**Special Educational Needs Co-Ordinator (SENDCO)**

**Responsible to**: The Federation Head Teacher

**Main Purpose:** To coordinate and monitor the delivery of SEN support throughout the school.

**Main roles and responsibilities:**

***Learning and Teaching***

* Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN.
* Monitor teaching and learning activities to meet the needs of pupils with SEN.
* Identify and support teaching staff to teach study skills that will develop pupil’s ability to work independently.
* Ensure that Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) are deployed effectively throughout school.
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
* Ensure pupils with an EHCP are making progress towards their outcomes.

***Recording and Assessment***

* Set targets for raising achievement among SEN pupils.
* Collect and interpret specialist assessment data.
* Set up systems for identifying, assessing and reviewing SEN.
* Develop understanding of learning needs and the importance of raising achievement among pupils.
* Keep parents and carers informed about their child’s progress.
* Schedule and monitor the writing of personal plans, reviews and annual reviews.

***Leadership and Management***

* Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN.
* Provide training opportunities for teaching assistants and learning support staff to learn about SEN.
* Disseminate good practice in SEN across the school.
* Identify resources needed to meet the needs of pupils with SEN; advise the SBM of priorities for expenditure and manage the SEN budget.
* Develop links with other professionals, agencies, governors and Locality schools.
* Oversee the records of children with SEN.
* Manage the day-to-day operation of the SEN Information Report.
* Co-ordinate the provision for and manage the responses to children’s special needs.
* Attend local authority meetings – training, cluster and network.
* Ensure the accessibility plan is monitored and updated regularly.
* Ensure pupils with EHCPs receive effective provision in order to make progress towards their outcomes.
* Take on the role of lead professional for those pupils who have complex needs.

***Values***

* Put children at the heart of all you do.
* Support and build on the school’s strong, inclusive ethos, ensuring that individuals feel valued, and encouraging personal endeavour and responsibility.
* Foster and promote a sense of community within the school, including relationships with and between the children, staff, parents and carers.
* Encourage strong relationships with the wider community.

***Safeguarding and equality***

* Uphold equality of opportunity as being central to all school activities, identifying and addressing any barriers to a positive experience of school life.
* Foster an open, fair and equitable culture, leading by example.
* Have a thorough knowledge of all relevant safeguarding policies and procedures and have a commitment to ensuring best practice throughout the school.
* Use effective strategies and procedures for staff recruitment and induction.
* Be a Deputy Designated Safeguarding Lead (DDSL) for Child Protection in the school as part of the Safeguarding team. The full description of the following points are detailed in the school’s Child Protection policy on the school’s website and includes:
  + Managing referrals
  + Working with other agencies
  + Undertaking formal training
  + Raising awareness of safeguarding
  + Availability to deal with safeguarding concerns
* Be aware of and support diversity, difference and ensure equal opportunities for all.