

Job Title: Lead Early Years Inclusion Officer	Role Profile Number: PCDH106
Grade: Q	Date Prepared: December 2021
Directorate/Group: Children's Services Children, Families and Community Health	Reporting to: Early Years Quality Development and Inclusion Lead

Job Purpose

To act as the teams Inclusion lead with a primary responsibility for contributing to raising standards in the quality of Early Years Education within PVI (private, independent and voluntary) sector, school nurseries and childminders and the strategic development and direction of the Early Years team. This includes identifying areas of strength and weakness within Early Years practice across Swindon and developing plans to improve practice and leading on the identification of inclusion and Special Educational Needs and Disabilities (SEND) training needs across PVI and nursery settings and the development of a program to address the identified needs.

The role holder will also need to support Early Years settings to comply with the requirements of the SEND Code of Practice and EYFS statutory requirements and provide appropriate guidance and CPD to Early Years settings in order to plan for effective and personalised support for children with SEND and/or disadvantaged, and to support general good practice.

Key Accountabilities

- The postholder will work under the direction of the Early Years Quality and Inclusion Lead and the EY consultant and Area SENCos
- To lead on developing and maintaining inclusive practice across EY & childcare settings in Swindon; including for children with SEND and disadvantaged children
- To lead on the quality assurance and auditing of provision for children with SEND in EY across Early Years and childcare settings in Swindon
- To lead on developing and maintaining processes and systems for monitoring and evaluating the work of the EY team in supporting children with SEND and inclusive practice
- To develop and lead an EY inclusion Quality Mark, including training for settings and evaluation of outcomes
- To lead on the development of and implementation of an Early Years SEND self-evaluation tool, evaluating the responses and ensuring that any weaknesses identified are addressed through the strategic plan of the EY quality and Inclusion team
- To provide advice on appropriate early support strategies for children with SEND and additional

needs, including signposting to relevant resources and support services

- Monitoring the impact of strategies and working with settings to identify the next steps
- Promote a knowledge/understanding of the SEND Code of Practice and EY SEND handbook processes
- Contribute to the assessment of children with SEND, making recommendations to providers and parents
- To assist with the delivery of training, networks and providing drop-in's for Early Years SENCo's and managers
- To provide advice and support to Early Years SENCo's and setting managers in order to follow early intervention procedures, including effective partnership working with parents
- To support Early Years SENCo's to make requests for additional support and resources and to understand and follow the Education and Health Care Plan process
- To support settings to plan for effective transition to school for children with SEND
- To support Early Years setting managers to improve the quality of their provision and to develop effective self-evaluation
- To work closely with the Early Years and Childcare Funding Officer, to keep up to date records of children accessing high needs, inclusion, EYPP and DAF funding
- Lead the Early Years and Childcare Inclusion Panel making recommendations for funding to be awarded and to provide an up date of how funding allocated previously has been spent by settings
- Responsibility for tracking the outcomes of children in receipt of SEN funding (High Needs, Inclusion and Disability Access Funding) and EYPP to ensure funding allocated is utilised effectively by settings to ensure outcomes for children are achieved
- To be responsible for monitoring the inclusion budget spend and evaluate the impact of the spend.
- Lead the co-ordination of Level 3 SENCO training to be rolled out across Swindon
- To establish and maintain relationships with all early years and childcare providers. Promote a positive and professional approach with setting managers and SENCo's
- To provide clear guidance and make recommendations on how early years and childcare providers can improve the quality of their provision, with a focus on teaching and learning and meeting the needs of disadvantaged/SEN learners
- Providing advice and support regarding children's development, with a focus on children with identified or emerging SEND
- Deliver on local and national government priorities. Promote opportunities for joint working with other agencies and groups to achieve these aims
- To contribute to the monitoring of provision provided by the EYQ&I team by gathering feedback through various means
- To effectively liaise with colleagues in the Early Years and SEN teams and other agencies supporting children and early years settings
- To contribute to the team through discussion and debate, and to undertake to keep up to date on SEND policy and practice developments
- Work with the SEND Service team to ensure that information relating to early years is accurate and up to date as part of the Local Offer
- To signpost settings to the Early Years Inclusion Funding/Early Help SEND support process – including supporting SENCOs with paperwork and any follow up required
- To maintain an appropriate SEN recording system to include: visit records, EYC reports and records of

panel outcomes to ensure the Early Year Quality and Inclusion Team have up to date information

- To support SENCOs in the formulation, implementation, monitoring and evaluation of IEP's and SEN Support plans
- To contribute to the development of high quality materials for settings to use to develop their practice in working with children with SEND in early years settings.
- To keep up to date of new initiatives and research to inform good practice to support high quality SEN provision and to maintain own expertise to a high standard, sufficient to support individual children and to be able to give constructive and appropriate advice to practitioners
- To support settings SENCOs in requesting assessment through the SEND Service, as appropriate
- To meet with Early Years Consultants regularly to share best practice and concerns regarding provision for children with SEND
- Additional ad hoc tasks as required across the Early Years and Childcare team
- Responsible for managing own workload

Supplementary Accountabilities

- To participate in training, information briefings and events as and when required as part of continuous professional development
- To promote equality and diversity best practice in all areas of work
- To participate in working alone and report to line manager (Early Years Consultant) as necessary.
- Attend evening/weekend meetings outside normal working hours as necessary
- Ability to travel across the borough for appointments

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- Significant and recent experience of successfully working as a practitioner within the Early Years Foundation Stage
- Recent knowledge and experience of Early Years SEND procedures and revised SEND Code of Practice.
- Experience and knowledge of early interventions and SEN processes
- Experience of successfully working as part of a team and the ability or experience of working successfully with partnerships within the organisation and with external partners or agencies
- Experience of working within high quality Early Years provision
- Experience of monitoring and reviewing the quality of a provision within Early Years Foundation Stage and action planning to raise standards
- Experience of planning for individual and specific needs of children in order to provide appropriate personalised provision. For example, Individual Education/Play Plan
- Knowledge of safeguarding requirements and procedures relevant to the role
- Experience of dealing and handling sensitive and complex information
- Be a strong communicator and have the ability to communicate at all levels
- Experience of using IT effectively

Qualifications

- Relevant qualification at degree level
- English and Maths at GCSE or equivalent
- Substantial experience of working within the Early Years Foundation Stage
- Evidence of continuing professional development relevant to post

Decision Making

- Making decisions regarding how to interpret and best summarise information gathered. Can actively identify and introduce improvements linked to areas of accountability
- Is purposeful in evaluating practice, identifying priorities, and providing clear advice and recommendations to practitioners, Special Needs Coordinators (SENCOs) and Setting leaders
- Good problem solving and effective decision making

Creativity and Innovation

- Ability to present information in a variety of ways
- Is able to both support and challenge in order to help improve perceptions and bring about improvements
- Flexibility to meet the varying demands of the role

<u>Job Scope</u>	Budget Holder	No
Number and types of jobs managed <ul style="list-style-type: none">••	Responsibility	To make recommendations regarding spend of inclusion funding (approx. £100k budget)
Typical tasks supervised/allocated to others <ul style="list-style-type: none">•••	Asset Responsibility	N/A

Contacts and Relationships

- Working closely with, and reporting to the Early Years Consultants
- Ability to work as part of a team
- Liaising with other services within SBC such as SENAT and Advisory/Outreach teams
- Working in a collaborative manner with external customers, specifically private, voluntary and independent (PVI) providers of Early Years Education and Childcare
- Ability to recognise and respect the contributions that others, including parents, can make to the development and well being of young children

Other Key Features of the role

- Requires use of IT, for example, word processing, report writing, e-mail
- Requires access to mobile phone and computer/laptop (provided for work use)
- Involves lone working and travel
- Enhanced DBS check will be essential
- Requirement to work across wider early years and childcare team as appropriate

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name:
Date:	