

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

THE SENCO ROLE AND RESPONSIBILITIES

An explanation of what a SENCo is, our duties and what we as a team do in our setting to promote equality and support all children.

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.

I work in proximity with my manager and team to review Policies and Procedures and how it will be implemented in practice.

Our team have very good knowledge on the SEN (Special Education Needs) policy and setting ethics and how we promote equal opportunities for all children, following the Equality Act 2010 and the SEN Code of Practice (January 2015).

To ensure we are meeting the children's needs we use the 'Graduated Approach', where we Assess, Plan, Do and Review, making reasonable adjustments to meet the children's needs.

The Early Years SENCO role involves advising and supporting colleagues.

As SENCo, I am responsible to ensure that the SEND policy is implemented, acknowledged, and practiced by all members of our team. Training and supporting the team is essential, as it ensures early response to SEN children and the implementation of 'next steps'.

As a team, we assemble on weekly meetings where the Educators have the opportunity to alert the SENCo for emerging difficulties and where we plan together to enable early support and appropriate intervention from the whole team.

The Early Years SENCO role involves ensuring parents are closely involved throughout and that their insights inform action taken by the setting.

Who knows a child best than his parents? A partnership with parents is the key to meet the child individual needs. Parents need to give their consent and receive updated information in their child's development and SEN decision making process. It is crucial to also involve the child in the process, taking their views into account.

The Early Years SENCO role involves liaising with professionals or agencies beyond the setting.

Outside agencies can bring a wider range of professional knowledge, expertise and experience. Working alongside with these professionals enables a broad variety of support for children and their families and improves children's long-term outcomes.

Outside agencies may include: Speech and Language Therapists, Health Visitors, Educational Psychologists, Occupational Therapists and Physiotherapy, Independent Advice and Support Services, Area SENCo. These professionals may visit the setting to assess children and make adjustments providing children's needs.

Hertfordshire Local Offer provides support services for children and their families:

www.hertfordshire.gov.uk/localoffer
localoffer@hertfordshire.gov.uk

The Early Years SENCO role involves continually developing own practice.

Practitioners must be aware and reflective of their own practice, undertaking continuous professional development (The Role of The Early Years SENCO, January 2022). Undertaking training courses to update knowledge regarding SEN support and consistently sharing and exchanging information with all setting Educators to obtain the best results on helping children to thrive.