**Improving quality**

 **for children**

**Section 7**

**A quality improvement tool for**

**early years provision**

**Supporting high quality early years provision**

**for Achieving for Children**

*Updated August 201********8*

**Improving quality for children**

**Section 7**

**SEN provision and inclusive practice**

* Providers must have arrangements in place to support children with SEN or disability…providers are expected to identify a SENCO

**(EYFS 2017-3.67)**

* The EYFS framework requires other early year’s providers to have arrangements in place for meeting children’s SEN. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

**(SEND Code of Practice Jan 2015 5.53)**

* The role of the SENCO involves: • ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN • advising and supporting colleagues • ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting

**(SEND Code of Practice Jan 2015 5.54)**

* It is a specific legal requirement in the Statutory Framework of the EYFS that providers promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged.
**(Equalities & Human Rights Commission Guidance re Equalities Act 2010) (SEN Code of Practice 2015)**
* Every child has the right to a play environment which stimulates and provides opportunities for risk, challenge and the growth of confidence and self-esteem. **Assumptions and values of play work.**

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| **7. SEN provision and inclusive practice**  |
|  | **Key Statement** | **How do you know? What is your evidence** | **Met****Y/P/N** |
| 1 | The name of the setting’s SENCo is known to all staff and clearly displayed for parents. |  |  |
| 2 | The SENCo has up-to-date certificates for SENCo training. |  |  |
| 3 | The SENCo regularly attends SEND Networks and up to date training.  |  |  |
| 4 | The SENCo and manager have clear communication which ensures that inclusion and SEN issues are considered in decision-making. |  |  |
| 5 | Meeting minutes show regular discussion of the needs of individual children, highlighting strengths and weaknesses. These can then be used to identify individual children who need additional support and plan for future actions. |  |  |
| 6 | The SENCo has adequate time away from children to fulfil role and complete paperwork. |  |  |
| 7 | Inclusive practice is understood by staff and evident in practice. |  |  |
| 8 | The SENCo has time to monitor SEN support across the setting and knows about the progress of all children where there are special needs or disability issues. |  |  |
| 9 | Individual needs tracking:- a. Implementing strategies for the early identification of SEN.b. Ensuring that inclusive practice is in place through the use of additional and different strategies that are used when necessary c. Producing individualised targeted plans as evidence of practice.d. Producing individualised planning appropriately for children incorporating advice and support from outside agencies.  |  |  |
| 10 | The SENCo is aware of how and when to make referrals to outside agencies. |  |  |
| 11 | The setting has positive open relationships with parents where concerns are identified. It ensures that information about progress is shared on a regular basis between parents and setting staff. |  |  |
| 12 | The SENCo trains and advises staff through INSET or staff meetings on additional and different strategies necessary to support inclusive practice in the setting. |  |  |
| 13 | The setting’s SEN policy and/or inclusion statement meets all current legal requirements regarding inclusion and support for children with additional needs, and is reviewed on a regular basis. p |  |  |
| 14 | Setting is complying with the Equality Act 2010 and SEN Code of Practice 2015 in relation to SEN and disability. |  |  |
| 15 | All staff are aware of the Local Offer and signpost parents to services. |  |  |
| 16 | The SENCo is aware of how to obtain support from their I&I Advisor/EYC SEND consultant/SEND Support Officer. |  |  |
| 17 | The SENCo and the manager have a clear understanding of routes to SEND funding (SEND grant/Inclusion grant). |  |  |
| 18 | Other agencies are involved to support children (and their families) when concerns about children’s progress are identified and records of advice and intervention are maintained. |  |  |
| 19 | Setting is familiar with the ‘Golden binder’ Support for children and young people with SEND. |  |  |

**Criteria for assessment**

Use the criteria below to assess the quality of your provision.

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| **Inadequate****Urgent actions for development** | **Requires Improvement Some actions for development** | **Good****Few actions for improvement** | **Outstanding Continued development** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| SENCo not sufficiently effective in role | SENCo needs to develop skills and knowledge to undertake their role effectively | SENCo meeting requirements to fulfil role | SENCo effective in role |
| SENCo has not attended mandatory SENCo training | SENCo has attended mandatory SENCo training and is working towards implementing learning | SENCo has attended all required SENCo training and is seeking to attend additional training and is able to effectively implement learning | SENCo has attended all required SENCo training as well as additional SEN training and regularly attend SEND networks and able to effectively implement learning |
| Limited parts of inclusive practice implemented. For example, not all children with SEN are being identified, insufficient monitoring takes place, limited support is given and setting needs to ensure they seek necessary advice from outside agencies when appropriate. The individual needs tracking is partially implemented | SENCo is working towards ensuring that all aspects of inclusive practice are implemented. For example, all children with SEN are being identified, sufficient monitoring takes place, adequate support is given and advice is obtained from outside agencies when appropriate. The individual needs tracking is fully implemented | SENCo is successfully working towards ensuring that all aspects of inclusive practice are implemented. For example, all children with SEN are being identified, sufficient monitoring takes place, good support is given and advice is obtained from outside agencies when appropriate. The individual needs tracking is fully implemented | SEN inclusive practice is fully implemented, therefore all children with additional needs are identified, support is offered and advice from outside agencies is sought. The individual needs tracking is fully implemented and appropriately reviewed |
| Limited awareness of and limited action to address issues relating to inclusive practice and SEN Code of Practice (2015) and Equality Act (2010) compliance | Setting aware of and attempting to address issues relating to inclusive practice and SEN Code of Practice (2015) and Equality Act (2010) compliance | Inclusive practice embedded in setting’s practice and SENCo has good knowledge and understanding of the SEN Code of Practice (2015) and Equality Act (2010) | Inclusive practice is embedded in setting practice and SENCo has excellent knowledge and understanding of the SEN Code of Practice (2015) and Equality Act (2010) |
| Ineffective relationship with parents relating to children with additional and different needs | Setting is working towards providing more effective relationships with parents relating to children with additional and different needs | Effective relationships with parents where their views are valued and they are involved as partners in supporting a child’s development | Effective and excellent working relationship with parents who are fully involved, part of the decision making and engaged in their child’s development |

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| **Areas for development:**   |