



NORTON SUB HAMDON and WEST CHINNOCK
C of E VC PRIMARY SCHOOLS



JOB DESCRIPTION

Special Educational Needs Co-ordinator Plus SEN Responsibility Point

The Role: The Special Educational Needs Co-ordinator (SENCo) is responsible for the implementation of the SEND policy across the federation and for the management of the Learning Support staff who implement this.

Reporting: The SENCo reports to the Co- Headteacher in regard to matters of policy and compliance.

Responsibilities as SENCo:

Leadership

- To provide strategic direction in regard to SEN provision throughout the school
- To ensure that the schools' SEND policy is compliant and being effectively administered
- To monitor the quality of SEN support delivered both by Learning Support Assistants and by classroom teachers
- To maintain the SEND register of pupils
- To oversee the weekly timetables of Special Needs Learning Support staff
- To ensure that awareness of SEND issues is maintained across all of the teaching staff and where appropriate to lead INSET on SEND issues for colleagues
- To liaise with the Co- Headteacher concerning arrangements for gifted pupils
- To co-ordinate arrangements for end of key stage tests for pupils who are entitled to extra time, reading assistance and scribing
- To write twice yearly reports for governors
- To draw up the SEN action plans to be included in the schools' development plan

Teaching and Learning

- To train Learning support staff to teach pupils on a one to one basis or in small groups in line with their Individual Education Plans and the recommendations of reports by professionals outside the school
- To support children in regard to learning difficulties as they apply to literacy, numeracy, written expressive language, comprehension and study skills, personal organisation and social interaction with other pupils

- 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

Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of Individual Education Plans and profiles
- Ensure that the school keeps the records of all pupils with SEN up to date
- Act as a key point of contact for external agencies, especially the LA and its support services to ensure that the school is providing appropriate support for the child
- To liaise with classroom 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 in the Learning Support Department and in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

Communication and Reporting

- To be proactive in communication with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP
- To make recommendations to parents concerning the use of external agencies for identifying SEN
- To ensure that there are effective systems of communication within the school concerning vulnerable pupils' needs and progression
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Professional Knowledge and Development

- To Complete the National SENCO Qualification.
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice
- To look for external INSET opportunities that further professional development