



Job Description for SENCO

Updated - April 2019
By – ISB (JAR & SAM)

The School SENCOs are responsible for overseeing the day to day operation of the School's SEND or Inclusion Policy to ensure that children with SEND are fully included in the setting. This role includes the following:

- Carry out assessments of pupils whose progress is giving cause for concern to the class teacher
- Make recommendations for further assessment or differentiation in classwork
- Provide 1:1 or small group tuition outside the classroom to pupils who have been assessed as having Specific Learning Difficulties and who require support to learn strategies to help overcome their difficulties
- Produce Individual Education Plans (IEPs) for pupils who are experiencing learning difficulties in consultation with the class teacher and parents
- Review IEPs with the class teacher and parents twice yearly
- Be available to meet parents either independently or with the Headteacher or class teacher to discuss issues relating to pupil progress or ongoing concerns during the course of the year
- Suggest specialists outside the school when their expertise is required
- Liaise and share information with specialists from outside services such as EPs, Occupational Therapists, Speech and Language Therapists, Behavioural Optometrists, etc.
- Recommend Educational Psychologists (EPs) to parents of those pupils who are considered to be in need of further and more detailed assessment
- Interpret and incorporate EP Report suggestions and recommendations in the pupil's IEP
- Keep records of pupils: interventions, IEPs, meetings, etc.
- Ensure that relevant background information about individual SEND pupils is collected, recorded and updated
- Provide in-class support throughout the school as requested
- Nurture individual pupils who have specific emotional or social needs
- Give support and advice to colleagues throughout the school regarding SEND issues as they arise
- Support departmental developments of SEND provision
- Maintain, develop, coordinate and deploy SEND resources and monitor their effectiveness
- Oversee and consult on SEND issues in Early Years in discussion with the Head of Early Years as appropriate
- Promote discussion in Key Stage 1 and 2 about provision of challenges for very able children
- Ensure that the school carries out its statutory responsibilities regarding all pupils with an EHC of Special Education Needs
- Liaise where appropriate with school transfer procedures regarding additional time requests etc.
- Keep up-to-date with current practice and attend relevant training

Note: Isobel Boyt, the previous SENCO, continues to work with a child who has an EHCp and she is responsible for the annual review of this plan, liaising with the Local Authority and ensuring that IEPs are reviewed regularly and that support is appropriate. Again, for historical reasons, she works closely with another child with a Health Plan, communicating

with the appropriate LA to ensure continued funding, ensuring that one-to-one staff are appropriately trained and supported and their medical needs are met as necessary.