

SEND and Inclusion Practice Review

for funded early education 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. The review assesses the ability of the setting 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.

Step 1: Complete this audit document to help support inclusion, diversity, and closing the gap for specific groups of children in your setting. Use it as a tool to assess SEND (Special Educational Needs and Disabilities) in your setting. Evaluate your setting against each area with your team, parents, and children.

Step 2: Email the practice review by **27 October 2023** to [PVI.PracticeReviews@merton.gov.uk](mailto:PVI.PracticeReviews@merton.gov.uk)

Please the name of your setting in the subject of the email.

Step 3: the Advisor will assess the information in your audit. Depending on the information in your audit and when your last audit/visit/Ofsted inspection was, will determine when you will receive a visit. Prior to the visit they will send you an information sheet to complete for information such as number of children receiving SEN support.

Step 4: The Advisor will visit your setting to observe practices, the environment, and review policies supporting inclusion and SEND. They will also have discussions with staff and any areas for improvement identified in the completed audit. The visit will take 1 between to 3 hours, according to the size of your setting and the availability of staff and the manager to undertake discussions.

Step 5: A final discussion will take place with the manager/owner/SENCo to identify strengths and areas for improvement. Recommendations may be given, and if needed, actions with specific completion timescales. Failure to meet requirements and actions within the designated timescale may lead to the involvement of Merton funding team and potential removal from the Directory. A provider can be withdrawn from the Directory of Providers if they fail to meet the quality conditions as defined by Ofsted (see section 10.4 of the [Funded Early Education Guidance](https://www.merton.gov.uk/system/files/Funded%20Early%20Education%20Guidance%202023_24%20July%202023%20%281%29.pdf)).

Step 6: You will receive a written record with identified strengths, areas for improvement and any required actions (if applicable). This should be shared with your inclusion officer who can offer you further advisory support.

Practice Review aims to ensure your setting meets the individual needs of vulnerable children, promotes equality and inclusion, and complies with relevant regulations and funding agreements. It also acts as a supportive tool for your setting's improvement plan.

Documentation

Documentation that **may be** reviewed on the day includes:

* Inclusion / SEND / Behavioural Policy
* Staff CPD or training certificates
* SEND / Inclusion Child-Led Documentation – for any child identified as requiring SEND Support, in receipt of SENDIF, ECHP, a child with a behaviour plan, individual care plan, risk assessment (where applicable)
* Assessment of cohorts of children – evidence of use of assessment 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. improved environment, implementing a suitable and individualised curriculum, specific equipment, training for staff.
* Attendance registers
* Development reports for funded two-year-old children

SEND quality annual audit for settings (setting to complete)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Setting |  | Date completed | |  | |
| Name of Manager |  | Name of person completing audit | |  | |
| Name of SENCo |  | Numbers of children in receipt of SEND Support/in receipt of additional funding? | | |  |
| Name Inclusion Officer |  | Contact telephone number | | |  |
| Practice Review Area | | YES / NO | Please give brief details of areas developed / improved in the last 12 months. If answered No reasons why. | | |
| **Overall management – Leadership**   * There is a SEND policy and procedure with stated named SENCo | |  |  | | |
| * The SENCo has undertaken additional training and attends the termly SENCO Forums | |  |
| * The SENCo has experience of supporting children with SEN and is able to confidently meet the role of the SENCO as set out in the DfE document | |  |
| * Other staff have undertaken training to meet the needs of children with SEN | |  |
| * There is an overall strategy for ensuring that disadvantaged children make progress, and the attainment gap is closing | |  |
| **Overall management – identifying and meeting need**   * Staff quickly identify children with delay or SEND | |  |  | | |
| * Development reports / reports for 2-year-olds accurately reflect concerns/delay | |  |
| * Parents are fully engaged or there is a planned approach to get them on board | |  |
| * A SEN Support plan/behavioural or care plan has been put in place. | |  |
| * There is clear evidence of Assess, Plan, Do and Review | |  |
| * A range of interventions are provided for children with SEND or for those who are not making expected progress, including small group work, differentiated teaching, grouping of children according to ability etc. | |  |
| Overall management of inclusive practice health   * There is a strong emphasis on supporting children to be ‘nursery/school 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 supports 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   * A communication friendly environment includes objects for reference, picture/word labels, visual timetable differentiated according to need etc. | |  |  | | |
| * The environment and resources in all rooms reflects diversity/inclusion | |  |
| * Small group work is well planned, resourced, delivered universally (OA) and differentiated appropriately for children with identified needs | |  |
| * 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. | |  |
| * Staff manage challenging behaviour and demonstrate positive language and age-related expectations | |  |
| * Staff know how to use specialist equipment safely and children with specific care needs/SEND are afforded privacy and equipment | |  |
| Individual Needs:   * 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 are trained to administer medication or provide personal / specialist care | |  |  | | |
| Multi-professional Working   * 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 SEND Support Plans or other individual targets in a timely manner | |  |
| * Where children with disadvantage or SEND have a lead professional, the SENCo or manager knows who that person is and ensures there is effective communication in a timely manner | |  |
| Attendance   * Disadvantaged children or those with SEND attend for their full educational entitlement 15/30 hours | |  |  | | |
| * Where children are on a stretched settling-in period, this has been agreed with parents and/or following advice from professionals and there is a clear start 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   * Funding is being used effectively to support interventions in the SEND Support Plan/EHCP | |  |  | | |
| * EY Pupil Premium is being used to narrow the gap | |  |
| * Disability Access Fund has been claimed (child with DLA) and been used to support the child’s needs. | |  |
| Any other information | |  |  | | |