| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | HC06 |
| Location: | Hereford |
| Responsible to: | Early Years SEND Lead Practitioner |

# Job Description

# Early Years Inclusion Officer

**Additional Needs**

## Main purpose of the role

The main purpose of this role is to support the inclusion of EY Children with SEND to be able to access their full learning entitlement. This includes:

Working in conjunction with, and developing the capacity of, preschool settings through advice, guidance and modelling to meet the needs of children with SEND by:

* Delivering inclusion support  to settings and modelling strategies
* Advising setting managers including Head Teachers and SLT
* Advise, support and train childminders to know, understand and use the EY Graduated Approach in accordance with the SEN Code of Practice
* Training and development of SENCOs to know, understand and use the EY Graduated Approach in accordance with the SEN Code of Practice
* Designing and delivering training to school and nursery staff
* Providing support advice and modelling strategies to staff
* Delivering trainings to other services
* Enabling preschool children with SEND to learn and develop to their full potential

Managing caseloads by:

* Co-ordinating professionals who work with a family
* Liaising with and co-ordinating EY transition to some specialist placements
* Liaise with Health and Education Professionals to design a package of support
* Monitor the transition arrangements for children with SEND transitioning to mainstream school
* Chairing panels and contributing to panels
* Supporting to identify those pre-school children who may be in need of a specialist placement as they enter school

Monitoring Impact of:

* Interventions and targets
* Early Years Inclusion Funding
* Early Years Inclusion Support

Contribute to the wider understanding of LA and Health colleagues by :

* Presenting at leaders and managers meetings
* Designing and delivering trainings for our collaborative partners in Health and other LA services

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * Expected to make significant contributions to the development and/or implementation of the Herefordshire Council’s Plans in their area of service delivery / work | * Ongoing |
| * Accountable for their work and should ensure that work output and quality is of the highest quality and in accordance, where appropriate, with current regulations/legislation/Council standards | * Ongoing |
| * Responsible for their own continuous self development in order to enhance their own performance and expected to undertake relevant training and development | * Ongoing |
| * Expected to promote the Council’s employment policies, with particular reference to diversity, equality of access and treatment in employment and service delivery and to support /develop a working culture within these services that reflect the Council’s vision | * Ongoing |
| * Expected to follow the relevant procedures for ensuring that information and data is collected and recorded accurately thus enabling the production of reliable analyses and reports | * Ongoing |
| * To work with the Early Years SEND Lead and the EY SEND Manager in relation to Statutory SEND processes and the Early Years Foundation Stage outcomes. This will mean using the SEN Code of Practice and relevant legislation to design and implement forms, process and panels | * Ongoing |
| * To respond to referrals to Early Years Inclusion Support for individual children with SEND and work with early years settings to effectively include these children. Liase with the professionals involved and co-ordinate the approach | * Ongoing |
| * To attend, contribute to and when necessary chair the Early Years Inclusion Support Referral Panel | * Ongoing |
| * Provide timely and effective communication with educational settings and professionals to ensure that a high quality specialist service is provided in line with service specifications and priorities. This will mean advising them of strategies, trainings and suggesting services that should be referred to in order to best support the child. This may also mean supporting the writing of family conversations | * Ongoing |
| * Maintain caseloads and activity records and service delivery evaluations. This means the monitoring of caseload data, ensuring services are liaised with and used where necessary, contacting settings and schools, utilising synergy and excel to input and evaluate data. Writing feedback to settings delivering actions for them that will be monitored | * Ongoing |
| * Monitor the impact of Inclusion Funding through the use of termly monitoring sessions. This entails detailed investigations into use of funding and the impact that can be captured through; progress data, increased hours, increased access, anecdotal feedback, and specific area improvements. All monitoring is recorded and adds to the data compilation | * Ongoing |
| * To contribute to the value for money monitoring of EY Inclusion Funding through the detailed tracking of children in receipt of EYIF as they enter and then progress through Primary School | * Ongoing |
| * Model good practice and developmental activities to early year’s settings which promote development, learning and inclusion. This can be on an individual, setting or county wide level and is directly designed to upskill the universal workforce | * Ongoing |
| * Support professionals and settings to develop holistic plans for children with SEND. This includes evaluating the quality of paperwork, play plans and SMART targets and training or supporting the setting to improve | * Ongoing |
| * Advise leaders and managers of their statutory obligations in relation to SEND, keeping up to date with new SEND reforms and how they relate to the EYFS | * Ongoing |
| * To ensure effective delivery of all relevant statutory duties relating to the SEND Code of Practice (2015), Children Act (2004) and Equality Act (2010) | * Ongoing |
| * To participate and lead team meetings, sharing best practice and supporting peers | * Ongoing |
| * To develop and deliver trainings related to your area of specialist knowledge that contribute to the EY annual training programme | * Ongoing |
| * To ensure that there is an effective interchange of information and partnership working with parents, EY Settings (Staff, Managers and proprietors), schools (staff and governing bodies) by all members of teams working within SEND. This includes reaching out to those services that have joint caseloads and ensuring they have up to date knowledge of SEND in the EYFS and how it effects joint caseloads | * Ongoing |
| * To facilitate, promote and monitor successful transition planning between schools and early years settings | * Ongoing |
| * To collaborate with other services within the Children and Families Directorate and beyond to ensure that Herefordshire children and young people with additional needs, their parents and carers are well served with high quality educational, social care and health services | * Ongoing |
| * Take responsibility for professional development and attend relevant training | * Ongoing |
| * Establish and maintain relationships with Early Years Settings to ensure positive outcomes for children with SEND. Planning and leading meetings, trainings and networking opportunities. Contacting settings regularly to check on progress | * As required |
| * To respond to referrals to Early Years Inclusion Support for individual children with SEND to ensure early years settings effectively include these children | * As required |
| * To undertake a scaled approach which is dependent upon the needs of the setting, having the ability to adjust and manage the intensity of support required in each individual case | * As required |
| * To attend and contribute to the Early Years Review panel. This will also require chairing the panel, when necessary | * Monthly |
| * To attend the complex referrals meetings to discuss common caseloads and receive referrals | * As required |
| * To attend and contribute to the Early Years Inclusion Funding panel, supporting the decision making process for awarding funding and chairing the panel where necessary | * As required |
| * To model good practice and developmental activities to early years settings. Ensuring that you are up to date with the latest strategies and trainings | * As required |
| * To provide support and advice to early years providers on programmes of activities to enhance an individual child’s needs. This includes directing settings to appropriate training, leading specific trainings and signposting to appropriate services | * As required |
| * To keep abreast of developments in theory and practice of all aspects of child development. This requires a strong working knowledge of the EYFS and the SEN Code of Practice, liaising with partner Las and attending regional meetings | * Daily |
| * To signpost early years settings to relevant professionals or services | * As required |
| * To develop, design and deliver the EY training programme | * As required |
| * Use Information and Communication Technology to assist administration, data and reporting processes | * As required |
| * To maintain accurate records including detailed caseload information, chronologies, data using excel and online systems | * Daily |
| * To handle sensitive information regarding children and families | * As required |
| * Ensure knowledge in relation to safeguarding procedures is up to date | * As required |
| * To deliver briefings and updates to Leaders and Managers | * As required |
| * Ensure mandatory training is up to date and adhere to Herefordshire Council policies and procedures | * As required |
| * Attend staff training and development courses as identified through supervisions and staff appraisals | * As required |
| * Participate in local authority Performance Management procedures | * As required |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * Minimum NVQ Level 3, Early Years/Education professional or equivalent | Essential | A, I |
| * Level 3 SENCO award | Essential | A, I |
| * National Portage Basic Workshop training or willing to undertake training within 12 months | Essential | A, I |
| * Ability to travel as an essential part of job activities | Essential | A, I |
| * Willingness to undergo further training as required | Essential | A, I |
| **Experience & Knowledge** | | |
| * Experience of working with early years, pre-school children with additional needs in mainstream and/or specialist EYFS settings | Essential | A, I |
| * Experience of being an EY SENCO and using the Early Years Graduated Approach | Essential | A, I |
| * Experience of providing advice and guidance to other practitioners in relation to supporting children with additional or complex needs | Essential | A, I |
| * Experience of holistic assessment, planning and review of support for children with additional needs/SEND | Essential | A, I |
| * Experience of supporting Inclusion for children with SEND and creating play plans for individual children | Essential | A, I |
| * Experience of monitoring impact | Essential | A, I |
| * Experience of working within safeguarding procedures | Essential | A, I |
| * Experience delivering training | Essential | A, I |
| **Skills and Abilities** | | |
| * Knowledge of the Early Years Foundation Stage curriculum and child development | Essential | A, I |
| * Excellent EY practitioner with sound knowledge of EYFS and of current strategies to support children with SEND which promotes positive educational outcomes | Essential | A, I |
| * Knowledge of a range of resources, assessments, strategies and skills that support effective inclusion and provision in EY Settings | Essential | A, I |
| * Knowledge of measuring value for money, utilising impact measures | Essential | A, I |
| * Knowledge of the Equality Act 2010 | Essential | A, I |
| * Skills to provide advice in making reasonable adjustments to safely include children with SEND | Essential | A, I |
| * Knowledge of the SEND Code of Practice 2015 and the graduated approach | Essential | A, I |
| * Ability to communicate at an appropriate level (verbal and written) with children, families and professionals to an excellent standard | Essential | A, I |
| * Ability to work in partnership with multi-agencies (In particular health professionals). | Essential | A, I |
| * Have an organised and flexible approach to your work | Essential | A, I |
| * Excellent communication skills, both written and verbal | Essential | A, I |
| * To prepare and present formal reports | Essential | A, I |
| * Maintain high levels of confidentiality and ensure high standards of record management in line with policies and procedures | Essential | A, I |
| * Ability to contribute to the development EY training programme | Essential | A, I |
| * Excel Skills | Essential | A, I |
| **Other Factors** | | |
| * To have or be able to gain knowledge of resources available to early years settings and signpost them accordingly | Essential | A, I |
| * To be confident in lone working | Essential | A, I |
| * Ability to work from home when necessary | Essential | A, I |
| * To manage own caseload | Essential | A, I |
| * Commitment to council’s ethos of equality and inclusion | Essential | A, I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.