



Role and Responsibilities of SENCO – Main responsibilities

This policy represents the agreed principles for the Special Educational Needs co-ordinator roles and responsibilities throughout the Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for. Please refer to our SEND policy, Inclusion policy and our Local Offer.

1. **Ensure your setting has regard to the SEND Code of Practice (2015), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.**
2. **Be responsible for ensuring:**
 - A Special Educational Needs and Disability (SEND) and Inclusion Policy are in place.
 - There policies are put into practice through our Local Offer.
 - These policies are reviewed annually.
3. **Observation, Recording, Assessment and Planning (Plan, Do, Review)**
 - o Collaborate with key persons to undertake observations and assessments of children with SEND including their strengths and areas to develop using the Developmental Journal where appropriate.
 - o Liaise with the key person and support with the completion of Developmental Journals and set Individual Education Plans (IEPs) targets.

Jack in the Box Special Educational Needs Job Role and Responsibilities

- o Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning and in line with our Early Years Foundation Stage Curriculum.
- o Keep appropriate records which are regularly reviewed and monitored.
- o Ensure appropriate Individual Education Plans (IEPs) are in place and regularly monitored and reviewed alongside support plans.
- o Complete Wellcomm assessment
- o Apply for Local Higher needs Funding. Early years Inclusion Funding, Disability access Funding (DAF) where appropriate.
- o Support agencies and families with Educational Health Care Plans
- o Work closely with parents to ensure background information is collected and shared appropriately.

4. Liaison

- o Liaise with colleagues and managers as appropriate.
- o Promote a positive working relationship with parents/carers.
- o Develop links and liaise as appropriate with other professionals, Health Visitors, Special Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists, Paediatricians, Family Centers, Early Years Inclusion Specialists.

5. Professional Development

- o Attend SENCo clusters regularly to update and inform the rest of the team.
- o Identify individual setting's needs and arrange in-house training where appropriate.
- o Have an awareness of Early Support and Families first.
- o Use your knowledge and experience to support your setting to develop their inclusive practice.

Jack in the Box Special Educational Needs Job Role and Responsibilities

- o Work with Jack in the box area SENCO Michele Tarrant for advise, strategies and the implementation of Access, Plan, Do, Review cycles.
- o Attend inhouse Jack in the Box SENCO training sharing good practice across the settings.

This policy was adopted by the managers and staff in September 2024

Signed on behalf of Jack in the Box Manager.....

Staff Signatures: