

SENCO Comences

<b>Transitions</b>	<b>Doing it</b>	<b>Doing it well</b>	<b>Role-modelling</b>	<b>Evidence provided and signed by Inclusion Facilitator</b>
To understand the importance of a good quality transition and facilitate this working closely with parents:				
Home - setting				
Room - room (if applicable)				
Setting - school				
Make links with local schools to build relationships prior to transition				
Demonstrate use of Moving on Tool				
Organise and chair a transition TAC				
Demonstrate that your settling policy is flexible and includes every child				
<b>Working with parents/carers</b>				
Key messages are shared with all parents/carers in a variety of ways i.e. communication boards, daily feedback, progress check age 2				
Additional communication methods are used to share messages with parents/carers for whom English is an additional language				
Additional communication methods are used to share messages with parents/carers with SEND				
<b>Policies/Mission statement</b>				
Contribute to developing or updating SEND policies and settings mission statement				

Contribute to your settings Local Offer and ensure that it is updated regularly				
<b>EHCP and planning</b>				
Differentiate termly/weekly and daily planning and activities to enable all children to be included				
Demonstrate the use of the <b>assess, plan, do</b> and <b>review</b> process to develop an individual plan for an identified child which is outcome focused and child/family led				
Contribute to request for an Education, Health and Care Plan assessment				
Make a request for an Education, Health and Care Plan assessment				
Complete a One Page Profile for all children with SEND in your setting				
<b>Communication</b>				
Use a range of visual strategies to support the children in your setting i.e. visual timetables, objects of reference, signalong				
Understand the importance of maintaining a child's first language and be able to explain this to others				
Have a sound working knowledge of the Early Years Speech and Language Folder				
Attend ELKLAN training				
Attend a Small Talk drop in session				
Attended a Speech and Language Therapy group				
Speech and Language Development Screening Tool is used to screen every				

child at the setting and appropriate action taken				
Use of WellComm or other language tool to carry out an assessment and feedback outcomes/next steps to parents				
Have a dedicated area that focuses on communication i.e. information for parents, display etc communication champion				
<b>Early Identification</b>				
Have a sound understanding of child development and when to be concerned				
Complete a Progress check aged two				
Use a range of assessment tools to identify areas for development and to support sharing messages with parents, ie Speech and Language Pack, EYFS, Developmental Journals, WellComm				
Be confident in identifying children who are not following typical patterns of development and to share strategies to support that child's development with colleges and parents				
Sensitively share any concerns with parents using assessment tools to support				
<b>Environments</b>				

Lead a good quality group time (use of visuals, group size, differentiation, opportunities to move etc)				
To provide a warm and welcoming environment where all families feel included.				
Have provision in place to support children with English as an additional language				
<b>Multi Agency Working</b>				
Make a referral to another agency ie speech and language therapy services.				
Liaise with other professionals effectively both in and out of your setting in a range of ways				
Carry out /incorporate targets set by therapists within the child's daily routine				
Attend a feedback session at the Child Development Centre				
Attend therapy sessions with a child and their family				
Attend a Team Around the Child meeting				
Demonstrate an understanding of the services provided by local clinics and health visitors and how to access those services				
Demonstrate a sound knowledge of the services provided by local children's centres to enable you to sign post parents i.e. Attention Hillingdon sessions and language for life				

Have an awareness of Early Intervention Services in Hillingdon				
Identify when an Early Help Assessment is needed and how to complete the assessment				
Be part of a Team around the Family meeting taking the lead professional role where appropriate				
<b>Supporting Others</b>				
Support practitioners in your setting with practical advice and strategies i.e. behaviour management advice, ideas for Attention Hillingdon sessions				
Support practitioners in other settings with practical advice and strategies i.e. behaviour management advice, ideas for Attention Hillingdon sessions				
Support practitioners in your setting with the writing or completion of paper based tasks i.e. developing individual plans/EHCP requests				
Support practitioners in other settings with the writing or completion of paper based tasks i.e. developing individual plans/EHCP requests				
<b>Accessing training and resources</b>				
Know how to access the resource library and to have used it				
Search for and book training on the Learning and Development site				
Identify training needs within your setting and share these with your linked facilitator				
Understand how to apply for Inclusion funding and submit an application when appropriate				

Download a copy of the SEN toolkit and demonstrate how you have used it to inform practice				
<b>Additional Training</b>				
Attendance at the Portage training				
Attendance at the Inclusion Co-ordinator four session training				
Attendance at Early Support Key Worker Training				
Attendance at Early Support Journal Training				
Complete E Learning courses on Disability Matters website				
<b>Projects</b>				

Have attended the Attention Hillingdon information sessions and eight week training				
Run Attention Hillingdon regularly within your setting				
Attendance at Attention Hillingdon support groups				
Attendance at PALS training				
Run PALS regularly at your setting				

**Useful websites**

The SEN Toolkit can be found at

<http://www.councilfordisabledchildren.org.uk/resources/sen-and-disability-in-the-early-years-toolkit>

Early Support Journals can be found at

<http://www.councilfordisabledchildren.org.uk/what-we-do/our-networks/early-support/early-support-resources>

E Learning courses can be accessed at

<https://www.disabilitymatters.org.uk>

