



EXAMPLE JOB DESCRIPTION FOR AN EARLY YEARS SENCO

Job Title:	Early Years Special Educational Needs Co-Ordinator (SENCO)
Base/Location:	(Nursery Name/Location)
Responsible To:	Nursery Manager
Key Relationships/ Liaison with:	<ul style="list-style-type: none"> • Nursery staff • Parents and carers • Local Authority Early Years Team (Area SENCO and Early Years Advisors/Practitioners) • Leicestershire Education Psychologist • Health professionals • Children and Family Wellbeing Service

Job Purpose

All early years providers are required to have arrangements in place to identify and support children with SEND (Special Educational Needs and disabilities) and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

All early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority must have regard to the Special educational needs and disability code of practice which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.

The Early Years SENCO role is for a Level 3 practitioner in a private, voluntary and independent setting. It is also relevant to childminders. This is an important role to ensure the best possible educational outcomes are achieved for children with special educational needs and disabilities.

Main Duties and Responsibilities

1	To be aware of the settings responsibilities according to the SEND Code of Practice and ensure these are incorporated in the daily practice
1	Early identification and support of children with SEND
2	Following the graduated approach and implementing advice and strategies to improve children's outcomes
3	Ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
4	Advise and support colleagues
5	Ensure parents are closely involved throughout and that their insights inform action taken by the setting
6	Liaise with professionals or agencies beyond the setting, and ensure advice given by professionals is incorporated in to the setting planning
7	Complete all necessary paperwork in a timely and effective way
8	Organise and/or attend professional/parental meetings, including SEND Support plan meetings, transition meetings etc.
9	Continue continuous professional development through training and encourage staff to attend appropriate training
10	Ensure awareness of any changes to legislation regarding SEND