

Setting SENCO Year Planner

Each year

Review SEND Policy	
Review Accessibility plan	
Create SEND Action Plan or contribute SEND Actions in Setting's Action Plan	
Budget for SEND?	
Ensure meeting needs of children with SEND is part of Practitioner's PDRF process and links to setting's Action plan	
Identify and organise any training needs arising from SEND Action plan	
Identify any specific support you feel you would benefit from as part of our 'Annual visit' offer.	
If a child is in receipt of DLA funding, apply for annual DAF funding	
When transition info is available, contact new settings to arrange sharing of information and arrange additional provision/support/visits for children with SEND.	
Attend EYT transition meeting as part of your transition process.	
Collate all information for each child with SEND and pass it on to the new setting/school.	
Complete EYIF spending review form and return to EYT manager.	

Each term

Identify children new to setting who staff may have concerns about. Use SAT assessment tool to help identify needs.			
Ensure assessments are carried out for all children with SEND using agreed toolkit that identifies small steps of progress. EG: Solihull SEND Assessment Toolkit.			
Review any EHCPs within 6 months of issue or the last review.			
Update your SEN register and SENCO folder to ensure information is current.			
Attend regular Area SENCO briefings to keep updated with latest information and relevant training opportunities.			
Agree initial/monitoring visits for children on caseload with outside agencies: eg EYT Area SENCO/SALT etc.			
Share information/suggested provision and strategies from outside agencies with all practitioners involved with the child's care so they know what should be in place for the child.			
Identify any gaps in resources and SEND expertise in each room that may affect the use of any recommended provision and strategies suggested by outside/support agencies. eg: EYT/SALT etc.			
Arrange training for staff to 'plug' any knowledge/skills gaps.			
Source any additional/adapted resources required/suggested.			
Meet with parents of children with SEND to review their child's progress and next steps.			

Each half term

Carry out APDR cycle for each child with SEND using SEND Support plans, (SSPs) ensuring parents are able to contribute to the process.					
Identify any child with significant SEND needs who you have sufficient evidence for, to make a request for an EHC assessment. complete and submit paperwork.					
Carry out informal observations in each room to ensure recommended provision and strategies are in place for children with SEND.					
Find opportunities to share SEND training 'snippets' as part of the regular practitioner meetings to address Any gaps identified during room observations.					
Provide ongoing support to practitioners by modelling strategies and providing additional information so they have the skills to support the children with SEND.					
Update SEND register/SENCO folder with any relevant/current information.					
Check for and apply for EYIF L1 and L2 funding for a child as suggested by EYT.					