**SBC – EY -Quality Assurance SEND Self Review Audit Visit – Guidance for visit – what to look for**

|  |  |
| --- | --- |
| **Leadership of SEND*** Are there high aspirations for all children alongside a clear vision for the education of all children with SEND?
* Do leaders understand their statutory responsibilities under the SEND Code of Practice and the Equality Act? Are policies and practices effectively implemented in line with statutory requirements, and reviewed and evaluated regularly?
* Does the setting have a named SENCO who works within the senior leadership team or alongside the setting manager, and they ensure that the vision for children with SEND is explicit?
* Do all staff understand and accept they are responsible for the progress of all children?
* Does the setting have an agreed SEND development plan with identified priorities for the improvement of provision?
* Does the setting support and develop successful partnerships with other settings the child attends, for example specialist provision and Childminders?
* Does the setting have knowledge of, and understand the process for, requesting an EHCP needs assessment?
* Is the SEND register accurate and reviewed at least termly?
 | **Assessment*** The effectiveness of teaching is considered before assuming a child has SEND.
* Comprehensive and varied types of assessment support accurate identification of need and informs practice.
* The SEND register is accurate and reviewed at least termly.
* The setting scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.
* Parents and carers are fully involved in discussions with the setting when identifying why their child may be having difficulties.
 |
| **Quality of Teaching and Learning*** Leaders with responsibility for SEND work closely alongside practitioners to support differentiation & curriculum development. They are involved in reviewing and helping practitioners improve the quality of teaching and learning for all children.
* The individual needs of children are communicated effectively to all staff. Practitioners act on advice and strategies that are provided to ensure that all children are able to participate and achieve.
* Practitioners use assessment information to plan and differentiate lessons effectively.
* Evidence from observations, shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into settings environments and practitioners capitalise on learning from interventions in the environment they create
 | **Resources*** Practitioners engage in high quality continued professional development and learning to support improved children’s outcomes.
* Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map.
* Organisational decisions in relation to practitioners’ roles are routinely reviewed and evaluated for impact.
* There is a graduated approach to interventions; room, group and individual support is balanced appropriately.
* Children with SEND have personalised plans (IPP, My plan) that are reviewed at least termly.
* Interventions follow a cycle of Assess, Plan, Do, Review.
* Interventions are rigorously evaluated.; adjustment to the provision is then made accordingly.
* Practitioners receive professional reviews. Staff receive regular and high-quality CPD. This is linked to the setting development plan and wider aims regarding children’s achievement and outcomes.
* Highly effective administrative support allows staff with responsibility for SEND to work strategically.
* The setting uses carefully selected interventions for which there is strong evidence of impact on attainment.
 |
| **Working with Children and Parents*** The SEND information provides a comprehensive summary of provision at the setting.
* Children with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.
* Systems are in place to obtain regular feedback from parents and carers on the quality of support and provision. The setting and parents work in partnership to achieve genuine co-production e.g. Parent/carer forums and workshops / structured conversations for children with SEND with EHC plans.
* Children with SEND demonstrate in their progress/development how the support they have had from the setting has made a real difference
 | **SEND Provision Quality*** The setting is appropriately staffed & resourced in order to ensure high quality provision and children with SEND have their statutory needs met.
* Outside agency support is engaged appropriately and utilised effectively.
* The setting has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all children.
* The SEND team has made visits to other settings to learn and share examples of best practice.
* The setting has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.
 |