**SBC Early Years Quality and Inclusion (EYQI) Team SEND Self Review Visit**

*This visit is designed to quality assurance SEND self-review audits. It is a supportive process to enable the sharing of good practice and to offer guidance and support to practitioners in the setting.*

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| **Early Years Setting** | **Liaised with** | **Date** | **Early Years Inclusion Officer** |
|  |  |  | Nicola Campbell |
| **Area** | **Setting self-review rating** | **Comments** |
| **Leadership of SEND*** There is a clear vision for the education of all children with SEND at the setting and a culture of high aspiration for all children.
* Leaders are knowledgeable on SEND policy and practice. The setting is implementing and embedding the SEND reforms effectively.
* The SENCO works closely alongside the manager and other senior leaders to develop a whole setting response to SEND.
* The setting ensures that all practitioners are aware of their responsibilities to children with additional needs.
* A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.

Roles and responsibilities for SEND provision is clear. As a result, all practitioners understand and accept they are responsible for the progress of all children |  |  |
| **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. |  |  |
| **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.
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| **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 |  |  |
| **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.
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| **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 |  |  |

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| **Recommendations/Action points** |
| **Feedback from setting on completing the audit** |

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