Warwickshire EY SEND Provision Matrix 2023

Setting Name:
Setting type: Daycare setting/Sessional Care setting /Childminder/School class
Name of Setting/School:

U	UNIVERSAL PROVISION	Tick if in place (✓)	Please give examples (with dates where appropriate):-	Indicate any actions that you are planning to work on in the coming year:	Please leave blank for IDS/STS evidence (✓)
Universal Provision consistent strategies used by all.	**Systems**				
	The SENDCo will: Be identified and known to all staff and families. Their contact details will be published on the setting/school website/parent information sites. Where a school this will be a qualified teacher with, or working towards, the SENDCo award.				
	Have an identifiable SEND "file" in place containing all relevant and up-to-date SEND information (this may be in an electronic format). Information will be shared with staff across all the key-stages.				
	Have contact information for the specialist teaching services. Have contact details for therapy and health services.				
	Know how to signpost for support and complete appropriate referrals to health, education and social care professionals.				
	Have SENDIAS details to give to all families.				
	Have access to guidelines for managing personal care (toileting) and Health Care needs where appropriate (eg. a health care plan, written with a health professional).				
	Have a SEND Policy in place. Where a school have an up to date SEND report and accessibility plan.				
	Have a Policy for developing Positive Behaviour.				
	Have an awareness of, and direct families to, the Family Information Service and Warwickshire "Local Offer" http://www.warwickshire.gov.uk/send				

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and can show others how to access the information.				
Use Risk Assessments as appropriate.				
Access specialist support, advice and/or intervention from External Specialists, eg. IDS (Give details).				
Attend SEND focused training provided by IDS/STS/external providers (eg. SENDCo surgeries and networks) (Give details).				
Inclusive Partnership and Co-production with Families				
All staff consistently demonstrating:- • An inclusive ethos and commitment • Regular two-way communication with families • Opportunities to work together and share good practice • Involving families in the wider developments in the setting e.g. including families in reviewing policies • Evidence of including children in their own decisions, preferences and choice-making, and where appropriate their own APDR				
Teaching & Learning				
All staff consistently using recommended interventions and resources in relation to: • EYFS • SALT programmes; eg. Wellcom Tool (Time to Talk) • Positive Behaviour Management, supporting children's emotional learning • Developmental detailed profiles, eg. Teaching Talking Profiles For Individual children, there will be: • Evidence of effective differentiated planning/alternative provision and curriculum offer. • Evidence of an enhanced transition involving the child's previous early years setting and their parents/carers and between Home/EYFS/Year One staff • Clearly identified outcomes in place using SMART				

	targets • Targeted observations, with evidence of actions from the collated information • Regular discussions with parents/carers to share ideas successes, concerns and next steps • Involvement with Health Professionals at transition time and upon school entry • Referrals to and liaison with SALT / Health professionals / other agencies, as appropriate • Risk Assessments & Care Plans, as appropriate			
	Physical Environment			
	An environment where all methods of communication are used to support all children to understand and communicate: • Symbols used, eg. Widgit used consistently • A visual timetable and other visual support • Makaton/Gestures used consistently • Appropriately sized furniture/chairs/toilets • Resources clearly labelled • Good use of objects of reference, signs, symbols, photographs, gestures, all used to support teaching & learning – please give examples			
	Staffing & Professional Development			
	• Staff used flexibly to provide small group and 1-1 input. (Frequency)? • Staff use simple language when giving instructions. • Individual/ groups of staff attend relevant SEND training – give examples • Evidence of Whole-Staff training around SEND and inclusion (this could be in-house, staff meetings, commissioned training, etc.) – give examples • Evidence of liaison with additional provision provider/s such as childminder or Before & After School Club staff.			

Signed:

Manager/Head   **SENDCo**

Date

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