



Early Years Inclusion Support Practitioner

Reports to:	Early Years Inclusion Support Team Manager		
Department:	Children, Young People & Community Development: Education Partnerships and Strategy	Grade:	SO2
DBS Status:	Enhanced with Children	Politically restricted:	No
Job Purpose:			
<p>The Early Years SEND Practitioner post incorporates the role of Area SENCo and is part of the multi-disciplinary team working with pre-school settings in the private, voluntary and independent sector and mainstream school nursery classes.</p> <p>The role is primarily one of developing good inclusion practice in these settings and implementation of the special educational needs and disabilities (SEND) Code of Practice and other related legislation.</p>			
Values			
<p>Collaborate proactively. Lead inclusively. Embrace change. Be bold and curious. Celebrate and share our success.</p>			
Job specific roles and responsibilities			
<ol style="list-style-type: none"> 1. To contribute to the coordination of effective Early Years SEND provision in the London Borough of Brent by providing advice and support and promoting access to the Early Years Foundation Stage (EYFS) curriculum for children with SEND. 2. To work as part of the Early Years Inclusion Support Team to promote high quality implementation of the Graduated Approach across Early Years settings. 3. To support Early Years staff groups to ensure the needs of young children with special educational needs and/ or Disabilities (SEND) are identified and successfully met in a timely manner. 4. To work in partnership with parents/carers, voluntary agencies and statutory agencies. 5. To provide consultation, advice and training on the Code of Practice to support identification and assessment of children with SEND to Early Years PVI and maintained nursery classes within the London Borough of Brent. 6. To represent the Early Years Inclusion Support Team in EY settings, working alongside SENCOs/practitioners in modelling good practice and appropriate strategies/resources to support children with a range of SEND. 7. To liaise and work in a multi-agency context with appropriate agencies and professionals, ensuring that SENCOs and Early Years practitioners receive consistent and relevant advice and support around the Code of Practice. 8. To support Early Years practitioners to monitor children's progress and devise targeted support plans following recommendations. 			

9. To empower, inspire and challenge settings to develop and improve inclusive practice and support for young children with SEND.
10. To support and facilitate smooth transitions for pre-school children with SEND into new placements at key transitional points in their education.
11. To plan and deliver training that promotes inclusion in Early Years and enables practitioners to meet the needs of individual children with SEND including through delivery of interventions.
12. To contribute to Early Years SEND project work and continuous support for year round settings during the school holiday periods.
13. To attend meetings and to contribute to the development of policy and good practice of the team.
14. To contribute to the development of the EYIS team through evaluation of the service and review of current and local initiatives.
15. To liaise and collaborate with other Early Years and Inclusion service staff as well as colleagues across Education, Health and Social Care.
16. To keep abreast of research developments and changes in legislation in relevant policy areas.
17. To provide information to settings, staff and parents relating to relevant local and national networks and organisations.
18. To maintain clear and effective records of service delivery in line with service standards.
19. Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.
20. Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

1. A qualification in Early Years education or a related area (e.g. NVQ3 or higher /QTS with early years specialism or equivalent.)
2. Evidence of additional training for SEN and disability provision.
3. Knowledge and understanding of the range of special educational needs, and how these should be identified and supported in Early Years
4. Knowledge and relevant training in strategies/interventions recommended for young children with SEND e.g. Intensive Interaction, PECS, Attention Autism
5. Knowledge of current legislation and policies in the area of SEN disabilities and inclusion
6. Knowledge of and commitment to inclusion and equal opportunities
7. In depth knowledge of the Early Years Foundation Stage and child development

Experience

1. Proven experience of working in an Early Years education provision
2. Experience of working as an EY SENCO and/or of planning effectively to meet the needs of Early Years children with SEN and/or disabilities
3. Experience of developing and delivering training with special regard to SEND
4. Experience of working with a variety of agencies in order to meet children's individual needs.
5. Experience of working in partnership with parents/carers and an understanding of families from a variety of cultural backgrounds

Skills and Abilities

1. Ability to form effective working relationships with parents/carers, practitioners and other multi-agency professionals to promote Early Years inclusion
2. The ability to use ICT effectively
3. Ability to communicate effectively orally and in writing
4. Ability to plan, organise and prioritise own workload and meet deadlines
5. Willingness and commitment to undertake further training
6. Willingness to attend occasional evening meetings

List desirable criteria:

1. Additional experience of working in the maintained nursery class sector as well as Private, Voluntary and Independent (PVI)
2. Level 3 SENCO qualification for EY practitioners

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs