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| Name of setting: Name of SENCO:Email address of SENCO: | **Date of Audit:**Review date of Audit: |
| **The purpose of this audit is to support Early Years provisions to reflect on their current practice, environment, policies and procedures and use these reflections to make any required changes to support high quality inclusion for children with SEND. This audit should be completed fully and then reviewed once per academic year.** **The completion of this audit will help to facilitate discussions and support during visits/meetings with an Area SENCO.****If you have any questions regarding the EYFS SEND audit please contact** SENDEYFS@walthamforest.gov.uk |
| **Role of the Setting’s SENCO (High Quality Inclusion)**The SEND Code of Practice 2015 requires P.V.I. Early Years Settings to identify a named SENCO*The role of the SENCO involves ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEND, advising and supporting colleagues, ensuring parents are closely involved throughout and their insights inform action taken by the setting and liaising with professionals or agencies beyond the setting.**(5.53 SEND Code of Practice: 0-25, 2015)* |
| **Criteria Key: 1: Not in Place, 2: Developing 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * Setting has an identified SENCO, who has completed appropriate training and attends regular meetings e.g. EYFS SEND Forum, Partnership Cluster Groups.
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| * SENCO and Setting Manager regularly consider the needs of children with SEND and children in/with specific circumstances.
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| * SENCO and Setting Manager have an overview of the number of children with SEND and what funding is allocated for each child and an overview of how the funding is spent.
 |  |  |  |   |  |
| * SENCO and Setting Manager have an overview of the academic progress of children with SEND.
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| * The SENCO, supported by the setting manager, has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans and SENIF.
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| * The SENCO keeps up to date records for each child with SEND. They ensure that:

- referrals are made in a timely matter- next steps are appropriate and implemented-they consider the need for an EHC plan and work together with parents/carers, and other professionals to make an application where appropriate, including discussion /advice from allocated Area SENCO. |  |  |  |  |  |
| * The SENCO alongside Practitioners, regularly monitor and review the use of SENIF funding.
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| * The SENCO, supported by the setting manager, provides professional guidance to colleagues around SEND. (Detail how the SENCO/setting manager effectively supports staff to deliver the outcomes for children with SEND).
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| * The SENCO works closely with staff, parents/carers and other agencies to ensure that children receive appropriate support and high-quality teaching.
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| * The SENCO liaises with the Area SENCO / SEND Advisory Teacher / Early Years SEND advisor where a child has SEND.
 |  |  |  |  |  |
| * What role does the SENCO have in determining the strategic development of SEND policy and provision in the setting?
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| **Responsibility of the EY provider (High Quality Inclusion)***All providers funded by the local authority have requirements on them to have regard to the SEND Code of Practice 2015. Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEND, working in partnership with parents and professionals to support the child’s learning and development**(5.4/5.7/5.8 SEND Code of Practice 2015)* |
| **Criteria Key: 1: Not in Place, 2: Developing 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * All staff take part in regular discussions and planning for children with SEND to ensure the continuation of inclusive practice.
 |  |  |  |  |  |
| * Staff are confident and knowledgeable in child development and know where children are in their learning and development.
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| * Is an effective key person system in place?
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| * Is the child’s allocated Key Person involved in creating, implementing and reviewing a child’s Early Years Support Plan in partnership with parents/carers?
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| * Do all staff members know of and follow the Graduated Approach to support children with SEND?
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| * Where a child's progress gives cause for concern, do practitioners observe and collate more detailed assessments to plan interventions and implement appropriate support?
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| * Processes are clear and followed by all practitioners to identify and support children with SEND.
 |  |  |  |  |  |
| * Staff are trained and confident to deliver high quality interventions and support to meet the individual needs of children with SEND.
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| * Has the environment been changed or adapted to meet the individual needs of children with SEND? (*Staff consider an enabling environment and remove barriers to learning and adapt the environment where necessary*).
 |  |  |  |  |  |
| * Do practitioners have high expectations of all children?
 |  |  |  |  |  |
| **Policies and procedures (Compliance)***As well as being good practice, both Ofsted and the Statutory Framework for the Early Years Foundation Stage (EYFS) require all settings to have a set of policies and procedures and to ensure that staff are given training about them and that they are accessible and explained to parents. Policies and procedures provide clear instructions and guidelines on what must be done in a particular set of circumstances or with regard to a particular issue and eliminate any risk of ambiguity or upset. Any policy or procedure created for your setting should reflect best practice and be compliant*. |
| **Criteria Key: 1: Not in Place, 2: Developing 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * The setting has a SEN policy that is up to date/ regularly reviewed.
* The policy outlines how the setting supports children with special educational needs.
* It is reviewed annually, with the SENCo, setting Managers and staff.
* It is accessible for both practitioners, parents/carers
 |  |  |  |  |  |
| * The provision made for children with SEND is recorded accurately and kept up to date.
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| * Information systems are used to record details of SEND, outcomes, strategies and the involvement of specialists as part of an overall approach to monitor the progress and development of children. Every child with SEND has an Early Support Plan.
 |  |  |  |  |  |
| * Early Years Support Plans are kept up to date and reviewed regularly. There is evidence of partnership working with parents/carers.
 |  |  |  |  |  |
| * The training needs of staff is regularly reviewed in line with the needs of the children in your setting as well as practitioner’s professional development. Steps are taken to ensure staff's knowledge remains up-to-date and relevant.
 |  |  |  |  |  |
| *Admissions Authorities must consider applications from parents of children who have SEN but do not have an EHC plan as part of normal admissions procedures. They must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs. They must not refuse to admit a child on the grounds that they do not have an EHC (1.27 SEND Code of Practice: 0-25, 2015).**It’s unacceptable for any provision to delay or refuse admission to children not toilet trained and Admission Policies and Practices requiring this are discriminatory and potentially unlawful. Under the Equality Act issues should be dealt with on an individual basis and “reasonable adjustments” made.* |
| **SEND Audit carried out by:** **Signature: Date: Updated:** |