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| Name of School: Name of SENCO:Email address of SENCO:Name of EYFS Lead:Email address of EYFS Lead: | **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 or meetings with an EYs SEND Advisor.****If you have any questions regarding the SEND audit please contact** **SENDEYFS@walthamforest.gov.uk** |
| **High Quality Inclusion***The SEND Code of practice states Early Years 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 SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.**(5.4 SEND Code of Practice: 0-25, 2015)* |
| **Criteria Key: 1: Not in Place, 2: Developing, 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * SENCO / EYFS Lead / EYFS Staff regularly consider the needs of children with SEND and children in/with specific circumstances –referrals are made in a timely matter

- next steps are appropriate and implemented- the need for an EHC plan is considered and staff work together with parents/carers, and other professionals to make an application where appropriate, including discussion /advice from EYs SEND Advisor. |  |  |  |  |  |
| * SEN Inclusion Funding (SENIF) is applied for to support eligible, identified children. (See [The Hub](https://thehub-beta.walthamforest.gov.uk/early-years-send-funding#senif) for further information).
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| * SENCO / EYFS Lead have an overview of the number of children with SEND, what funding is allocated for each child and how the funding is spent (SENIF / EHCP).
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| * Teaching and support staff work effectively together and have an overview of the academic progress of children with SEND.
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| * SENCO / EYFS Lead / EYFS Staff document a child’s needs, interventions and targets on the school’s chosen proforma, i.e. 1 Page Profile, EYs Support Plan etc.
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| * Where applicable, the child’s allocated Key Person is also involved in creating, implementing and reviewing a child’s interventions and targets in partnership with parents/carers.
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| * The SENCO / EYFS Lead / EYFS Staff regularly monitor and review the use of SENIF funding (where applicable).
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| * The SENCO / EYFS Lead liaises with the Early Years SEND advisor where a child has SEND (where appropriate).
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| * All EYFS staff take part in regular discussions and planning for children with SEND to ensure the continuation of inclusive practice.
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| * EYFS staff use their knowledge of child development to identify children with a learning and development delay.
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| * Children’s identified needs are responded to appropriately through interventions.
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| * Processes are clear and followed by all EYFS Staff to identify and support 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 – this will be explored further with your EYs SEND Advisor*)
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| **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 Early Years Provisions to have a set of policies and procedures, 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 provision should reflect best practice and be compliant.* |
| **Criteria Key: 1: Not in Place, 2: Developing 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * All EYFS Staff have read and know where to access the school’s SEN Policy.
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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. Each child’s needs and targets are captioned appropriately on the school’s chosen format (i.e. 1 Page Profile / Early Years Support Plan etc).
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| * The training needs of EYFS staff is regularly reviewed in line with the needs of the children in the school, as well as practitioner’s professional development. Steps are taken to ensure staffs’ knowledge remains up-to-date and relevant. EYFS Staff are accessing the [SEND Passport](https://thehub-beta.walthamforest.gov.uk/send-passport) training.
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| ***The Schools Admissions Code of Practice*** *requires children with SEN to be treated fairly. Admissions Authorities must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school’s published admissions criteria 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:**  |