

# Improving quality for children

A quality improvement tool  
for early years provision

## Section 7

SEND provision, supporting children with medical  
needs and inclusive practice

<b>Name of setting</b>	
<b>Date:</b>	

## SEN provision and inclusive practice

	Key Statement	How do you know? What is your evidence	Y/N/Action
1	The setting is complying with the Equality Act 2010 and SEN Code of Practice 2015 in relation to SEN and disability.		
2	The setting's SEN policy or inclusion statement meets all current legal requirements regarding inclusion and support for children with additional needs, and is reviewed on a regular basis.		
3	The name of the setting's SENCo is known to all staff and clearly displayed for parents.		
4	The SENCo has up-to-date certificates for SENCo training.		
5	The SENCo regularly attends SENCo networks.		
6	The SENCo accesses the CPD Online training offer.		
7	The SENCo and manager have clear communication which ensures that inclusion and SEN issues are considered in decision-making.		
8	The SENCo has adequate time away from children to fulfil their roles and complete paperwork.		
9	The SENCo has time to monitor children at SEN support level across the setting and knows about the progress of all children where there are special needs or disability issues.		
10	The SENCO monitors individual needs by: <ul style="list-style-type: none"> <li>● implementing strategies for the early identification of SEN</li> <li>● ensuring that inclusive practice is in place through the use of additional and different strategies that are used when necessary</li> <li>● producing individualised targeted plans as evidence of practice</li> <li>● producing individualised planning appropriately for children, incorporating advice and support from outside agencies</li> <li>● making sure outcomes are consistently SMART</li> </ul>		
11	The SENCo is aware of how to obtain support from their inclusion and improvement adviser, SEND support officer or early years SEND Manager.		
12	The SENCo is aware of how and when to make referrals to outside agencies (e.g. Paediatrician,		

	SALT and OT) and is able to support colleagues and parents during this process.		
13	The SENCo and the manager have a clear understanding of all processes relating to the Early Years SEND Inclusion Fund (EYSIF) and make applications on time during the relevant windows 1 term in advance.		
14	The SENCO ensures that records of purchases of additional resources to support individual SEND are maintained (including keeping receipts for the purpose of EYSIF audits).		
15	Other agencies are involved to support children (and their families) when concerns about children's progress are identified and records of advice and intervention are maintained.		
16	The SENCo trains, coaches and advises staff through INSET or staff meetings on additional and different strategies necessary to support inclusive practice in the setting.		
17	Inclusive practice is understood by staff and evident in practice.		
18	Meeting minutes show regular discussion of the needs of individual children, highlighting strengths, next steps and longer term goals. These can then be used to identify individual children who need additional support and plan for future actions.		
19	The setting has positive open relationships with parents where concerns are identified. It ensures that information about progress is shared on a regular basis between parents and setting staff.		
20	Where applicable the SENCO keeps detailed records of how any actions and recommendations in relation to supporting children with SEND have been addressed since the last inspection.		
21	All staff are aware of the Local Offer and signpost parents to services, including the Golden Binder.		
22	All staff are aware of the education, health and care plan (EHCP) process and are aware of how to obtain support to undertake this process.		
23	The SENCo and all staff are aware of how to signpost parents and carers and colleagues to support from local charities.		

24	Where applicable, all staff understand the need to document incidents where children with SEND are not receiving their full entitlement eg, where temporary or long term arrangements have been agreed with parents to meet a particular need.		
25	All staff with responsibility for children with medical needs have sufficient, up-to-date training and support.		
26	Where additional training in order to support a child's particular SEND/medical needs has been necessary, records of training is recorded.		
27	Staff get accurate information about professionals involved with the child and they regularly meet with parents to discuss professional recommendations and implement these in the provision.		
28	Staff know whether children are entitled to Disability Living Allowance (DLA) and signpost parents to this if necessary. SENCo knows to apply for DAF for 3 year olds with DLA.		