

Inclusive Practice

The Role of the SENCO



The Statutory Framework for the Early Years Foundation Stage requires providers to have arrangements in place for meeting children's special educational needs. In group provision providers are expected to identify a SENCO (Special Educational Needs Coordinator).

The role of the SENCO 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

DFE and DH (2015) SEN and disability code of practice: 0-25 years

Essentially, the SENCO works closely with the manager and all staff at the setting to ensure that the best possible outcomes are achieved, by identifying needs and providing the right support from the earliest opportunity for children with SEN. They should ensure parents/carers are involved and liaise with professionals and agencies.

TASK

Case Study: Isaac – age 3 years

Isaac was diagnosed with Down's Syndrome as a baby. Before starting at the nursery, he had support from a multidisciplinary team of health professionals and support from the Early Years Support Team.

As the SENCO for the nursery how would you coordinate Isaac's support?

Points to take into consideration:

- How would you ensure you had all relevant existing information before Isaac starts with you to ensure a smooth transition into nursery?
- How would you involve his parents?
- What support would you need to offer his key person?
- How would you ensure that all professionals, parents and the nursery work together to provide the best outcomes for Isaac?
- How would you ensure Isaac experienced as smooth a transition as possible when he was ready to start school?