JOB DESCRIPTION

Special Educational Needs and Disability Co-ordinator

Date of appointment: 1st January 2025.

**Job purpose**

The Special Educational Needs and Disability Co-ordinator (SENDCo) will work closely with the Headteacher, Senior Leadership team and colleagues in the strategic development of the school’s SEND policy with the aim of raising SEND pupil achievement.

**Responsibilities as SENCo:**

**Leadership**

* To provide strategic direction in regard to SEN provision throughout the school
* To ensure that the SEND policy is compliant and being effectively administered
* To monitor the quality of SEN support delivered both by Learning Support Assistants and Teaching Staff
* To maintain the SEND register of pupils
* To ensure that there are effective systems of communication between the SEND department and class teachers concerning pupils’ needs and progression
* To ensure the smooth transition of pupils with SEND
* To ensure that awareness of SEND issues is maintained across all of the teaching staff
* To co-ordinate arrangements for assessments (school and external assessments) for pupils who are entitled to extra time, reading assistance and scribing
* To contribute towards the appraisal of Learning Support Assistants on an annual basis and to identify further training needs
* To draw up and to manage the annual departmental budget effectively
* To write an annual departmental review and development plan for the SEND department and to ensure that the objectives to develop SEND are reflected in the School Development Plan
* To report termly to the Governing Board and to liaise with the SEND Governor
* To attend Pupil Progress meetings and phase meetings where appropriate in order to bring SEND issues to the agenda of that group
* To promote a creative and collaborative working environment and to create, maintain and enhance effective relationships

**Teaching and Learning**

* Support the identification of and disseminate the most effective teaching approaches for pupils with SEND
* To work with all staff to develop effective ways of bridging barriers to learning through:
* Assessment of needs
* Monitoring of teaching quality and pupil achievement
* Target setting, including Learning Plans
* To teach pupils on a one basis or in small groups in line with their Learning Plans and the recommendations of reports by professionals outside the school
* To use a variety of methods and approaches to ensure effective progression for pupils and to use the assessment of pupils’ progress to inform future planning
* To provide in-class support for pupils with identified needs
* To work with the Headteacher, teaching staff, key stage leaders and pastoral staff to ensure all pupil’s learning is of equal importance and that there are realistic expectations of pupils
* To consider the range of teaching strategies/equipment that could be utilised for pupils with SEN
* To support pupils in regard to assessment preparation (both school and external assessments) and to assist in the provision of reading assistance and scribing for specified pupils

**Monitoring, Assessment, Planning and Tracking**

* To assist in the identification of pupils’ Special Educational Needs through observation in the classroom
* To oversee the writing and regular review and updating of Learning Plans
* To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support
* To liaise with class teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
* To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented
* To use data generated by school assessments effectively to inform future pupil progress
* Analyse and interpret relevant school, local and national data and advise on the level of resources required to maximise achievement

**Communication and Reporting**

* To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the Learning Plan, and to be proactive in communication about these issues
* To make recommendations to parents concerning the use of external agencies for identifying SEND
* To liaise with staff, parents and external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

**Professional Knowledge and Development**

* To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school’s curriculum and policies
* To participate in staff training provided by the School and where appropriate to lead training on SEND issues
* To look for external training opportunities that further professional development and fulfil the training targets agreed during appraisal

**Other professional requirements**

* To co-ordinate all annual reviews and attend and chair these where necessary
* To liaise with families and external organisations in respect of our Looked After Children and ensure that all PEP paperwork is completed and submitted in accordance with the deadlines
* To identify the links between the SEND pupils and Pupil Premium Pupils
* To arrange and attend TAF meetings

**Responsibilities as a Teacher:**

* To have high expectations whilst taking into account the ability range of the pupils
* To attend Parents’ evenings as appropriate to discuss the children’s progress
* To write detailed reports at the end of the Autumn, Spring and Summer Terms
* To attend School and Year group assemblies, staff meetings and pastoral meetings as required
* To be involved in Open Days, assessments and induction programmes
* To run an extra-curricular activity for pupils
* To make an active contribution to whole school events.