

**SENDCO, Wellbeing & Inclusion Lead (TLR 2.2)**  
**(Responsibility for SEND, Wellbeing and Inclusion across EYFS, KS1 and KS2**  
**including the Nurture Base Intervention)**  
**Job Description**



**Job Title:** SENDCO, Wellbeing & Inclusion Lead (Responsibility for SEND, Wellbeing and Inclusion across EYFS, KS1 and KS2 including the Nurture Base Intervention)

**Reports to:** Headteacher, Deputy Headteacher, Assistant Headteacher

**Responsible for:** Nurture Team, Teaching Assistants and any other relevant teaching/non teaching personnel associated with the role.

**Purpose:** The SENDCO, under the direction of the headteacher and Deputy Headteacher, will:

- Develop and deliver the strategic direction of the SEND, Wellbeing and Inclusion work, co-ordinating effective provision for pupils with SEND, Mental Health needs.
- Take responsibility for the day to day management and strategic development of SEND and relevant staff, working closely with all stakeholders to identify, assess, plan, implement and review provision to meet the needs of students with SEND, medical needs and in need of wellbeing support.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENDCO, Wellbeing and Inclusion Lead will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

**Duties and Responsibilities:**

**Leadership and Management**

- Have overall strategic responsibility for determining the strategic development of SEND, Wellbeing, Inclusion policies and provision across the school, monitoring and reviewing the quality of provision, policies and plans, in agreement with the Headteacher and Deputy Head.
- Have day-to-day responsibility for the coordination and delivery of SEND, Wellbeing and Inclusion provision to support individual and groups of pupils (including nurture provision and intervention/support).
- Contribute to school self-evaluation and development plans, particularly with respect to wellbeing, inclusion and provision for pupils with SEND.
- Review and make sure that school SEND, Wellbeing and Inclusion policies reflect practice and are in line with statutory guidelines and their objectives are reflected in the School Development Plan.
- Maintain up-to-date knowledge of national/ local initiatives that may affect the school's policy and practice
- Manage the SEND budget and oversee the purchase of relevant safe and appropriate SEND resources in line with an allocated budget. This includes High Needs funding spend.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective, advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advise on and implement the graduated approach to providing SEND support.
- Prepare and review information the governing board is required to publish.
- Promote a safe and secure learning environment for all pupils and action improvement plans.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively and that the school's SEND provision is inclusive at all levels.
- Develop and implement an internal outreach model to support staff development and provision for SEND, wellbeing and inclusion.
- Work with the Leadership team and other key staff on developing the effectiveness of transition arrangements between Phases and settings.
- Model good practice in teaching pupils with SEND, including those with severe complex needs.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Undertake statutory assessment and review processes for students with SEND, including organising and chairing meetings, plan reviews and transfers of statements.
- Oversee the nurture provision.
- Prepare and write high needs /top up funding applications and appeal funding decisions as necessary.
- Undertake referrals to outside agencies as required and work in collaboration with a range of education, health and social care agencies.

**Teaching and learning**

- Allocate safe and appropriate resources needed to meet the needs of SEND pupils and wellbeing support.
- Liaise with leaders and all teachers in the successful deployment of learning support assistants to support the needs of pupils.

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- 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.
- Identify and adopt the most effective teaching and assessment approaches for SEN pupils.
- Liaise with other schools to ensure continuity of support and learning when transferring SEND pupils.
- Undertake an appropriate programme of teaching as required in accordance with the duties of a standard teacher. This may include delivering interventions related to the role.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Work collaboratively with teachers to ensure high standards of teaching and learning for all SEND students.
- Support the raising of achievement by the planning and delivery of effective, evidence-based interventions for students with SEND, medical needs and in need of wellbeing support (Mental Health); monitoring, reviewing and evaluating the effectiveness regularly.
- Ensure the assessment of students for access arrangements for examinations and to organise the staffing and provision of these arrangements.
- Work with colleagues to develop effective ways of bridging barriers to learning through: assessment of needs, monitoring of teaching quality and pupil achievement, target setting, including IEPs, developing a recording system for progress.

### **Developing Others**

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
- Support staff to understand the needs of pupils with SEND, providing professional guidance to staff to secure good quality teaching for pupils with SEND.
- Take responsibility and contribute to the supervision and organisation and deployment of learning support assistants, including their performance management in relation to SEND, Wellbeing and Inclusion.
- Act as a point of contact and offer advice to staff to develop their skills relating to, SEND.
- Provide training opportunities for staff and families (including commissioning training from outside providers when necessary in agreement with the Headteacher) to learn about SEND, Inclusion, pupil wellbeing (Mental Health), EAL and medical needs including whole-school Inset.
- Disseminate good practice in Inclusion across the school.
- Keep abreast of developments in SEND, Wellbeing and Inclusion (e.g. research, changes to the law) and inform staff and Governors as necessary.

### **Monitoring, Recording, Assessment, Planning and Tracking**

- Support pupil progress meetings, recording agreed provision within provision maps.
- Ensure that the school's administrative work for SEND is effectively completed.
- Track student progress and use information to inform teaching and learning, working with teachers to set challenging targets for raising achievement amongst pupils with SEND and other groups as appropriate.
- Collect/ interpret assessment and performance data and share with other staff and Governors.
- Set up, implement, review and monitor systems for identifying SEN, provision / support and assessing and reviewing SEN provision. This includes preparing and monitoring EHC plans, SEND Information requests, IEPs, Risk Assessments, behaviour support plans, provision maps, the precis of professional reports, with class teachers and learning support assistants.; co-ordinating and attend annual reviews in line with statutory and non-statutory deadlines.
- Update the head teacher and governing body on the effectiveness of provision for SEN children.
- Keep parents informed about their child's progress through individual meetings and at parents' evenings.
- Maintain an accurate up to date SEND register & records of students with SEND, medical & wellbeing needs.
- Evaluate the effectiveness of provision.
- Identify, monitor and track progress of students with SEND, medical and wellbeing needs, using data from school assessments and other sources to effectively identify areas of underachievement and inform future pupil progress.
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement.
- Assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports.
- Interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom.

### **Communication and Reporting**

- Liaise with staff, parents, external agencies to ensure that the school is providing appropriate support for the

- child including coordinating contributions, and leading on parental concerns, taking a proactive approach.
- Develop purposeful links with governors, the LA, external agencies and neighbouring schools.
- Meet with the SEND, Wellbeing and Inclusion Governors regularly.
- Contribute to leadership and governors' meetings including providing timely and up-to-date reports to regarding the effectiveness of SEND, Wellbeing and Inclusion provision.
- Ensure staff are aware of developments with regards to SEND in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, to develop a more effective support system.
- Develop and maintain effective professional relationships with parents, colleagues, the governing board, LA advisory and support services and the local community, acting as a professional point of contact.
- Where a looked after child has SEND, ensure effective communication with the designated teacher.
- Follow agreed policies for communications in the school.
- Take part in parents' evenings and SEND review meetings.
- Contribute to the development of effective subject links with external agencies.
- Maintain up to date, appropriate, relevant and accurate records and information to MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of students in relation to their SEND, Wellbeing (Mental Health) and Inclusion.
- As the key contact, liaise with other providers, external agencies including the LA and its support services, with regards to SEND, Wellbeing and Inclusion, ensuring that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Monitor the transition of students with SEND and medical needs.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments, to ensure pupils make progress.
- Make recommendations to parents in relation to external agencies for identifying SEND need and support.
- Oversee the writing and regular review and updating of Individual Education Plans.

### **Professional Knowledge and Development**

- Maintain up-to-date knowledge of national and local initiatives that may affect school policy and practice
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND, Wellbeing (Mental Health) and Inclusive provision, feeding back to colleagues accordingly.
- Lead CPD on inclusion matters as required across the school.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts school SEND provision and understand how the needs of pupils with SEND may change with age and of current guidance and practice in relation to SEND, Wellbeing (Mental Health) and Inclusion.
- Ensure that the School's Health and Safety Policy is followed.

### **Other professional Requirements**

- Be aware of, support and ensure equal opportunities for all.
- Take an active role in professional networks and working groups.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Promote inclusion best practice and contribute to the aims and ethos of the school through membership of the school leadership team and attendance at school events.
- Participate in the school extra-curricular programme.
- Organise parent workshops related to areas of the role.
- Carry out the duties and responsibilities expected of all teachers, including any reasonable additional duties as directed by the Headteacher.

The SENCO, Wellbeing (Mental Health) and Inclusion Lead will be required to safeguard and promote the welfare of all children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher / Deputy Headteacher.

*For the Purpose of this Job description, pupils with SEND are deemed to include:*

*Pupils on the School's Special Educational Needs Register, Pupils with identified specific learning difficulties, Pupils with identified social, emotional and behavioural needs, Pupils with medical needs, 'Looked After' pupils, Pupils whose first language is other than English, Pupils eligible for free school meals, Pupils belonging to ethnic minorities, Pupils of Romany, Gypsy or Traveller families, Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education*