**Audit to support practice and provision for SEND and Inclusive practice**

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| **Setting name / address** |  |
| **Registration number** |  | **Current Ofsted outcome** |  | **Date of completion** |  |

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| **People involved in completing this audit** |
| **Name** | **Role** |
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**Further reading, references and websites**

Westmorland and Furness,Support for Childminders, Early Years and Childcare Provision [Support for Early Years and Childcare Provision](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

Westmorland and Furness Local Offer EY Professionals page [Families Information | Early Years SEND Information for Professionals (westmorlandandfurness.gov.uk)](https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/advice.page?id=geL7lKT5_3E)

The SENCO Toolkit – (as above) NASEN - <http://www.nasen.org.uk/> National Autism Society - [www.autism.org.uk](http://www.autism.org.uk) Scope - [www.scope.org.uk/support/disabled-people/money/benefits](http://www.scope.org.uk/support/disabled-people/money/benefits) NHS - <https://www.ncic.nhs.uk/services/childrens-therapy-toolkit> Contact - <https://contact.org.uk/>

**Throughout the setting and when developing each area of provision, consider how you are supporting the characteristics of effective learning:**

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| **Playing and exploring – a child will be** | **Active learning – a child will be** | **Creating and thinking critically – a child will be** |
| Finding out and exploringPlaying with what they knowBeing willing to ‘have a go’ | Being involved and concentratingKeeping on tryingEnjoying achieving what they set out to do | Having their own ideasMaking linksChoosing ways to do thing |

| **Inclusive practice – the setting approach to inclusion through leadership and management** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| There is a named SENCo who has a clear job description  |  |  |  |  |
| The setting demonstrates an inclusive approach to delivering the EYFS in line with SEND Code of Practice 2015 and demonstrates a positive approach to receiving children with additional needs which includes following the graduated approach for SEN support |  |  |  |  |
| The admission and settling-in procedures reflect your inclusive approach *e.g. additional settling in sessions if required.* |  |  |  |  |
| Strategies are employed that demonstrate a proactive approach to identifying and removing barriers to learning *e.g., The setting is ready and prepared to meet the needs of any child and be prepared to make reasonable adjustments* |  |  |  |  |
| Where Key persons assess a child’s development below the level expected for their age in any area, systems are in place for them to check this assessment with the SENCO and to discuss their assessment sensitively with parents |  |  |  |  |
| All families feel welcomed, valued and included; how do you know? |  |  |  |  |
| Parents/carer’s and children’s views are gathered and acted upon |  |  |  |  |
| All staff are aware of the Special Educational Needs (SEN) policy and/or the setting Inclusion policy. Staff implement the graduated approach. |  |  |  |  |
| The setting effectively identifies children who require additional support. The setting refers to the Cumbria SEND handbook and criteria. |  |  |  |  |
|  The setting effectively monitors the progress of children with SEND from their individual starting points. Effective tracking supports this. |  |  |  |  |
| When appropriate the Early Years Developmental Journal is used effectively to identify and plan for children with additional needs |  |  |  |  |
| When appropriate the Speech and Language screening tools are used  |  |  |  |  |
| The setting accesses the Local Offer including the Early Years Professionals page – link above |  |  |  |  |
| There are robust systems in place to support early identification e.g. effective partnerships with outside agencies |  |  |  |  |
| All staff have a secure understanding and knowledge of the Early Help process |  |  |  |  |

| **The role of the SENCO** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| SENCo is aware of the relevant legislation, regulations and the statutory guidance relating to young children with SEN in Early Years settings, e.g. SEND Code of Practice 2015, Equality Act 2010, EYFS Statutory Framework 2023*See Section 3: Early Years SENCo Toolkit* |  |  |  |  |
| The named SENCo has had recent and relevant experience and/or training. |  |  |  |  |
| SENCo has completed ‘All our Children’ training with the Early Years Team |  |  |  |  |
| The SENCo has good knowledge of child development and is able to support colleagues in early identification and give relevant advice and suggest strategies to differentiate planning to meet individual needs and next steps. |  |  |  |  |
| The SENCo is able to support staff to put in place high quality My EY SEN support plans which are reviewed in a timely manner |  |  |  |  |
| The SENCo is able to support staff to write appropriate SMART targets. |  |  |  |  |
| The SENCo is able to quickly build a good relationship with parents/carers and is able to support them through the graduated approach |  |  |  |  |
| The SENCo is proactive and works effectively with outside professionals to ensure advice and support is put in place for children with SEND |  |  |  |  |
| The SENCo is familiar and confident in using Cumbria’s Early Help Assessment paperwork |  |  |  |  |
| The SENCo is able, when appropriate, to lead or contribute to Team Around the Family (TAF) meetings and is aware of the most up to date supporting paperwork (see CSCP website) |  |  |  |  |
| The SENCo understands the process and evidence required to request an Education, Health and Care Plan (EHCP) |  |  |  |  |
| The SENCo is aware of other sources of funding for Early Years children with SEND, e.g. SENIF, DAF, |  |  |  |  |
| The SENCo is able to ensure risk assessments are carried out for identified children |  |  |  |  |
| When necessary SENCo is able to seek relevant medical advice, or training to support professionals in writing a Health Care plan. |  |  |  |  |
| SENCo ensures all staff are aware of Health Care Plans and have appropriate training to respond to and administer medication as necessary |  |  |  |  |
| SENCo is familiar with ‘Supporting pupils at school with medical conditions’ (DfE 2015)  |  |  |  |  |
| Where it is part of the SENCo’s job description, SENCo contributes to Children Looked Afters EY PEP |  |  |  |  |
| SENCo has dedicated time to carry out their role |  |  |  |  |

| **Continuous professional development** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| SENCo has achieved the Level 3 Early Years SENCo Award |  |  |  |  |
| SENCo attends the termly SENCo Clusters |  |  |  |  |
| SENCo is confident to use My EY SEN Support plans. |  |  |  |  |
| The setting supports continuous professional development and training for the SENCo and other practitioners. Impact on practice from CPD is evident |  |  |  |  |
| There is evidence that the SENCo cascades information from SENCo clusters / CPD to other members of staff. |  |  |  |  |
| SENCo is proactive in keeping up to date on current research relating to SEND and actively seeks out further research to support children and families.  |  |  |  |  |
| SENCo is aware of useful documents, publications and websites that support their role See Section 8: Early Years SENCo toolkit  |  |  |  |  |

| **Partnership with Parents** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Settling in procedures are bespoke to the individual needs and requirements of the child and family |  |  |  |  |
| Staff build good relationships with parents/carers and are mindful of their feelings and emotions.  |  |  |  |  |
| Staff embed a ‘can do’ approach and this is reflected within all observations, documentation and discussions with parents  |  |  |  |  |
| Parents are informed and empowered with appropriate guidance and information so that they can be an advocate for their child  |  |  |  |  |
| Staff seek and share information about children’s interests, strengths and needs on an ongoing basis. |  |  |  |  |
| There is an effective Key Person system in place and staff share information with parents about their children’s progress in a sensitive and honest manner avoiding the use of acronyms |  |  |  |  |
| Staff seek, respect and value parents/carers views and contributions and these are acted upon in a timely manner. |  |  |  |  |
| Staff ensure that parents/carers are fully included in the monitoring and reviewing of their child’s development and in the setting of their next steps/targets |  |  |  |  |
| The setting actively seeks to include all parents/carers, for example those with literacy needs or with English as an additional language. |  |  |  |  |
| Parents are made aware of and signposted to local and national services which offer guidance and support |  |  |  |  |
| Parents are signposted to SEND Information Advice and Support (SENDIAS) for confidential and impartial advice and support |  |  |  |  |

| **Voice of the child** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Staff provide opportunities for children to communicate their interests, likes and dislikes in a variety of ways appropriate to their age and stage of development. This is embedded in daily practice and evidenced in planning |  |  |  |  |

| **Transition** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Staff jointly plan with parents/carers and other professionals to facilitate a positive transition experience:* Before a child begins at the setting
* When a child changes room/group within the setting
* During transition to another provider, e.g. nursery / school
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| Time is allocated for the Key Person to get to know the child, their interests, preferences, preferred communication etc. and to build relationships with them and their family. |  |  |  |  |
| Information about specific requirements for the child’s care is shared between parents/carers, setting staff and other professionals involved. |  |  |  |  |
| For a child with health/medical needs a healthcare plan is put in place before the child starts to attend the setting without parents/carers. |  |  |  |  |
| Staff training to meet the needs of the child is arranged as and when needed. |  |  |  |  |
| Changes to provision and arrangements for specific equipment to meet the needs of the child are arranged as and when needed. |  |  |  |  |
| When a child is moving to another setting staff agree with parents/carers the information to be shared as part of the planning process.  |  |  |  |  |
| Prior to moving to a new provider, both settings are invited to the TAF |  |  |  |  |
| Where appropriate the Key person will accompany the child to their new provider |  |  |  |  |
| For more information on transition the setting SENCo is aware of the Westmorland and Furness Council Early Years SENCo Toolkit, Section 6: Transitions, and Appendix 2 |  |  |  |  |

| **Improvement priorities** | **Agreed support** | **Timescale (from – to)** | **Success criteria** | **Evaluation** |
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