

Roles and Responsibilities in Early Education Settings

Provision for children with special educational needs is a matter for everyone in the setting. In addition to the setting's manager and the SEN coordinator (SENCO) all other members of staff have important responsibilities. In practice, the division of day-to-day responsibilities is a matter for individual settings.

In Early Education Settings

- **The setting's management group / manager** should work with practitioners to determine the setting's general policy and approach to provision for children with SEN
- **The head of the setting** has responsibility for the day-to-day **management** of all aspects of the setting's work, including provision for children with SEN. The head of the setting should keep the management group / company / owner fully informed and also work closely with the SENCO
- **All practitioners** should be involved in the development of the SEN policy and be fully aware of the procedures for identifying, assessing and making provision for children with special educational needs
- **The SENCO** working closely with the head of the setting and colleagues, has responsibility for the day-to-day **operation** of the setting's SEN policy and for coordinating provision for children with SEN, particularly through *Early Years Action* and *Early Years Action Plus*.

The Role of the SENCO

Early education settings, except specialist SEN provision, will need to identify a member of staff to act as the special educational needs coordinator (SENCO)

The SENCO should have responsibility for:

- **ensuring liaison with parents and other professionals in respect of children with special educational needs**
- **advising and supporting other practitioners in the setting**
- **ensuring that appropriate Individual Education Plans are in place**
- **ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.**

The **SENCO** should take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children at *Early Years Action* and *Early Years Action Plus* and those with statements. The **practitioner** usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Time required for SEN Coordination

The setting's management group and the head of the setting should give careful thought to the SENCO's time allocation in the light of the Code and in the context of the resources available to the setting. Settings may find it effective for the SENCO to be a member of the senior management team.

(SENCOP2002)

L.A. Recommendations

- Setting SENCO to have attended SEN training provided by the Local Authority see Early Years and Childcare Workforce Development Plan www.nottinghamcity.gov.uk/earlyyears
- SENCO to attend Termly SEN Network Meetings dates in WFD plan
- SENCO to support and train all staff in writing detailed Individual Pupil Profiles
- SENCO / Manager to have an annual staff meeting to review and discuss the graduated approach and inclusive practice.