



St. Luke's School - Role Profile – SENCo

The SEND Leader at St. Luke's School leads on all aspects of Inclusion / SEND and provision for Pupil Premium children.

The SEND Leadership Role has three distinct aims:

- Setting the strategic direction for SEND / Inclusion and Pupil Premium Children
- Leading high quality provision for all pupils in the lowest 20% of the school's population
- Building and sustaining effective relationships with SEND children and families

This role includes:

- ✓ Designated Teacher for Looked After Children
- ✓ Designated Safeguarding Lead
- ✓ Pupil Premium Lead

The role includes the line-management of Teaching assistants and a pastoral support team.

The primary purpose of this role is to ensure the strategic development of SEND so that children in the lowest 20% of the school make strong progress against their peers both locally and nationally. This role includes a strong focus on 'equality and inclusion' so that all pupils in the lowest 20% are positive, resilient and successful learners.

The SEND Leader holds the National Qualification for SEN, will have completed regular DSL training.

In addition the SEND Leader will have completed training in a number of interventions offered at the school.

The SEND Leader is responsible for:

- Maintaining the SEND register.
- Monitoring and reviewing the SEND Information report.
- Monitoring the provision for pupils with SEND and providing feedback to children, families and staff.
- Completing referrals for individual children to external agencies and when necessary writing EHC applications.
- When necessary, writing individual risk assessments; ensuring that these are shared with staff and parents.
- Meeting with individual parents.
- Maintaining and developing a Provision Map of school-led interventions across the school.

- Ensuring that all children recorded on the SEND register have an up-to-date IEP and plan of support that is regularly reviewed and monitored by staff, in conjunction with the SENCO.
- Providing support for staff when writing IEPs.
- Ensuring that staff meet twice a year with SEND parents and that the views of pupils and parents are taken into account when reviewing provision.
- Ensuring that all pupils in receipt of LAC+ funding have an updated PEP and this is shared with parents.
- Ensuring each child on the SEND register has an up-to-date SEND folder.
- Tracking the use of and results of various SEND screeners.
- Leading or working in partnership with external agencies to provide CPD to teachers and teaching assistants; this will include a termly SEND staff meeting for staff from both schools.
- Ensuring that resources in classrooms and for interventions are well maintained and reviewed annually.
- Developing the use of technology to support children with SEND.
- Developing and furthering own professional development through collaboration and CPD opportunities. Maintaining an excellent subject knowledge through further reading.