**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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)
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| **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.
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| **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.
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| **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.
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| **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.
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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.