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| **Locality SEND Processes – Stage 1**  **MyPlan Quality Assurance checklist** | | | | | | | | |
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| Initials of Pupil: |  | | | Year Group: | |  | | |
| Name of School: |  | | | Date of QA: | |  | | |
| Additional details: | | | | | | | | |
| LAC: |  | | | Exclusions, PIP, SIP: | |  | | |
| New to city: |  | | | Health needs: | |  | | |
| PT timetable:  – please detail |  | | | Social Care/ MAST: | |  | | |
| Attendance details (if relevant) |  | | | Other – please state: | |  | | |
| Presented previously? | Yes / No – if yes, has there been adequate time to implement advice and achieve outcomes? | | | | | | | |
| Professionals present: |  | | | | | | | |
| 1. Does the child/young person’s MyPlan include (please tick) | | | | | | | | |
| Up to date and accurate information | | | | | | |  | |
| Details of the reviews of the MyPlan | | | | | | |  | |
| Information about advice given and how it has been used – and the impact on the child/young person’s progress | | | | | | |  | |
| An attendance percentage for the current period with an additional summary sheet detailing codes to show the types of absence | | | | | | |  | |
| Details of the child/young person's attainment, progress, progress against age related expectations and progress against children/young people with and without similar SEN needs | | | | | | |  | |
| Details about moderation of the Sheffield Support Grid levels | | | | | | |  | |
| Evidence that quality assurance of the MyPlan has taken place | | | | | | |  | |
| Please comment beneath each of the following: | | | | | | | | |
| 2. Have adequate assessments been done within the school under the relevant areas? Are they up to date? (Can the school be specific about areas of need identified? Refer to SSGe document) | | | | | | | | |
| 3. SSGe level(s) correct for need / provision? (If not, give correct level & guidance on why) | | | | | | | | |
| 4. Does provision match need in primary and secondary areas as appropriate? Is provision and support appropriate, detailed and specific, and effective to achieve outcomes? Across education, health and social care? (Indicate how this could be improved if needed) | | | | | | | | |
| 5. Are the outcomes set appropriate, SMART and well formed? Do they reflect the aspirations of the child/young person and family? | | | | | | | | |
| 6. Is there evidence of a person centred approach? Is there a provision map matched to the child or young person’s outcomes? Is the MyPlan understandable for the family? | | | | | | | | |
| 7. Where appropriate, has effective transition planning been included?  YES / NO | | | | | | | | |
| 8. Any further involvement of professionals or services needed? (Refer to the SSGe and advice from professionals) | | | | | | | | |
| Summary of outcomes/ recommendations | | | | | | | | |
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| Case moves to next stage – Stage 2, Locality Panel – Consideration for Request to Assess | |  | OR | | Advice given for continued  support and review | | |  |