

To complete your SENCO calendar, reference can be made directly to the Annual Planner (below) completed at the beginning of the academic year and updated as and when required. The purpose of this guidance is to support practitioners in the process of building on current good practice and to help providers to develop systems, skills and structures for responding to children’s needs across the four areas of need as identified in the [SEND Code of Practice (2015](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)).

All childcare providers within Doncaster are required to have an identified Special Educational Needs Coordinator (SENCo), offer an inclusive environment and to respond to children’s individual needs. It is their responsibility to coordinate support for children with SEND in their setting and to liaise with other professionals to ensure that all the needs of the child/children are planned for in advance.

**Flexibility within structure!**

A certain amount of flexibility is always needed, for example, a child with SEND transferring to your provision out of typical transition times is likely to occur. In such cases, the timetable will have to be adjusted. However, having the timetable there in the first place at least enables you to see which tasks are priorities and which can be postponed, crucially allowing you to stay in control.

Remember to share these planners with the owner, manager, and relevant colleagues to ensure they recognise your roles, responsibilities, your timescales, and the expectations from them. If it is proving difficult to manage the role within the non-contact time you have been allocated, sharing this document may be a way of demonstrating the additional time you are likely to need and why, either on a short term or long-term basis.

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| **Academic year:** | **Early years providers (PVI, maintained nurseries, academies, and childminders)** | **External professionals** |
| **Autumn Term 1** | **Actions to be completed:**   * Pre-entry meeting for new starters/transitions from Portage service or other providers. * Complete any outstanding home visits. * Support children during transition visits to settle into their new environment. * Establish key person. * Establish Lead Practitioner (if Early Help involvement). * Collate observations to establish and inform baseline assessment. * Liaise with Health visitor/Community nursery nurse to obtain ASQ-scores and previous professional involvement. * Arrange a meeting with Health visitor/Community Nursery Nurse to complete Integrated Progress Check(IPC). * Sent out invites for the IPC meeting. * Book a meeting room to complete mandatory 2-year Integrated Progress Check (IPC) with the child’s parent/Guardian and Health colleague/colleagues * Arrange staff meeting to discuss new starters/ early identification and intervention. * Initiate Health Care Plan/Personal Emergency Evacuation Plan (PEEP) (If required). | **Professionals you may wish to contact throughout academic year, ensuring parental consent is obtained where required (this is not an exhaustive list):**   * Local Offer for Early Years Inclusion Team documentation:   + Staff profiles and contact details   + Request forms   + Learning Outcomes   + Wellbeing plan   + Guidance & Information   + Toolkit/ Resources   + Integrated Progress check * Single Point of Contact (SPOC) for Health. * Arrange Inclusion conversation with Area Special Educational Needs Coordinator (SENCo) * Invite your locality Area (SENCO) to Assess, Plan, Do, Review (APDR meetings). * Submit subsequent referral for example * Speech and Language, * Talking Together * Early Help * HEAT Team |
| **Autumn Term 2** |  |  |
| **Spring Term 1** | * Headcount: Claim for DAF funding (eligibility child in receipt of DLA). (3- and 4-year-olds). * Book onto and attend termly SENCO cluster meetings to update on SEND guidance and legislation. * Identify any training requirements (e.g., Makaton/Team Teach). * Recognise which children will be transitioning this academic year to forward plan. * Complete termly Inclusion conversations with Area SENCO (EYIT) to ensure early identification is robust and timely. * Book a confidential space and arrange a meeting with the child’s parents to discuss level of development. * Commence/continue implementing the Graduated Approach (Assess, Plan, Do, Review). * Initiate/continue Personalised Learning Plan (PLP). * Initiate/continue the child’s SEN support plan. * contact with Early Years Inclusion Team (EYIT) and or Area SENCo for general advice regarding support, strategies, and recommendations (If required). * A request must be submitted to provide direct work with a child (Parental/Guardian consent must be obtained). * Apply termly for EIA/Continuation of EIA (if awarded the previous term). * Arrange APDR meeting with parent/Guardian and invite professionals (to take place every 12) weeks). * Complete Early Help Assessment review, if required (6 weeks). | * Occupational Therapy * Physiotherapy   (ERIC) The Children’s bowel and Bladder charity   * Ophthalmology * Audiology * Consent from Parent/Guardian for Educational Psychologist involvement if future discussion regarding completing a request for an Education Health and Care Plan assessment (EHCP) is to take place. * ASCETS * SENDIAS |
| **Spring Term 2** |  |  |
| **Summer Term 1** | * Complete the child’s success criteria (impact of EIA measuring the child’s PLP’s) * If appropriate, following 2 APDR cycles and sufficient evidence with parental consent, submit request for GDA pathway. * Complete termly assessments to track children’s learning and development. * Contact Educational Psychologist to support EHCP requests. * Begin to complete any EHCP request within the appropriate timeframe for transition. * Arrange review meetings for children with existing EHCP’s (when required). * Support parent/guardian in completing application for FS1 or FS2 provision. * Plan a robust transition. * Invite new provider to APDR meetings and arrange transition visits to current and future provider. * Complete robust transition. * Discuss next steps and funding streams within the transition meeting , for example transition funding, high Needs Funding, Continuation of EIA into FS2). * Transfer the child’s SEN support plan/ learning journals, assessments or relevant supporting information to future provider. |  |
| **Summer Term 2** |  |  |

Additional information can be found:

* [Local Offer - Early Years Inclusion - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/local-offer-early-years-and-childcare)
* [SENDIAS - Education, Health and Care (EHC) Plans - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/sendias-education-health-and-care-ehc-plans)
* ASCETS- [Local Offer - Specialist Education Support Services - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/local-offer-specialist-education-support-services)
* [Sensory processing difficulties - Sheffield Children’s NHS Foundation Trust (sheffieldchildrens.nhs.uk)](https://www.sheffieldchildrens.nhs.uk/services/child-development-and-neurodisability/sensory-processing-difficulties/)
* [Potty training children with additional needs - ERIC](https://eric.org.uk/potty-training/children-additional-needs/)
* [Doncaster – South Yorkshire Talking Together (sy-talkingtogether.co.uk)](https://sy-talkingtogether.co.uk/doncaster/)
* [Children’s Speech & Language Therapy Service - Doncaster and Bassetlaw Teaching Hospitals (dbth.nhs.uk)](https://www.dbth.nhs.uk/services/clinical-therapies/speech-language-therapy/childrens-speech-language-therapy-service/)
* Single Point Of Contact- [NHS South Yorkshire ICB - Home](https://www.southyorkshire.icb.nhs.uk/)
* [Home - The Sleep Charity](https://thesleepcharity.org.uk/)
* Training- [Buy Doncaster](https://buy.doncaster.gov.uk/)
* [Educational Psychology Service - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/educational-psychology-service)
* [General Developmental Assessment (GDA) Pathway - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/general-developmental-assessment-pathway)
* [Children’s Occupational Therapy - Doncaster and Bassetlaw Teaching Hospitals (dbth.nhs.uk)](https://www.dbth.nhs.uk/services/childrens-occupational-therapy/)
* [Children’s Physiotherapy - Doncaster and Bassetlaw Teaching Hospitals (dbth.nhs.uk)](https://www.dbth.nhs.uk/services/childrens-physiotherapy/)
* [Family Hubs and Services - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/family-hubs-and-services)
* [Early Help - What is it in Doncaster? - City of Doncaster Council](https://www.doncaster.gov.uk/services/schools/early-help-what-is-it-in-doncaster)
* [SEND\_Code\_of\_Practice\_January\_2015.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
* Early years funding: changes to funding for 3- and 4-year-olds - GOV.UK (www.gov.uk)

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| Academic year: | **Actions to be completed:** | **External professionals Involved:** |
| **Autumn Term 1** |  |  |
| **Autumn Term 2** |  |  |
| **Spring Term 1** |  |  |
| **Spring Term 2** |  |  |
| **Summer Term 1** |  |  |
| **Summer Term 2** |  |  |