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| **Each year** | |
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| Review SEND Policy |  |
| Review Accessibility plan |  |
| Create SEND Action Plan or contribute SEND Actions in Setting’s Action Plan |  |
| Budget for SEND? |  |
| Ensure meeting neds of children with SEND is part of Practitioner’s PDRF process and links to setting’s Action plan |  |
| Identify and organise any training needs arising from SEND Action plan |  |
| Identify any specific support you feel you would benefit from as part of our ‘Annual visit’ offer. |  |
| If a child is in receipt of DLA funding, apply for annual DAF funding |  |
| When transition info is available, contact new settings to arrange sharing of information and arrange additional provision/support/visits for children with SEND. |  |
| Attend EYT transition meeting as part of your transition process. |  |
| Collate all information for each child with SEND and pass it on to the new setting/school. |  |
| Complete EYIF spending review form and return to EYT manager. |  |

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| **Each term** | | | |
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| Identify children new to setting who staff may have concerns about. Use SAT assessment tool to help identify needs. |  |  |  |
| Ensure assessments are carried out for all children with SEND using agreed toolkit that identifies small steps of progress. EG: Solihull SEND Assessment Toolkit. |  |  |  |
| Review any EHCPs within 6 months of issue or the last review. |  |  |  |
| Update your SEN register and SENCO folder to ensure information is current. |  |  |  |
| Attend regular Area SENCO briefings to keep updated with latest information and relevant training opportunities. |  |  |  |
| Agree initial/monitoring visits for children on caseload with outside agencies: eg EYT Area SENCO/SALT etc. |  |  |  |
| Share information/suggested provision and strategies from outside agencies with all practitioners involved with the child’s care so they know what should be in place for the child. |  |  |  |
| Identify any gaps in resources and SEND expertise in each room that may affect the use of any recommended provision and strategies suggested by outside/support agencies. eg: EYT/SALT etc. |  |  |  |
| Arrange training for staff to ‘plug’ any knowledge/skills gaps. |  |  |  |
| Source any additional/adapted resources required/suggested. |  |  |  |
| Meet with parents of children with SEND to review their child’s progress and next steps. |  |  |  |

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| **Each half term** | | | | | | |
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| Carry out APDR cycle for each child with SEND using SEND Support plans, (SSPs) ensuring parents are able to contribute to the process. |  |  |  |  |  |  |
| Identify any child with significant SEND needs who you have sufficient evidence for, to make a request for an EHC assessment. complete and submit paperwork. |  |  |  |  |  |  |
| Carry out informal observations in each room to ensure recommended provision and strategies are in place for children with SEND. |  |  |  |  |  |  |
| Find opportunities to share SEND training ‘snippets’ as part of the regular practitioner meetings to address Any gaps identified during room observations. |  |  |  |  |  |  |
| Provide ongoing support to practitioners by modelling strategies and providing additional information so they have the skills to support the children with SEND. |  |  |  |  |  |  |
| Update SEND register/SENCO folder with any relevant/current information. |  |  |  |  |  |  |
| Check for and apply for EYIF L1 and L2 funding for a child as suggested by EYT. |  |  |  |  |  |  |

Solihull Early Years Team