



Job Description

Job title: SENCO
Reports to: Nursery Manager
Location: The Hundred of Hoo - Nursery

Job Purpose

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

All early years providers are required to have arrangements in place to identify and support children with SEN (Special Educational Needs) or disabilities and to promote equality of opportunity for children in their care.

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

Key Responsibilities

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.

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

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'⁴
 - 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 Portage⁵
 - 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.

Professional development

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.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns. All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the Keeping Children Safe in Education document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the line manager. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.