

Quality Improvement Framework

Section 4 – Inclusive Practice

Subsection: Role of the SENCO

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>In an early year's group provision, a Special Educational Needs Co-ordinator (SENCO) must be identified.</p> <p>A childminder who works with another childminder, or a childminder who has assistants, will also need to identify a SENCO at their setting.</p> <p>The role of the SENCO involves:</p> <ul style="list-style-type: none"> Ensuring all practitioners in the setting understand their responsibilities regarding children with SEND 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 Liaising with professionals or agencies beyond the setting Co-ordinating provision for children who have SEN and overseeing record keeping <p>DfE (2015) SEN and disability code of practice: 0-25 years</p> <p>The following skills are essential for a setting based SENCO:</p> <ul style="list-style-type: none"> Excellent knowledge of child development Awareness of the needs of children with SEN 	<ul style="list-style-type: none"> Does your setting have an identified SENCO who has completed SENCO training of 18 hours or equivalent? Does the SENCO ensure that all staff have regard to the 0-25 Special Educational Needs and Disability Code of Practice? Is everybody familiar with the contents of the setting's SEN policy, including the parents? How does the SENCO ensure that all practitioners understand their duties towards identifying and supporting children with SEN? How do you ensure your staff receive appropriate training to support a child with SEN? How do you review the progress of children with SEN and ensure they have good outcomes? How do you ensure the voice of the child is evident in children's Early Years Passports? Does the SENCO have knowledge of the local offer and how is it used within the setting? How is the SENCO enabled to carry out their role, e.g. are they given 'time out' during the week to focus on SENCO responsibilities? 	<p>Q Cards</p> <p>Training</p> <p>Early Yeas Support Team</p> <p>Setting-based SENCO Training</p> <p>Useful Links</p> <p>Disabled Children and the Equality Act 2010</p> <p>What Early Years Providers need to know and do, including responsibilities to disabled children under the Children and Families Act 2014</p> <p>Early years: guide to the 0 to 25 SEND code of practice</p> <p>Advice for early years providers that are funded by the local authority September 2014</p> <p>Resources and templates</p> <p>Early Years Support Team Website to access referral forms</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

- Knowledge of effective strategies to use
- Able to communicate and work effectively with other agencies
- Knowledge of code of practice and graduated response
- Ability to put children and their families at the centre of the process
- Knowledge of the requirements of the Equality Act