

Solihull Early Years Team

Area special education needs co-ordinators (early years area SENCoS)

Supporting early identification and intervention

Background

The Solihull Early Years Team provides support, advice, training and information to schools and PVI settings for children with special educational needs and disabilities (SEND) to help ensure that all children are fully included within the setting. The early years lead practitioners work in locality areas and fulfil the area SENCo role.

Solihull is committed to providing effective early identification and interventions for children with SEND. It is essential that all children with SEND have their needs identified as early as possible and the aim is to provide early intervention programmes to help remove barriers to learning.

Solihull early years area SENCoS support Solihull early years' providers in the early identification and interventions for children with SEND.

The area SENCoS will aim to offer each Solihull private voluntary and independent (PVI) setting and school nursery an annual area SENCo meeting. School nurseries and PVI settings can request additional visits for advice regarding individual children at any time.

Get more information about this document

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Criteria for area SENCo support for individual children

- The child attends a setting for 15 hours or more
- The child has a significant delay in three or more areas as shown on the development table on the Early Years Team referral and consent form
- Parents have been consulted and the Early Years Team referral and consent form is completed and signed
- The setting can demonstrate they have followed the graduated response, having already put strategies in place to meet the child's needs i.e. a play plan or a my support plan

The purpose and aims of the Early Years Area SENCo Team

- Empowering all those working in early years provision, to respond to and meet the diverse needs of children in their care.
- Helping to meet the needs of children with SEND through consultation, observational assessment and advice to early years providers on the development of inclusive learning environments.
- Promoting strong links with and signposting to a wide range of other professionals from within education, health and social care to ensure appropriate early provision for children with SEND and to facilitate their transition into compulsory schooling.
- Supporting the successful inclusion of children with SEND.
- Working with the early years provider to review their SEND provision.
- Delivering high quality training and ongoing support to teachers and practitioners through visits to schools and settings.
- Working closely with early years educational psychologists within the Community Educational Psychology Service to deliver a multi-agency identification and support package.
- Promoting effective communication with parents by ensuring a shared dialogue. They also work in partnership with parents/carers through their visits to early years provision and by their attendance at multi-agency meetings for individual children.
- Providing guidance, advice, and support for referrals to additional services, for example, speech and language therapy, occupational therapy etc.

Responsibilities

The early years foundation stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

All early years providers must have regard to the SEND code of practice.

All settings and schools should have a named SENCo and a SEND policy. The SENCo in the setting has responsibility for drawing up and implementing the setting's SEND policy covering issues of inclusion and admissions. The manager of the setting has ultimate responsibility for ensuring that the SEND policy is put into effect. All staff in the setting should support the SENCo in their role and contribute to the SEND policy.

As a local authority, Solihull council has a duty to safeguard and promote the welfare of all we meet. To fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child. All staff have a responsibility to provide a safe environment in which children can learn and promote children's welfare. Any Early Years Team concerns will be shared with a designated safeguarding lead (DSL) or senior staff member in the setting.