Self Assessment- SENDCo, Management, Provider

This self-assessment supports SENDCos, managers and provision owners to understand their role and responsibilities within the SEND Code of Practice 2015 and Equality Act 2010

|  |  |  |
| --- | --- | --- |
| Setting responsibilities  | Score 0 to 5(0 never to 5 always)  | Notes, additional information  |
| Setting regularly reviews and updates their Local Offer information on the Oldham Council web site every 6-12 months |  |  |
| All practitioners are aware of the legal duties within Equality Act 2010 and do not discriminate directly or indirectly against children with SEN/D or their parents. |  |  |
| Staff make reasonable adjustments to ensure disabled children are not disadvantaged compared with their peers regarding admissions procedures and practice |  |  |
| The setting has a named SENDCo. The SENDCo updates skills and knowledge to ensure they are confident to support all practitioners within the setting to implement their legal responsibilities within the SEND code of Practice 2015 (updated) |  |  |
| DRAFTNew Children and Induction |
| Practitioners are confident to answer queries about placement from parents whose child has or may have SEN/D |  |  |
| When a child has an identified need/professional involvement from wider teams, the SENDCo arranges a meeting to plan an induction to meet the child’s needs. |  |  |
| Induction paperwork is completed with parents in a confidential environment/area. |  |  |
| Parents are advised to bring their child’s health book (red book) to induction meetings (cannot be a compulsory requirement) |  |  |
| Transition in to the setting includes - completion of health care plans to meet specific health needs and the completion of appropriate training where required.  |  |  |
| The key worker holds a transition review meeting within 6 weeks of any child joining |  |  |
| Early Identification DRAFT |
| All practitioners have comprehensive knowledge of the usual pattern of early childhood development |  |  |
| All practitioners are confident they can identify a child’s current skills and are able to plan next steps for progress |  |  |
| All practitioners can complete targeted observations for a range of purposes when they have concerns about a child’s development |  |  |
| Each child’s development is monitored and reviewed (termly). Practitioners are confident to meet with parents and discuss their child’s development. |  |  |
| All practitioners are confident to differentiate individual, small group and whole group activities to meet a child’s individual need. Practitioners seek support from the SENDCo to differentiate activities when required. |  |  |
| Key workers are confident to discuss emerging concerns with parents – with support from the SENDCo where required.  |  |  |
| The SENDCo knows how to contact their Area SENDCo for advice and support when required. | DRAFT |  |
| The SENDCo contacts the Local authority (e.g. sensory support services) and relevant health professionals (e.g. health visitor) when they have concerns about a child’s development  |  |  |
| SENDCos are confident to support key workers to implement the assess-plan-do-review cycle |  |  |
| The SENDCo invites relevant professionals to meetings, meetings unless urgent, are arranged a minimum of 4 weeks in advance. |  |  |
| The setting informs relevant professionals when meetings are cancelled or moved (at the earliest opportunity). |  |  |
| The SENDCo is confident to lead person centred review meetings including informal discussions with parents, 4+1 reviews, person centred reviews, discussions and consultations with external professionals |  |  |
| The SENDCo distributes person centred review documents within two weeks of meetings. Documents are sent to all relevant professionals involved, not only to those who attend.  |  |  |
| The SENDCo signposts parents to relevant support services e.g. Contact a Family, Oldham Council Local Offer | DRAFT |  |
| All key workers working with SEN/D children are aware of current strategies, interventions, targets and outcomes for learning  |  |  |
| All practitioners maintain up to date records of conversations with parents and professionals for children with SEN/D.  |  |  |
| With parent permission, the setting maintains an up to date record of current professionals involved and have permission to contact and liaise with them |  |  |
| When a child with SEN/D joins your setting from another setting, permission is gained from parents to contact the previous setting  |  |  |
| SENDCo carefully plans transitions with parents and relevant professionals– from room to room within the setting, and to the next setting/school.  |  |  |
| Transition meetings provide parents with opportunities to share views and concerns. All transition decisions are made in consultation with relevant professionals.  |  |  |
| Transition information is always forwarded to the next provision/setting/school |  |  |

Action Plan

|  |  |  |
| --- | --- | --- |
| What Next?  | Who? | By when? |
| DRAFT |  |  |
|  |  |  |
|  |  |  |
| DRAFT |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| DRAFT |  |  |

References:

SEND Code of Practice 2015 (updated)

Equality Act 2010

Kathryn Stinton.com – Early Years Consultant