provide holistic assessments of children's strengths and support needs. We ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and provide all children with additional support needs with high quality targeted support, including highly - able children. Children, parents/carers and partners are fully involved in decisions about learning and support. Targeted interventions are effective and lead to positive outcomes for children.

Removal of barriers to learning

- In our setting, practitioners take positive and proactive steps to ensure that potential barriers to learning and development are minimised. Practitioners are highly responsive to the family circumstances of all our children, particularly those who are vulnerable, disadvantaged or looked after, including those living in financial hardship. Our practitioners are skilled at identifying and supporting children with specific challenges. All children living with a disability, health issue or social and emotional needs receive high quality targeted support. We work closely with key partners to remove barriers to learning and provide an inclusive, nurturing learning environment.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> Universal and targeted support is fully embedded. It has a positive impact on children's progression and development. There are high expectations for all children across our setting. Children requiring additional support have high quality, individualised plans. Careful monitoring and review ensures that identified support strategies have a positive impact on learning and development. Children's needs are identified through robust assessment processes. We consistently and effectively involve parents/carers and other partners in gathering information through observations, careful planning and reviewing support for our children. Each child has an effective Child's Plan. Effective partnership approaches are evident in support plans and interventions. All practitioners work effectively to minimise the impact of potential barriers to learning. Practitioners reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children in their care. The progress of all children is effectively reviewed, including those with additional support needs. Reliable and valid evidence supports this process. 	<ul style="list-style-type: none"> How well do we know our children, and their families? How do we use this knowledge to help children progress in their learning? How do we know that all practitioners fully understand our approaches to personalised support? Do all practitioners consistently use effective support strategies? How do we know these are having a positive impact? What arrangements are in place to ensure all children and their parent/carer have regular discussions with their keyworker to review their progress and plan what they will learn next? In doing this, what difference is this making to children's learning and development? Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop? How well does our curriculum planning meet the needs of different groups of children? To what extent do we involve parents/carers and partner agencies to ensure all children benefit from the right support at the right times?