*Loving to learn, Learning to love.*

*For every child a chance to shine*

**SENCO Roles and Responsibilities:**

* Help the headteacher and governing board determine the strategic development of the special educational needs (SEN) policy and provision in your school
* Have day-to-day responsibility for:
	+ Implementing the SEND policy
	+ Co-ordinating any specific provisions for individual pupils with SEN, including those with education, health and care (EHC) plans
* Advise staff about SEN strategy and provision
* Work closely with staff, parents and local agencies

**Main areas of responsibility**

**Help to develop the whole-school SEN strategy**

This involves working with the headteacher and governing board to:

* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Make sure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
* Prepare and review the information the governing board is required to publish

**Co-ordinate provision for individual pupils**

This includes:

* Identifying pupils with SEN and co-ordinating provision that meets those needs
* Monitoring the effectiveness of any SEN provision for pupils
* Making sure the school keeps up-to-date records of all pupils with SEN
* Liaising with the relevant designated teacher where a looked-after pupil has SEN
* Securing relevant services (e.g. provided by the local authority (LA)) for pupils with SEN
* Promoting the inclusion of pupils with SEN within the school (e.g. in terms of access to the curriculum, extra-curricular activities etc.)

**Train and support staff**

This involves:

* Training teachers on differentiated teaching methods for pupils with SEN
* Recruiting and training SEN teaching assistants

**Advise on the SEN support available**

This includes:

* Being aware of the services that the LA provides under the ‘local offer’
* Advising on the graduated approach to providing SEN support

**Work with parents and other agencies**

This involves:

* Liaising with parents of pupils with SEN, including informing parents that their child might have SEN
* Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
* Being a key point of contact for external agencies, including the LA and its support services
* Working with potential next providers of education to provide information to pupils and their parents about their options and to plan a smooth transition
* Working with professionals providing independent support to families to ensure that pupils with SEN receive appropriate support and high-quality teaching
* Passing on any relevant information if a pupil transfers to another school