



Special educational needs coordinator (SENCO)

Job description

The SENCO, with the support of the school leadership team and the whole staff team, takes responsibility for overseeing provision for students with special educational needs and disabilities (SEND).

Job title	SENCO
Grade	MPS or UPS based on current salary and SEN allowance
Responsible to	Head of School
Key relationships with	SEND 0-25 team Head of School and senior leadership team Trust lead for SEND Parents/ carers Children Wider staff team (including those working in the resource base) Alternative Provision Providers

General duties

- Have overall responsibility for determining the strategic development of SEND policy, provision and practice in the school (including the SEMH resource base).
- Have day-to-day responsibility for the co-ordination of SEND provision to support individual pupils.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
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- Ensure the school's SEND provision is inclusive at all levels.
- Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out.
- Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- Support staff members to understand the needs of pupils with SEND, support the development of effective PLPs and be available to advise on classroom practice.
- Supports and works with the First Federation Strategic Lead for SEND and other staff from the central team.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
- Understand how the needs of pupils with SEND change as they get older.

Understand that the help will often be dependent on what a pupil is learning at a particular age and recognise that individual education, health and care (EHC) plans need to be developed and reviewed.

**Teaching
and
learning**

- Understand the most effective and high-quality teaching approaches for pupils with SEND and ensure that they are implemented effectively for individual pupils.
- Effectively bridge barriers to learning through assessing pupils' needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records.
- Liaise with the Head of School and senior leadership team to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Integrate cross-curricular links, specifically literacy and numeracy, into programmes of work.
- Monitor the progress of pupils with SEND against agreed targets in classroom progress and in EHC plans.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
- Take the appropriate action to improve the quality of teaching and learning, such as by conducting a training session.
- Facilitate small group work in the classroom and create time for teachers to work with pupils with SEND.
- Planning and delivering of any bespoke provision.
- Identify pupils who may require extra help during assessment periods and help them to overcome barriers to learning.
- Work with individual pupils on a one-to-one basis to develop literacy, numeracy and social skills.
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND transfer to another school.
- Ensure that school and Trust policies and procedures are adhered to throughout pupils' key stages of development in regards to SEND.
- Encourage and support pupils to work independently by implementing study skills that help pupils with SEND develop independent working skills.
- Analyse performance data to ensure continuity and progression through the key stages.
- Encourage pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible, e.g. reasonable adjustments.
- Understand the benefits that extended learning programmes have on enhancing the learning experience for pupils and implementing these throughout the school's SEND provision.
- Talk to pupils with SEND and listen with the view to develop a more effective support system.

Leadership and management

- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff, where required, to ensure that they fully understand their responsibilities from the SEND Code of Practice and the teacher standards.
- Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND.
- Ensure the whole-school community has an opportunity to learn about the different areas of SEND.
- Ensure that resources are effectively maintained and deployed in line with the school's objectives and SEND policy.
- Work with other leads, inside and outside of school, to ensure that curriculum planning reflects the needs of pupils with SEND.
- Work with teachers to ensure learning is adapted well to meet the needs of all pupils.
- Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom.
- Make sure that learning support assistants are deployed effectively, to cater for the needs of pupils with SEND.
- Lead the design of the school's provision map and ensure that all members of staff are aware of how the map influences their provision.
- Ensure data is used effectively to inform tracking, monitoring and decision making.
- Support the Head of School to create an effective school improvement plan which makes appropriate consideration of the schools pupil profile of SEND.
- Ensure that EHC plans are live, regularly monitored and their impact assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently.
- Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this.
- Where appropriate working with school leaders identify, commission, support and monitor any pupil places in alternative provision.
- Ensure that resources are kept up-to-date and catalogued appropriately.

<p>Communication</p>	<ul style="list-style-type: none"> • Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted. • Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision. • Liaise, collaborate and engage with parents of pupils with SEND to develop effective EHC plans. • Work with the Head of School to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. • Where a LAC has SEND, ensure effective communication with the relevant designated teacher. • Ensure that external support offered to the school is coordinated and managed effectively. • Ensure any effective and regular communication with any alternative provider used to support pupils. • Be an active member of senior leadership meetings focussing specifically on the effectiveness of SEND provision and share information with the key stakeholders. • Ensure that pupils with SEND have a smooth transition from one school to another. • Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
<p>Recording and assessment</p>	<ul style="list-style-type: none"> • Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date. • Ensure that the school's administrative work for SEND is effectively completed • Use tracking systems to understand pupil assessment data and use this data to inform practice. • Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND. • Set challenging targets for raising achievement amongst pupils with SEND. • Meet with class teachers, learning support staff and TAs to formulate plans to address any issues and needs as appropriate.

