**L3 SENCo Session overview and programme dates for September 2024 – March 2025**

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| **Session** | **Session Aims** | **Independent study and assignment focus** |
| **Session 1**  **Wednesday 11 September**  **2024** | * Review the session overview. * Share the Early Years SENCo and Manager expectations. * Introduction to the role of the Early Years SENCo. * Develop understanding of the current legislation that is important to the role of an Early Years SENCo. * Develop a network of support for an Early Years SENCo. * Compare the roles and responsibilities in different settings. | * Read and research the SEND code of Practice (Pages 78-90). * Explore your setting inclusion policies and procedures. * Complete JTM application form and learner agreement return these to your trainer. * Complete the nasen starting point information (if appropriate). * Sign up for the **free** nasen membership on the nasen website. * Make a comparison of DfE SENCo Job description and your own. |
| **Session 2**  **Wednesday 25 September 2024** | * Begin to assess competencies and identify gaps in practice and provision. * Explore the role of the Early Years SENCo * Review the findings of a setting’s policies. * Develop understanding of legislation. * Begin to discuss the importance of Early Intervention and the Graduated Approach * Review the Local Offer * Introduce the Level 3 Early Years SENCo Qualification – Unit 1 | **Begin the first assignment Unit-1**  **Outcome 1 and 2 must be submitted by the end of session 4.**  **The full assignment needs to be submitted by the end of session 7**   * Explore the Local Offer. |

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| **Session 3**  **Wednesday 9 October 2024** | * Discuss the Graduated Approach. * Review the importance of observation and early identification. * Recognise the role of an Early Years SENCo to support other Early Year practitioners. * Agree that an Early Years SENCo can act as an agent for change. | * Continue with Unit -1 assignment * Complete an observation of a child. * Watch the nasen clip on early identification. |
| **Session 4**  **Wednesday 23 October 2024** | * Develop knowledge and understanding of the historical context of SEND. * Define the term ‘inclusion’. * Explore the Four Broad Areas of need and the associated difficulties. * High and Low Incidences, characteristics and how these are identified * Continue the first assignment - Unit 1 | * Continue to work on Unit-1 assignment. * **Outcome 1 and 2 must be submitted by the end today**. * Full assignment to be complete and submitted by the end of session 7. * Explore and review the settings transition processes for children with SEND. * Consider your role of the Early Years SENCo during transition. * Watch the nasen clip on understanding and supporting transition in preparation for your visits. |
| **Session 5**  **Wednesday 6 November 2024**  *Self-directed Study Day/ Visits to each other settings.* | * Visits to each other’s settings. * Plan a tour of your setting. * Talk about your role as Early Years SENCo. * Highlight any environmental changes to the setting and share examples of support given to other practitioners when adapting the environment to meet the needs of the children. * Demonstrate how you, promote effective communication. * Discuss any areas that have worked well or need to be reviewed. * Review the settings transition arrangements and how you as the Early Years SENCo support this process. | * Continue working on Unit-1 assignment. * Update FIP. |
| **Session 6**  **Wednesday 20 November 2024** | * Feedback and presentations from the setting visits. * Explore best practice when writing and reviewing individual plans for children with SEND. * Evaluate systems and processes ensuring the voice of the child is included in decision making and planning. * Discuss the use of assessment and planning next steps for children with SEND.   • Continue with Unit 1 assignment. | * Continue to work on Unit -1 assignment. This needs to be submitted by the close of session 7. |
| **Session 7**  **Wednesday 4 December 2024** | * Evaluate the role of the Early Years SENCo in supporting transition. * Continue to build partnerships with external agencies to offer support to children and their families. * Complete and submit Unit 1 of the Early Years SENCO Award Qualification. | * Complete and submit Unit- 1 assignment. * Watch the clips included within the slides if needed. |
| **Session 8**  **Wednesday 8 January 2025** | * Revisit the Levels of Need and consider how we use this information to support individual children. * Explain how differences in a child’s rate of progress are related solely to English as an additional language * Introduce the Level 3 Early Years SENCo Qualification – Unit 2, ready for submission at the end of session 10. | **Begin to write Unit-2 assignment this will need to be submitted by the close of session 10**   * Complete any amendments needed for previously submitted assignment (Unit-1) |
| **Session 9**  **Wednesday 22 January 2025** | * Gain an understanding of how inclusion funding is allocated and used. * Consider an inclusive learning environment. * Discuss the importance of the key person in supporting children and their families. * Evaluate the routines of a setting and how they must meet the needs of children with SEND. * Continue with the Unit 2 assignment. | * Continue working on the Unit-2 assignment. * Ensure the group continues to work on amendments needed for all previous Units. |
| **Session 10**  **Wednesday 5 February 2025** | * Discuss effective practice when working with children and their families. * Review the Statutory Assessment Process and Person-Centred Planning. * Explore the key elements of an Education Health Care Plan (EHCP), including requests for assessments. * Plan a visit to a specialist provision * Complete and submit the Level 3 Early Years SENCo Qualification Unit-2. | * Completed Unit -2 and submit this to e-track. |
| **Session 11**  **Wednesday 26 February 2025** | * Visit/discuss specialist provision. * Identify teaching strategies that are useful within an Early Years setting. * Develop a further network of support within the Local Authority. * Make comparisons between the learning environment of the Specialist Provision and your own early years setting. | * Complete any outstanding amendments for Unit-2 assignment and submit these to e-track. |
| **Session 12**  **Wednesday 12 March 2025** | * Complete a final portfolio check (e-track). * Reflect on your learning journey at Early Years SENCo Award. * Create and plan a group presentation to capture learning. * Capture the impact of Early Years SENCo Award. | * Trainer to support delegates as needed with preparation of their presentation. |

A celebratory event usually follows 6 weeks after the end of the programme and gives learners a chance to get together to share their achievements. The date for this will be planned towards the end of the programme.