

# Improving quality for children

## Section 7

**A quality improvement tool for  
early years provision**

**Supporting high quality early years provision  
for Achieving for Children**

## Special Educational Needs and Disability (SEND) 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.**

<b>7. SEN provision and inclusive practice</b>			
	<b>Key Statement</b>	<b>How do you know? What is your evidence</b>	<b>Met Y/P/ N</b>
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 SENCo Networks and accesses the CPD Online training offer.		
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, next steps and longer term goals. 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 children at 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. e. Outcomes are consistently SMART.		
10	The SENCo is aware of how and when to make referrals to outside agencies and is able to support colleagues and parents during this process.		

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.		
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 Inclusion & Improvement Adviser/SEND Support Officer and/or Early Years Consultant SEND.		
17	The SENCo and the manager have a clear understanding of all processes relating to the Early Years SEND Inclusion Fund (EYSIF).		
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	Are you familiar with the 'Golden binder' Support for children and young people with SEND.		
20	All staff are aware of the Education, Health and Care Plan (EHCP) process and are aware of how to obtain support to undertake this process.		
21	The SENCo and all staff are aware of how to signpost parents/carers and colleagues to support from local charities.		

### Criteria for assessment

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

<b>Inadequate Urgent actions for development</b>		<b>Requires Improvement Some actions for development</b>		<b>Good Few actions for improvement</b>		<b>Outstanding Continued development</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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)

<p>Ineffective relationship with parents relating to children with additional and different needs</p>	<p>Setting is working towards providing more effective relationships with parents relating to children with additional and different needs</p>	<p>Effective relationships with parents where their views are valued and they are involved as partners in supporting a child's development</p>	<p>Effective and excellent working relationship with parents who are fully involved, part of the decision making and engaged in their child's development</p>
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**Areas for development:**