

## NATIONAL PORTAGE ASSOCIATION STAMP OF APPROVAL QUALITY STANDARDS

<b>Name of Setting:</b>	<b>Contact No. / Email:</b>		
<b>Portage Service Supporting Application:</b>	<b>Contact No. / Email:</b>		
<p><b>Self-Assessment:</b> Use this form as a working document to provide <b>evidence</b>, from reflective 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 <b>action plan</b> should be a collaborative agreement based on your reflective practice as a staff team and the <b>recommendations</b> from your Portage representative. <b>Remember to date each entry with the date you are completing the form.</b></p>			
<b>1. Partnership</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Partnership with Parents: Parents' ideas, suggestions and concerns are always responded to sensitively and appropriately</i>			
<i>Partnership with Parents: Targets / Personalised Plans / Termly Support Plans / LTGs are always set and reviewed <u>with</u> parents/carers</i>			
<i>Partnership with other agencies Advice from partner agencies (Portage, health professionals, children's centre) is incorporated into targets / support plans</i>			
<b>2. Inclusion</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Children and parents/carers are welcomed and supported by all members of the staff team</i>			
<i>Visual aids e.g. objects of reference, photos, visual timetables, keyword signing, PECS, communication switches, are used consistently, by all staff, throughout the session</i> <ul style="list-style-type: none"> <li>- Appropriate for the individual child's needs</li> <li>- Inclusive of all children in the setting</li> </ul>			
<i>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</i> <ul style="list-style-type: none"> <li>- Socially (promoting peer relationships)</li> <li>- Developmentally (at an appropriate level)</li> <li>- Physically (making the environment accessible)</li> </ul>			

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<b>3. Small Steps</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Targets set are written in clear language and are specific, measurable, achievable, relevant and timebound</i>			
<i>Targets are broken down into small teaching steps</i>			
<i>Strategies such as differentiating by activity, outcome, level of prompting/support, grading materials, backward chaining are evident</i>			
<b>4. Being Positive</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>A 'Can Do' approach is evident across the whole staff team</i>			
<i>Positive language is used to describe children's learning, behaviour and play</i>			
<i>A range of strategies are used to promote positive behaviour (from Portage / other training courses / advice)</i>			
<b>5. Enabling</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Parents are enabled to participate and lead in their child's learning</i>			
<i>Sessions are adapted to respond flexibly to the individual needs of a child</i>			
<i>Distraction free and calming areas are provided to enable children to focus or calm</i>			
<b>6. Looking Forward</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Discussions with parents, where additional support / advice is needed, are pro-active and sensitive</i>			
<i>Clear reflective practice informs planning for next steps, with evidence of the Assess, Plan, Do, Review Cycle</i>			
<i>Plans, targets, goals and outcomes are reviewed with parents, at least three times a year</i>			

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<b>7. Generalising Skills</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>A flexible approach to learning and transferring new skills is adopted</i>			
<i>Opportunity is provided for children to practice new skills with a range of toys/equipment, activities, people and, where appropriate, environments</i>			
<i>Skills are fully consolidated before progressing; resources such as open ended activity charts may be used to support this</i>			
<b>8. Practical, Immediate and Relevant</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>A range of resources and strategies are used to gather information to establish a child's baseline and emerging skills</i>			
<i>Engagement and interaction is immediate, motivating and relevant to the child's developmental level</i>			
<i>Targets are relevant, functional and build on skills the child already has</i>			
<b>9. Supporting</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Transition visits are offered to support the child's transition into the setting, for example, multi-agency meetings, additional introductory sessions</i>			
<i>Parents are supported and empowered to set realistic and achievable targets</i>			
<i>Clear processes are in place to support the transition on to a receiving early years' setting or school, such as taster sessions</i>			
<b>10. Celebrating Success</b>	<b>Evidence</b>	<b>Recommendation</b>	<b>Action Plan</b>
<i>Praise is immediate, relevant and motivating with success celebrated at least once a session for every child</i>			
<i>Rewards vary dependent on the activity and needs/interests of the child, with stronger rewards gradually faded out until verbal praise only is given</i>			
<i>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</i>			

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11. Celebrating Diversity	Evidence	Recommendation	Action Plan
<i>All staff embrace the ethos that for some children the smallest achievements need to be acknowledged and celebrated</i>			
<i>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</i>			
<i>Displays, books, toys and the range of activities on offer reflect and celebrate diversity and equality</i>			
12. Whole Child, Family and Community	Evidence	Recommendation	Action Plan
<i>The parent and child's voice is heard and considered to be the starting point for responding to any support needs</i>			
<i>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</i>			
<i>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</i>			
<b>Setting</b>	<b>Portage Service</b>		
Signed:	Signed:		
Position:	Position:		
Date:	Date:		
<b>For NPA Office Use Only:</b>			

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