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| --- | --- | --- |
| **Name of setting:**  |  | **Date of Audit:** Review date of Audit: |
| **Name of Manager:** |  |
| **Name of SENCO:** |  |
| **The purpose of this audit is to support Early Years providers to reflect on their current practice, to ensure all staff receive adequate training to contribute the provision of high-quality inclusion for children with SEND. This audit should be completed fully and then reviewed once per academic year by the leadership team to help identify the next steps to improving SEND practice and provision.**  |
| **Role of the Setting’s SENCO (High Quality Inclusion)**The SEND Code of Practice 2015 requires P.V.I. Early Years Settings to identify a named SENCO*‘The role of the SENCO involves ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEND, advising and supporting colleagues. (5.53 SEND Code of Practice: 0-25, 2015)* |
| **Criteria Key: 1: Not in Place, 2: Developing 3: Secure** | **1** | **2** | **3** | **Comments** | **Actions required** |
| * The SENCO, supported by the setting manager, provides professional guidance to colleagues around SEND. (Detail how the SENCO/setting manager effectively supports staff to deliver the outcomes for children with SEND).
 |  |  |  |  |  |
| * All staff take part in regular discussions and planning for children with SEND to ensure the continuation of inclusive practice.
 |  |  |  |  |  |
| * Staff are confident and knowledgeable in child development and know where children are in their learning and development.
 |  |  |  |  |  |
| * The training needs of staff is regularly reviewed in line with the needs of the children in your setting as well as practitioner’s professional development. Steps are taken to ensure staff's knowledge remains up-to-date and relevant.
 |  |  |  |  |  |
| * The provider proactively supports ongoing training for SENCO and practitioners. Is there a continued professional development plan in place?
 |  |  |  |  |  |
| * The SENCO attends the EYT SEND briefings/training sessions and cascades information to all staff
* What evidence is there that the SENCO cascades information to all staff?
 |  |  |  |  |  |
| * Do other members of staff accompany the SENCO EYT SEND briefings/training sessions?
 |  |  |  |  |  |
| * Do all staff members know of and follow the Graduated Approach to support children with SEND?
 |  |  |  |  |  |
| * Where a child's progress gives cause for concern, do practitioners observe and collate more detailed assessments to plan interventions and implement appropriate support?
 |  |  |  |  |  |
| * Processes are clear and followed by all practitioners to identify and support children with SEND.
 |  |  |  |  |  |
| * Staff are trained and confident to deliver high quality interventions and support to meet the individual needs of children with SEND.
 |  |  |  |  |  |
| * Is there evidence of impact on practice following training? - Share any evidence of impact from SEN training give a specific example.
 |  |  |  |  |  |
| * Practitioners retain knowledge from training, independently transfer it between practitioners and generalise it to other children.
* What evidence is there that practitioners can transfer knowledge and skills in supporting a child with additional needs to subsequent children with similar needs?
 |  |  |  |  |  |
| Additional Comments: |
|  |
| **SEND Audit carried out by:** **Signature: Date: Updated:** |

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| **Staff CPD Action Plan** |
| **Area of Focus from audit:**  |  **Specific SEND needs of children:**  |
|  |  |
| **What do you want to achieve?** | **How will it be achieved?** | **Is any support required from the EYT?** |
| **1**  |  |  |    |    |
| **2**  |  |  |    |    |
| **3**  |  |  |    |    |