**Table 2.1**

Form for the *Statutory Framework* – Section 1: The learning and development requirements

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| **Key issue** | **Securely in place** | **Mostly in place** | **Not yet in place** |
| You can demonstrate that your learning environment, planning and assessment (your ‘educational programme’) cover all three Prime Areas and all four Specific Areas of the EYFS. |  |  |  |
| You can demonstrate that your educational programme considers the individual needs, interests and stage of development of each child on roll. |  |  |  |
| You can demonstrate that you consider whether any individual child might have a special need or disability which requires specialist support. |  |  |  |
| For children whose home language is not English, you can demonstrate that you take reasonable steps to provide opportunities for children to develop and use their home language in play and learning. |  |  |  |
| You can demonstrate that for each area of learning, you plan purposeful play and a mix of adult-led and child-initiated activity. As children grow older, and as their development allows, the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1. |  |  |  |
| You can demonstrate that you reflect on the different ways that children learn (the ‘characteristics of effective teaching and learning’), and this is reflected in your practice. |  |  |  |
| You assign each child a key person and inform parents of their name and role. The key person helps to ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate. |  |  |  |