

Kiddy Academy Early Year's SENDCO

The role of the Early Years SENDCO with the setting:

- To be aware of who the children are with additional/special educational needs or disabilities.
 - Get to know the children with SEND through observation and assessment.
 - To work closely with the parents and carer's of the children with SEND.
 - To have upto date knowledge of the SEND Code of Practice.
- To monitor and support the key person of the children with SEND and have a large amount of knowledge and involvement in their individual play plans.
 - Know how to complete referral forms for these children and families when required.
 - Attend Consortia and DIPTAC meeting's.

Area's of need:

- Communication and interaction.
 - Cognition and learning.
- Social, emotional and mental health.
 - Sensory or physical needs.

Early Years Foundation Stage-My Learning Journey.

1. Personal social and emotional development.
2. Communication and language.
3. Physical development.
 4. Maths.
 5. Literacy.

6. Understanding the world.
7. Expressive arts and design.

The SEND Code of Practice.

The special educational needs and Disability code of practice give practical guidance about providing for individuals who are aged 0-25 years and have a SEND.

‘Children have a special Educational need or disability if they have a learning difficulty which calls for different or additional provision’s to be made for them’

Children have a learning difficulty if they.....

- Have significant or greater difficulty than other children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities they would generally access.

Children are NOT regarded as having a Special Educational Need just because.....

1. They have English as an additional language.
2. They have a disability.

3. They have a medical diagnosis or condition.

The Code of Practice – Early Help Assessment Tool.

A model of identification and early intervention in Early Years settings to help children who have SEND.

Identifying when engaging specialist partner's is appropriate.

How to agree actions with families and partners.

Graduated Approach.

1. Initial concern's.
2. Assess, plan, do, review.
3. Referrals (if needed)
4. Educational Health Care Plan (if required)

Play plans.

A teaching and planning tool which can be used to record action that is additional to or different from that provided through the ordinary curriculum. These are done in depth with lots of input from the child's family and they are reviewed every 6 weeks.

Working with parent's/carer's.

What are the ingredients for successful partnership with parents?

1. Where?
2. When?
3. Who?
4. How?

Factor's to take into account when working with parents...

- **Where?**
 - In a quiet, private place with no interruptions.
 - Try to talk to the parent on their own (without the child)

- **When?**
 - Allow time for the meeting.
 - Provide an opportunity for a further discussion at a later time.

- **Who?**
- An experienced senior member of staff (with support from SENDCO if needed)
- Someone with good social and communication skills.

Working with parents continued.....

- **How?**
- Try to be as open and honest as possible.
- Communicate clearly- avoid using nursery jargon and loose terms.
- Ask parent's opinion about their child's progress.
- Give them time.
- Be prepared to follow up phone calls and attend and meetings/appointments the parents may feel they need support at.
- Try to start and end the meeting on a positive note.



Childcare at its Best

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