## Developing Inclusive practice in a newly opened setting

### Background of setting
The private day nursery opened to provide funded early education to 2, 3 and 4 year olds on non-domestic premises. An Area SENCO was allocated to the setting who visited soon after opening to explain the support available to the proprietor manager around developing inclusive practice.

### Aspect of SEND Inclusive practice being developed
- Area SENCO team support to ensure that the setting had a trained Setting-based SENCO to co-ordinate implementation of the SEND Code of Practice 2015.
- Ensuring that the SENCO role was given due respect with the training and time required to be effective.
- Supporting staff development in relation to inclusive practice.

### Challenges
- Limited staff knowledge around SEND.
- No staff with training in the role of the Setting-based SENCO.
- The setting had admitted a child with a diagnosis of Autism in their first cohort.

### Action/activity to change /influence practice
- The Area SENCO supported the setting SENCO by providing a range of training: including ‘Understanding and implementing Role of the Setting-based SENCO’, Autism Awareness training Tier 1 and ‘Communication’ training.
- Bespoke whole setting training delivered based on Autism Education Trust Tier 1 training.
- Briefing issued to all proprietors and managers outlining expectations of appointing a trained SENCO and guidance about this role. It also explained the support on offer from the Area SENCO team,
- A new setting based SENCO was appointed and undertook training provided by the Area SENCO team,
- Manager/Proprietor briefings led to the appointment of a SENCO who met all the recommended criteria and who has remained in post since.

### Impact
- The impact reported included the increased confidence of the setting SENCO to:
  - Early Identification of need and early intervention by increasing differentiation and knowing when to seek additional support from the Area SENCO Team (AST).
  - Implement, monitor and review a SEN Support Plan with SMART targets.
  - Break down tasks and choose appropriate teaching strategies to support children’s next learning and development steps.
  - Maintain SEN records for children in a Record of Additional Support.
  - Development of a quality SEND policy that reflected ethos and practice.
  - Identify children where there were developmental concerns and raise these with the AST for advice.
  - To support the whole staff team to adopt a positive and enthusiastic approach.
  - Setting SENCO identified staff training needs were identified and two setting-based training sessions were organised for all staff.
### Lessons learned

- Attendance at courses which address the Graduated Approach of the SEND Code of Practice provide the basis for future professional development of Setting-based SENCOs.
- Effective training should highlight to practitioners what they don’t know and still need to learn as well as developing skills and knowledge.
- The setting SENCO’s confidence and knowledge is enhancing by the support and training by the Area SENCO and other specialists.
- LA support teams must be able to address the ongoing SEND training needs of the setting SENCO and other practitioners through developing a wide range of courses. Trainers must be skilled to bespoke training to address the unique child and the unique context of each setting.
- Well-delivered training develops an enthusiasm for future learning.
- The impact of training on the setting SENCO and other staff around the early identification of need is clearly evidenced.
- Implementing training in practice is best supported by individual support to settings from specialists in a mentoring and modelling role.
- Staff are most likely to fulfil their role in line with the Graduated Approach when they are confident that they can readily access specialist support.

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