

Early Years SEN and Inclusion Practice Review for PVI settings

The Review Process

The aim of this Review is to ensure that settings are meeting the individual needs of vulnerable children and promoting equality and inclusion. It will assess the providers ability to meet the EYFS Ofsted requirements, SEND Code of Practice 0-25 (Jan 2015) and the Equality Act 2010. The review will incorporate the impact on progress of key cohorts of children, especially those in receipt of additional funding, for example, Early Years Pupil Premium (EYPP), Disability Access Funding (DAF) or free early education for two-year-olds and the wider learning environment to ensure inclusive practice throughout the setting.

The Practice Review enables to the Local Authority to consider the setting's ability to meet the terms and conditions set out in Merton's Funding Agreement, but most importantly, the review acts as a tool to support the setting in their own improvement cycle and should form part of the annual Ofsted SEF.

The Practice Review will last between 1 and 3 hours, according to the size of your setting and the availability of staff and the manager to undertake discussions.

- Step 1:** You will receive this document two weeks prior to the review
- Step 2:** With the support of your team, parents and children attending the setting, you should evaluate your setting against each of the elements of the Review
- Step 3:** On arrival, the Advisor will have a discussion with the manager/owner/SENCo about the judgements/evidence section of the Review
- Step 4:** The Advisor will then observe the practice and environment and review the policies that support inclusion and SEN and any key documents linked to those policies (see list overleaf)
- Step 5:** A final discussion with the manager/owner of the setting will take place to consider recommendations to develop areas of strength and actions to support identified areas of weakness. Actions will be areas of practice where the setting is not fulfilling any terms and conditions laid out in Merton's Early Education Funding Agreement. These actions will be given specific timescales for completion; otherwise the Removal from the Directory procedure will be instigated (see section 10.4 of the Funded Early Education Guidance)
- Step 6:** The setting will receive a written report of the discussion, recommendations and any required actions within 10 working days

Documentation

Documentation that will be reviewed on the day includes:

- Inclusion / SEN / Behavioural Policy
- Staff CPD or training certificates
- SEN / Inclusion Child-Led Documentation – for any child identified as requiring SEN Support, in receipt of SENIF, ECHP, a child with a behaviour plan, individual care plan, risk assessment (where applicable)
- Tracking of cohorts of children – evidence of use of tracking to ensure effective outcomes for disadvantaged groups, such as children with EAL, funded two-year-olds, children in receipt of EYPP
- Use of additional funding - Suggested evidence e.g. enhanced staffing, specific equipment, training for staff
- Attendance registers
- Development reports for funded two-year-old children

SEN and Inclusion Practice Review for PVI settings

Name of Setting		Date of Review	
Name of Manager present		Name of EY Advisor	
Name of SENCo		Numbers of children in receipt of SEN Support or in receipt of additional funding	
Practice Review	Yes / No	If no, details of action(s) to be taken	Date (to be) Completed
Overall management – SEN and Disadvantage			
<ul style="list-style-type: none"> ➤ There a SEN policy and procedure ➤ There a named SENCo who has attended SENCo training ➤ The SENCo has undertaken additional training/attends Inclusion Meetings ➤ The SENCo has experience of supporting children with SEN and is able to talk confidently about their role ➤ Other staff have undertaken training to meet the needs of children ➤ There is an overall strategy for ensuring that disadvantaged children make progress and close the attainment gap 			

Overall practice SEN Support and Disadvantage

- Staff are undertaking accurate assessments using the EYFS, ECAT audits, ABCC charts etc. and quickly identify children with delay or SEN
- Development reports / 2 year old reports accurately reflect concerns/delay
- Parents are fully engaged or there is a planned approach to get them on board
- An action plan/SEN Support plan/behavioural plan has been put in place with SMART targets
- There is clear evidence of Assess, Plan, Do and Review (docs/disc)
- A range of interventions are provided for children with SEN or not making expected progress, including small group work, differentiated teaching, grouping of children according to ability etc. (docs/disc)
- There is a strong emphasis on supporting children to be 'nursery ready', including toilet training, independence skills, language and social skills
- Staff are aware of and have identified those children who may be at risk of poor outcomes in relation to their health (such as tooth decay, no 2-year-old health check, poor diet, lack of exercise, obesity, on-going infection due to home lifestyle)
- Where identified, staff have revised routines, planning and activities within the setting to tackle poor outcomes
- The setting actively support those parents whose children are at risk of poor outcomes in relation to their health through workshops, advice, signposting and targeted home learning opportunities

Resources/Environment/Teaching			
<ul style="list-style-type: none"> ➤ A communication friendly environment includes objects for reference, picture labels, visual timetable, ECAT symbols ➤ Small group work is well planned, resourced and delivered, with differentiated teaching ➤ Staff are able to manage challenging behaviour and demonstrate positive language and age related expectations ➤ Children with specific care needs/SEN are afforded privacy and equipment ➤ Staff know how to use specialist equipment safely ➤ The environment and resources in all rooms reflects diversity/inclusion ➤ Where children speak English as an additional language, there are appropriate systems in place to help them settle, make their needs known and support their English acquisition over time 			
Individual Needs:			
<ul style="list-style-type: none"> ➤ Individual risk assessments are in place for children who are at risk of harming themselves/ others and shared with staff ➤ Individual Care Plans are in place for children with medical needs with a risk analysis and shared with staff ➤ Staff trained to administer medication or provide personal / specialist care 			

Multi-professional Working			
<ul style="list-style-type: none"> ➤ Referrals to Inclusion or other professionals are made in a timely manner ➤ SENCo has either called, or attended a multi-professional meeting when applicable ➤ Reports from other professionals have been read and recommendations integrated fully into SEN Support Plans or other individual targets in a timely manner ➤ Where children with disadvantage or SEN have a lead professional, the SENCo or manager knows who that person is and ensures there is effective communication in a timely manner 			
Attendance			
<ul style="list-style-type: none"> ➤ Disadvantaged children or those with SEN attend for their full educational entitlement 15/30 hours ➤ Where children are on a stretched settling-in period, this has been agreed by the Inclusion Team, other professionals and the parents, and there is a clear date for full entitlement take up ➤ Attendance has a high priority and parents understand this. Poor attendance is recorded, the reasons why, and there is a plan to improve attendance 			
Funding			
<ul style="list-style-type: none"> ➤ There is evidence that 1B / 1C / EHCP funding is being used effectively to support the child's targets in the SEN Support Plan/EHCP ➤ There is evidence that additional EY Pupil Premium is being used to narrow the gap ➤ Disability Access Fund has been claimed (child with DLA) and evidence of how it has been used to support the child's needs is provided 			

Summary of Practice Review Discussion and Observation

Overall QA Rating (please tick one)

Meets requirements

Does not meet requirements

This section will be completed by the Advisor completing the review. The Advisor will record the discussion, observations and any evidence they have seen during the visit.

Recommendations

This section will be completed by the Advisor.

It will confirm any advice and guidance offered by the Advisor that has not already been identified by the setting to support them in their improvement journey.

Actions

This section will be completed by the Advisor.

It will confirm any actions required by the setting where they are failing to currently meet any of the terms and conditions laid out in Merton's Early Education Funding Agreement.

The date when actions must be met, where possible, will be in a timescale that allows the setting to make the changes required effectively.

Follow-on action (please tick one)	Annual QA		Follow-up visit		Letter to Ofsted and Merton Early Education Funding Team (high concern)	
Date when actions must be met						
Signature of manager					Date	
Signature of person undertaking QA					Date	