**Self-Review Tool – EYSEND 2023-25**

This review tool is designed to support with local area planning for improving access and inclusion for young children with SEN and Disabilities. Please fill out the table below according to the theme(s) that are most relevant to your local area. You can navigate the document by using the links to each section below:

1. [Data](#data)
2. [Identification](#id)
3. [Parent/Carer Engagement and Child Voice](#parentcarer)
4. [The Local Offer](#locaoffer)
5. [Staff skills and expertise](#staff)
6. [Transitions](#transitions)
7. [Funding arrangements](#fundingarrangements)
8. [Joint working](#jointworking)
9. [Family hubs review](#fhreview)
10. [SENDIASS](#sendias)

The second column asks that you provide a RAG rating for how much you agree with the statement. Below is the key:

|  |  |  |
| --- | --- | --- |
| Green – wholly agree, this is a strength of the local area | Amber – somewhat agree, this is an area of some development for the local area | Red – disagree, this is a significant area of development for the local area |

|  |  |
| --- | --- |
| **Date completed:** |  |
| **Local area:** |  |
| **Completed by (list all names/orgs):** |  |
| **Date for next review:** |  |

| **Theme** | **We agree/disagree with this**  **RAG rating (green, yellow or red)** | **What is our evidence for this?**  Evidence might come from: inspections, joint strategies, evaluations, data, minutes from meetings, reports from parents or settings | **What priority is this?** | | |
| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Data** |
| A. We have reliable data on the numbers of young children with SEND and the nature of their needs |  |  |  |  |  |
| B. We have joint data across the local authority and commissioned services |  |  |  |  |  |
| C. We have reliable data on the learning, development and progress of young children with SEND |  |  |  |  |  |
| D. We have data on EHC assessments and plans in the early years, we know what provision we are making and what impact it is having |  |  |  |  |  |
| E. We have comprehensive data on outcomes for young children with SEND |  |  |  |  |  |
| F. We use our data well to plan provision and services |  |  |  |  |  |
| Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Identification** |
| A. We have reliable arrangements for identifying young children with SEND before admission to a group setting |  |  |  |  |  |
| B. We receive timely referrals from health agencies |  |  |  |  |  |
| C. The Integrated Review plays an important part in identifying young children with SEND early |  |  |  |  |  |
| D. We have reliable arrangements for identifying young children with SEND after admission to a group setting |  |  |  |  |  |
| E. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Parent/carer engagement and child voice** |
| A. Parents/carers and young children with SEND have been involved in coproducing the local offer and are well informed of what support is available. |  |  |  |  |  |
| B. Parents/carers know where to go for information, advice and support |  |  |  |  |  |
| C. Parents/carers’ views inform the range and nature of early years provision and the information, advice and support available |  |  |  |  |  |
| D. Parents/carers and their children are centrally involved in identifying a child’s needs and agreeing the provision to meet those needs |  |  |  |  |  |
| E. Parents/carers are confident in the ability of early years providers and services to meet their children’s needs |  |  |  |  |  |
| F. The Voice of the child informs all decision making in early years provision through communication with the child (including non-verbal communication techniques), observation, case studies and reviews |  |  |  |  |  |
| G. Other |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **The local offer…** |
| A. …provides good information on SEN and disability in the early years |  |  |  |  |  |
| B. …sets out what the local authority expects settings to provide within their resources, the provision that is ‘ordinarily available’ |  |  |  |  |  |
| C. …sets out the support available locally: area SENCOs, support services, community health services, therapy services |  |  |  |  |  |
| D. ...sets out the support available from jointly commissioned services |  |  |  |  |  |
| E. …is easily accessible to underserved parts of the community including families with SEN and Disabilities and those that are seldom heard |  |  |  |  |  |
| E. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Staff skills and experience** |
| A. The relevant staff have the skills and expertise to identify young children with SEND |  |  |  |  |  |
| B. Parents and carers are confident that staff in settings have the skills and expertise to work with young children with SEND |  |  |  |  |  |
| C. Providers understand what skills and expertise should be ‘ordinarily available’ in settings |  |  |  |  |  |
| D. Providers understand the skills and expertise available beyond the setting |  |  |  |  |  |
| E. Staff in all settings and services are skilled in working with families with young children with SEND |  |  |  |  |  |
| F. Staff in settings and services know and understand when and how to involve external specialists |  |  |  |  |  |
| F. We have evidence of the impact of staff skills on the progress of young children with SEND |  |  |  |  |  |
| G. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Transitions** |
| A. There are clear arrangements in place to ensure a smooth transition from early years settings into school for young children with SEND |  |  |  |  |  |
| B. There are good links between early years settings, community partners, local services e.g. family hubs and schools to support transition |  |  |  |  |  |
| C. Parents/carers of young children with SEND are involved and supported throughout their child’s transition into school |  |  |  |  |  |
| D. Schools anticipate the full range of needs of young children coming into their school and are ready to meet them |  |  |  |  |  |
| E. The local area makes use of information and data to improve the quality of transition into school |  |  |  |  |  |
| F. The local area makes use of information from parents to improve the quality of transition into school |  |  |  |  |  |
| G. Schools are aware of provision at universal, targeted and specialist levels, and work with the appropriate agencies to ensure the right level of support is in place for all children as they move into school |  |  |  |  |  |
| H. Other |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Funding arrangements** |
| A. Providers are clear about the funding they receive and how they are expected to use it to support children with SEND |  |  |  |  |  |
| B. Settings are clear about the arrangements for the Disability Access Fund and its use |  |  |  |  |  |
| C. Settings are clear about the SEN Inclusion Fund, what it is for and how to access it |  |  |  |  |  |
| D. It is clear what the local authority and the local health services fund individually and jointly |  |  |  |  |  |
| E. There is reliable evidence of the impact of the way that funding is deployed |  |  |  |  |  |
| F. We can evidence later savings because of our investment in early support |  |  |  |  |  |
| G. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Joint working** |
| A. All our local data informs the strategic direction of our early years local planning |  |  |  |  |  |
| B. We have good links and clear protocols between our SEN team and our DMOs/CMOs |  |  |  |  |  |
| C. We have reliable arrangements for joint working with SEN, Early Help, health visitors, community health, therapy services and others |  |  |  |  |  |
| D. We have agreed procedures for co-ordinating EHC needs assessments and plans |  |  |  |  |  |
| E. Many of our early years services are jointly commissioned |  |  |  |  |  |
| F. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **Family Hubs review** |
| A. Staff in the family hub, including Start for Life staff, are knowledgeable about SEND services and the requirements set out in the SEND Code of Practice |  |  |  |  |  |
| B. Staff can make referrals to appropriate services within the hub network, such as portage, SENDIAS and SEND-appropriate parenting programmes. |  |  |  |  |  |
| C. Staff understand how they relate to professionals in early education and childcare settings, Start for Life services, and those within statutory services (health and social care) |  |  |  |  |  |
| D. Information is available in an accessible format and addresses wider accessibility needs for parents/carer of children with SEND |  |  |  |  |  |
| E. The online family hub presence offers information on how to book onto services, clear access to the local offer, and is an accessible format |  |  |  |  |  |
| F. Staff in the family hub can make families aware of the EHC needs assessment request procedure, where appropriate and necessary |  |  |  |  |  |
| G Services such as the 0-19 Healthy Child Programme should be fully involved in the additional needs/SEND notification process to the LA/Designated Clinical Officer: |  |  |  |  |  |
| H. Services are closely aligned with the SEND local offer and the support ordinarily available to those with SEND in nursery and early education settings  I. There is a sustainability plan in place for continuing to provide high quality support for families after the funded period. |  |  |  |  |  |
| J. Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **L** | **M** | **H** |
| 1. **The SEND Information Advice and Support Service** |
| A. …Is jointly commissioned with health and social care |  |  |  |  |  |
| B. …provides advice to families that span early years through to post-16 |  |  |  |  |  |
| B. …Is able to provide information, advice and support to children, young people and their parents on education, health and social care |  |  |  |  |  |
| C. …Is widely known about and valued in the local area (e.g. in family hub networks) as a source of impartial, legally based information, advice and support |  |  |  |  |  |
| D. ... Is able to meet the Minimum Standards |  |  |  |  |  |
| E. Other: |  |  |  |  |  |