

## SPECIAL EDUCATIONAL NEEDS DISABILITY CO-ORDINATOR (SENDCo) Job Description

### Core purpose

Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.

### Areas of responsibility and key tasks

- Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
- Ensure that the school carries out its statutory responsibilities regarding all students with an EHCP.
- Support all staff in understanding the needs of SEND pupils.
- Monitor progress towards targets for pupils with SEND.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
  - Support parents of all SEN children/potential SEN children.
  - Especially guide through complexities of EHCP applications
  - Conduct parents' consultations
  - Discuss SEN needs/school suitability with potential new parents

### Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with staff to develop effective ways of removing barriers to learning
- Collect and interpret specialist assessment data to inform practice of the school.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Work with Senior Leaders and Teachers and Support Staff to ensure all pupils' learning is of equal importance and that there are high and realistic expectations of pupils.
- Provide advice/support to teachers for pupils with SEN (c 40 SEN Support children from nursery to year 6)
- Have specialist knowledge re SEN difficulties eg ASD, ADHD/ADD, Dyslexia, S&L needs, SEMH
- Write Provision Maps jointly with teachers.
- Review effectiveness via purple books and observations/discussions with staff
- Formally review Provision Maps twice a year
- Guide/advise support staff working in SEN role (c. 15 staff).
- Carry out staff performance observations (termly)
- Liaise with teachers/observe pupils to understand pupils' needs/strategies to support.
- Hold termly SEN meetings

### Leading and Managing

- Develop the school's SEN strategy and policy including statutory requirement for an Annual SEN Report, annual review of SEN Policy annual review of 'Local Offer'. Ensure documents all up to date on school and Bucks FIS website
- Write EHCP applications (c 4 a year), usually to Bucks LA but can be Herts or other LAs
  - Write the Appendix B (education report) when agreement to proceed obtained Respond to draft EHCPs- both content and funding proposed; challenge as appropriate
  - Ensure Final EHCP accurate
  - Ensure each stage of this accomplished within the statutory time frame.
  - Process involves significant liaison with other professionals (eg Educational Psychologist, S&L therapist, LA) and significant support for parents
- Review EHCPs at least annually (c.10 EHCPs)
  - Write school report for the Review
  - Review EHCP for any necessary changes
  - Co-ordinate meeting - parents, other professionals etc
  - Write Head's Review of meeting
  - Liaise with LA
  - Support parents
  - All within statutory timescales
- Advise and support parents to achieve first choice secondary schools
  - Conduct Transition Reviews

- Liaise and have good knowledge of local secondary schools including 'special' schools
- Challenge LA decisions where necessary
- Implement 'change of setting' for EHCP pupils where appropriate
  - Liaise and have good knowledge of 'special' schools/ARPs
  - Support and advise parents
  - Liaise with LA to achieve desired outcome
- Write Offset/repeat year requests
  - Liaise with LA
  - Liaise and support parents
- Respond to Placement Consultations from LA (c 10 a year)
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- Lead on the line management process for SEND teachers and Support Staff.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the Head Teacher and Governing Body on the evaluation of SEND provision.
- Keep up to date with local/national SEN policies
  - Cascade information to Head/SLT and colleagues
  - Keep Governors informed (termly report)
  - Liaise with Head/Deputy Head/SLT/Finance Manager
  - Keep data secure/update SIMS
- Support pupils' Social/emotional wellbeing
  - Oversee school Nurture group, guide Nurture practitioners, liaise with parents
  - Analyse Boxall Profile data
  - Oversee ELSA scheme and ELSA staff
  - Pastoral support for pupils
  - Close liaison with Deputy Head re pupils with SEMH needs
  - Run Year 6 Transition programme

#### **Effective deployment of staff and resources**

- Advise the Head Teacher and Governing Body of priorities for deployment of staff, and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.
- Work with external agencies to maximise resources made available.

#### **Other professional requirements**

- Co-ordinate all Annual Reviews and reviews of EHCP's, Student Support Plans and/or PSPs, Early Help Assessments, other referrals where appropriate and attend/chair when necessary.
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with Year 5 pupils requiring advice about provision.
- Liaise with professionals within Bucks LA - S&L, Specialist teachers
  - Termly consultations with Educational Psychology, Occupational Therapy
  - Cognition & Learning clinics/assessments
  - Speech & Language Link on - line program to assess needs
  - Dyslexia screening

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified.