

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

Contact details for more information

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