**St Joseph’s Pre-school SENCO Job Description**

**Context and purpose of the Job:**

The Special Education Needs Co-ordinator (SENCO) is responsible for the day to day operation of the setting’s Special Educational Needs or Inclusion Policy to ensure that children with Special Educational Needs are fully included into the early years setting.

**Accountable to:**

Centre Manager

**The SENCO has responsibility for:**

* ensuring liaison with parents and other professionals in respect of children with special educational needs (SEN)
* advising and supporting other practitioners in the setting
* ensuring that Individual Education Plans are in place
* ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
* making applications to the Early Years SEN Panel about individual children with more complex special educational needs

**Main Duties:**

* To keep a profile of children with special educational needs.
* To observe and support children as appropriate on the special educational needs profile.
* To support and advise Key Persons, One-to-One Supports etc. as appropriate, in how to include children’s needs in the setting.
* To liaise with settings and schools (reception) including assessment centres, Children and Family Centres etc.
* To liaise with other professionals from outside services and external agencies e.g. Inclusion Service, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech and Language Therapists, etc.
* To arrange, organise and review support for individual children.
* To keep Key Persons, One-to-One Supports, and other staff, up to date with SEN. and inclusion issues and to encourage personal development through courses and INSET.
* To meet with parents regularly in order to maintain good relationships and to keep parents informed about their child’s progress.
* To take the lead in managing provision for children through the Graduated Approach.
* To respond to changes in legislation/practice from government and the Local Authority.
* To organise INSET relevant for staff in the early years setting.
* To review individual children’s Support Plans and Individual Provision Plans termly as appropriate.
* To write detailed education reports about individual children for other professionals and parents (including SEN Panel applications, requests for statutory assessment etc.)
* To review EHCPs via annual and interim review meetings.
* To meet at least termly with the Inclusion Support Officer.
* To develop and share knowledge of resources (equipment, books. materials and knowledge of possible strategies.)