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**Improving quality**

**for children**

A quality improvement tool   
for early years provision

**Section 7**

**SEND provision, supporting children with medical needs and inclusive practice**

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| **Name of setting** |  |
| **Date:** |  |

* 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)**
* 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 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   
  **(The SEND Code of Practice Jan 2015 5.54)**
* Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life **(The education inspection framework 2019).**
* The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education **(The Equality Act 2010), (The education inspection framework 2019).**
* The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
* The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy  
   **(The education inspection framework 2019).**

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| **SEN provision and inclusive practice** | | | |
|  | **Key Statement** | **How do you know?  What is your evidence** | **Met**  **Y/P/N** |
| 1 | The setting is complying with the Equality Act 2010 and SEN Code of Practice 2015 in relation to SEN and disability. |  |  |
| 2 | The setting’s SEN policy or inclusion statement meets all current legal requirements regarding inclusion and support for children with additional needs, and is reviewed on a regular basis. |  |  |
| 3 | The name of the setting’s SENCo is known to all staff and clearly displayed for parents. |  |  |
| 4 | The SENCo has up-to-date certificates for SENCo training. |  |  |
| 5 | The SENCo regularly attends SENCo networks. |  |  |
| 6 | The SENCo accesses the CPD Online training offer. |  |  |
| 7 | The SENCo and manager have clear communication which ensures that inclusion and SEN issues are considered in decision-making. |  |  |
| 8 | The SENCo has adequate time away from children to fulfil role and complete paperwork. |  |  |
| 9 | 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. |  |  |
| 10 | The SENCO monitors individual needs tracking by:   * implementing strategies for the early identification of SEN * ensuring that inclusive practice is in place through the use of additional and different strategies that are used when necessary * producing individualised targeted plans as evidence of practice * producing individualised planning appropriately for children, incorporating advice and support from outside agencies * making sure outcomes are consistently SMART |  |  |
| 11 | The SENCo is aware of how to obtain support from their inclusion and improvement adviser, send support officer or early years consultant SEND. |  |  |
| 12 | 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. |  |  |
| 13 | The SENCo and the manager have a clear understanding of all processes relating to the Early Years SEND Inclusion Fund (EYSIF). |  |  |
| 14 | The SENCO ensures that records of purchases of additional resources to support individual SEND are maintained (including keeping receipts for the purpose of EYSIF audits). |  |  |
| 15 | 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. |  |  |
| 16 | The SENCo trains and advises staff through INSET or staff meetings on additional and different strategies necessary to support inclusive practice in the setting. |  |  |
| 17 | Inclusive practice is understood by staff and evident in practice. |  |  |
| 18 | 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. |  |  |
| 19 | 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. |  |  |
| 20 | Where applicable the SENCO keeps detailed records of how any actions and recommendations in relation to supporting children with SEND have been addressed since the last inspection. |  |  |
| 21 | All staff are aware of the Local Offer and signpost parents to services, including the Golden Binder. |  |  |
| 22 | 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. |  |  |
| 23 | The SENCo and all staff are aware of how to signpost parents and carers and colleagues to support from local charities. |  |  |
| 24 | Where applicable, all staff understand the need to document incidents where children with SEND are not receiving their full entitlement eg, where temporary or long term arrangements have been agreed with parents to meet a particular need. |  |  |
| 25 | All staff with responsibility for children with medical needs have sufficient, up-to-date training and support. |  |  |
| 26 | Where additional training in order to support a child’s particular SEND/medical needs has been necessary, records of training is recorded. |  |  |

**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 development** | | **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 and additional SEN training and regularly attend SEND networks , 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:** |