

By September	By December	By April	By July
<b>Leadership and Management</b> <i>At all points remember: Unique Child Individual Needs Value each child's individual starting points for learning</i>			
<b>KEY</b> RED: SEND review cycle BLUE: Continuous Professional Development GREEN: Funding Applications PURPLE: Transition arrangements			
<p>Complete an EY SEND Review ensuring implementation of effective SEND policy and update and renew as needed. <a href="https://www.nasen.org.uk/early-years">https://www.nasen.org.uk/early-years</a></p> <p>Inclusion Learning Walk, data analysis, update SEND Specific Action Plan.</p> <p>Ensure Provision Maps for children with SEND are already in place. Liaise with external agencies and professionals.</p> <p>SENCO to carry out progress meetings with key persons. identifying any training needs for all practitioners.</p> <p>Apply/ monitor use and impact of inclusion funding or DAF payments.</p>	<p>Monitor progress and tracking of all children.</p> <p>Meet with individual staff to ensure individual plans are updated.</p> <p>Evaluate and update SEND Specific Action Plan</p> <p>Ensure any new children with identified needs have plans and provision maps in place.</p> <p>Liaise with external agencies and professionals.</p> <p>Whole staff meeting with focus on inclusive practice and identify training needs.</p> <p>Apply/ monitor use and impact of inclusion funding or DAF payments. Apply for any additional funding for any new children</p>	<p>Ensure any early help is in place and review meetings for EHC plans are scheduled within this term.</p> <p>Evaluate and update SEND Specific Action Plan</p> <p>Inclusion Learning Walk to ensure the environment meets the needs of individual children.</p> <p>Liaise with external agencies and professionals.</p> <p>Apply/ monitor use and impact of inclusion funding or DAF payments.</p> <p>Commence transition process for any new children: Collate information. Arrange meetings and visits with other settings</p>	<p>Begin a full EY SEND Review</p> <p>Monitor progress and tracking of all children.</p> <p>Liaise with external agencies and professionals.</p> <p>Staff meeting with focus on SEND. Book calendar of SEND local and national events for next year.</p> <p>Apply/ monitor use and impact of inclusion funding or DAF payments.</p> <p>Ensure all information has been sent to next setting (or room) with parents' permission.</p>
<b>Across the Setting:</b> <i>At all points remember: Unique Child Individual Needs Value each child's individual starting points for learning</i>			
<p>Implement high quality adaptive teaching strategies for all children.</p> <p>Develop positive relationships: Key Person, SENCO &amp; setting to work in partnership with parents/ carers and other agencies to ensure positive outcomes and develop clear and high aspirations for all children.</p> <p>Ensure there is the required level of practitioner knowledge and understanding to meet the children's needs.</p>	<p>Continue with the Graduated Approach.</p> <p>Re-assess impact of any interventions and update Individual Support Plans.</p> <p>Parents Meetings to share and update plans for all children.</p>	<p>Continue with the Graduated Approach.</p> <p>Monitor progress and tracking of all children.</p> <p>Parents Meetings to share and update plans for all children.</p> <p>Ensure high quality adaptive teaching includes gathering the child's voice.</p> <p>Implement enhanced transition for children with SEND.</p>	<p>Continue with the Graduated Approach.</p> <p>Observe and record children's progress and update Individual Support Plans.</p> <p>Meet parents to discuss progress and next steps and to share key information.</p> <p>Continue to prepare children for transition.</p>

**The Early Years SENCO role involves:**

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

**1. Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN**

The Early Years SENCO will:

- work with the manager of the setting to regularly review the SEN and disability policy and practice within the setting and agree how it will be implemented.
- be responsible for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting.
- implement SEN support and the graduated approach of: assess, plan, do, review to meet the outcomes identified for the child
- support individual practitioners in implementing the approach for individual children.
- meet the requirements for record-keeping in a way that supports a participative decision-making process.
- draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress.

**Advising and supporting colleagues**

The Early Years SENCO will:

- support practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development.
- ensure all practitioners in the setting understand:
  - their responsibilities to children with SEN

how to work actively and effectively within the Assess Plan Do Review SEN support in Early Years cycle.

- the setting's approach to identifying and meeting SEN
- how the setting: responds to any cause for concern and identifies and responds to special educational needs.
- how the setting works in partnership with parents to identify a child as having SEN.
- how the practitioner and the SENCO agree, in consultation with the parent and the child, the outcomes they are seeking for the child.
- identify and use training and other sources of support available to help explain the duties to colleagues.
- link with others who have a role in supporting the development and delivery of training both for individual settings and on a wider basis.

**3. Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.**

The Early Years SENCO will:

- make sure parents receive the information, advice and support that they need in order to participate in the SEN decision-making process.
- ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- involve parents in the discussion of any early concerns, in identifying any SEN, and agreeing:
  - the outcomes being sought for the child
  - the interventions and support to be put in place
  - the expected impact on progress, development, behaviour
  - date for review

**4. Liaising with professionals or agencies beyond the setting**

The Early Years SENCO will:

- understand the local offer, including the provision that the Local Authority expects to be available from providers of all relevant early years education.
- understand the support available including:
  - education
  - health and social care services for disabled children and children with SEN
  - services assisting providers to support young children with medical conditions
  - childcare for disabled children and children with SEN
  - services providing parents and children with information, advice and support on SEN and disability
  - support groups who can support parent carers of disabled children.
- link with the local authority to liaise over individual children and links on wider strategic issues such as securing sufficient expertise and experience on SEN and disability locally.
- understand how funding supports settings in meeting children's SEN and disability.
- liaise with professionals or agencies beyond the setting, including, but not limited to:
  - SEN support or learning support services including 'local offer'<sup>4</sup>
  - sensory support services or specialist teachers
  - therapies such as speech and language therapy, occupational therapy and physiotherapy.
  - support available to parents to aid their child's development at home, including such services as Portage<sup>5</sup>
  - Independent Advice and Support Services (IASS)

Local voluntary agencies that provide support to children and their families.

- Social Care Services
- Area SENCO, inclusion officer, or equivalent where available.

**5. Continually develop own practice**

Effective practitioners reflect on their own practice and undertake continuous professional development. The Early Years SENCO will:

- understand:
  - own responsibilities to children with SEN, their carers/parents
  - the setting's approach to identifying and meeting SEN
  - how to determine reliability of evidence of the effectiveness of provision
- assess own skills and competencies, identify any gaps and next steps in professional development.
- identify and use training and other sources of support to address own development needs.
- keep up-to-date with meeting the setting's needs

