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| **Completed by:** | Local Area: | Date: |

**IMPROVING ACCESS AND INCLUSION IN THE EARLY YEARS - SELF-REVIEW TOOL**

This tool has been developed to help local areas consider how to improve access and inclusion for disabled children and those with special educational needs (SEND) in the early years. By ‘local area’, we mean all those with responsibility for young children with SEND within a local authority area – this includes local authority staff, clinical commissioning groups, early years providers, health providers, parent/carers, information providers and the voluntary sector.

**HOW TO USE THIS TOOL**

Our self-review tool is structured around eight themes which have been identified as important to improving access and inclusion in the early years:

* Data
* Identification of need
* Parental engagement
* The local offer
* Staff skills and expertise
* Funding arrangements
* Joint working
* Transition into school

These themes provide a framework; other themes are woven throughout the tool. In particular speech, language and communication needs (SLCN) are identified as a specific aspect of SEND. This leads to some duplication of items within and across themes in order to address both general SEND issues and specific SLCN issues. SLCN is specifically identified within the tool, because of the specialist support available through EYSEND programme. The tool can be used to focus on any SEN or disability, by reading the general SEND items as they apply to that aspect of SEN or disability.

**INSTRUCTION 1:** Discuss in your group which themes you wish to consider. You will not have time to look in detail at all the themes so we recommend that you start with the themes and items that are most relevant to your local area. You may wish to base your selection, both themes and items, on existing local priorities, aspects of SEN or disability already identified for improvement, or other aspects that have not previously been reviewed.

**INSTRUCTION 2:** Once you haveselected your first theme, you will find a series of statements relating to that theme. Read through each statement in turn and record:

* Whether you -*agree* -*partially agree* or -*disagree* that the statement accurately describes practice in your local area;
* The evidence you have used to support your agreement or disagreement with each statement;
* Whether addressing this should be a -*low* -*medium* or -*high* priority for your local area.

**INSTRUCTION 3:** Once you have completed all the statements within the theme, move ontothe next theme. Aim to complete two or threethemes in the time available

| 1. **Transition into school**
 | **Agree (A) Partially agree (PA) Disagree (D)** | **What is our evidence for this?**Evidence might include: Ofsted/CQC inspections, contracts, joint strategies, any evaluations, examples of data sharing, minutes from meetings, reports from parents or settings | **What priority is this?** |
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| **L** | **M** | **H** |
| A. There are clear arrangements in place to ensure a smooth transition from early years settings into school for young children with SEND |  |  |  |  |  |
| B. There are good links between early years settings and schools to support transition |  |  |  |  |  |
| C. Parents of young children with SEND are involved and supported throughout their child’s transition into school |  |  |  |  |  |
| D. Schools anticipate the full range of needs of young children coming into their school and are ready to meet them  |  |  |  |  |  |
| E. The local area makes use of information and data to improve the quality of transition into school  |  |  |  |  |  |
| F. The local area makes use of information from parents to improve the quality of transition into school |  |  |  |  |  |
| G. Schools are aware of provision at universal, targeted and specialist levels, and work with the appropriate agencies to ensure the right level of support is in place for all children as they move into school |  |  |  |  |  |