

The role of Leaders and Managers in Early Years Settings

The manager's role includes implementing all elements of roles for governors and committee ensuring legal duties are undertaken. In addition to this leaders and managers should:

- Ensure practice of the setting is inclusive, has high aspirations for all children and underpins support for children with SEND, which is reflected by all staff
- Ensure staff have a robust understanding of child development, which is evident through observation, assessment and planning, which effectively supports identifying and responding to emerging needs and SEND
- Ensure the setting address any trends identified through cohort analysis to ensure children's needs are met in a timely manner and actions are in place to narrow the gap
- Ensure additional funding e.g., EYPP, Deprivation Funding, DAF, SENIF is effectively directed to support children in receipt, with robust monitoring in place
- Ensure the SENCo and practitioners are effectively supported through the supervision process to identify emerging needs and respond appropriately
- Ensure that the SENCo is able to influence policy and practice relating to SEND
- Ensure all staff understand their roles and responsibilities of effective provision for children with SEND (including admin staff)
- Ensure transition arrangements and procedures for children attending other settings are effective for all children
- In collaboration with the SENCo ensure the setting has effective practices for implementing the graduated approach (Assess, Plan, Do and Review cycle), that is understood by all staff

- Ensure the setting fosters strong partnership with all parents and carers in relation to their children's needs, sensitively supporting when there emerging needs and SEND
- Take responsibility for two-year-old progress check and link with health
- Ensure processes are in place for parents and carers to feedback in relation to policies, procedures and practice.

Reflecting on Practice

How does the setting self-evaluate its provision for SEND?

Is SEND reflected in the setting's Development Plan?

Does the setting's ongoing CPD support all staff to effectively identify and meet the needs of children with emerging needs and SEND, to enable improved outcomes?

Does the SENCo have time to fulfil their responsibilities in relation to SEND?

Does the setting information include reference to their responsibilities in identifying and responding to emerging needs and SEND?

Do supervisions support practitioners in identification and responding to children with SEND, does the SENCo have opportunity to discuss their role?