

SOUTHFIELDS ACADEMY
JOB DESCRIPTION

Job Title: SEND Co-ordinator

The position of SEND co-ordinator will involve undertaking the following:

- Responsibility for advising on the provision for students with special educational needs or disabilities.
- Where a student may be identified as having SEND, to inform parents as soon as is practicable.
- In relation to each student identified with SEND to:
 - Work with the individual's family, school staff and, where relevant, other agencies to identify their SEND.
 - Support with the planning of interventions and provisions.
 - Secure relevant services for the student where appropriate using EHITs (the Local Authority's referral system – training available) and other appropriate systems of referral.
 - Ensure that records of the student's SEND and special provision made to meet these are kept up to date.
 - Liaise with and provide information to parents/carers of the student on a regular basis about that student's SEND and the special provisions/interventions being made to meet these.
 - If the student transitions to another school, phase or institution, ensure that all relevant information about the student's SEND and the special provision made to meet those needs is passed on.
 - Complete all relevant paperwork and attend TAC meetings if an EHC Plan is being sought for the student.
- Be an active member of the team that advises teachers/support staff in the Academy about differentiated teaching methods appropriate for individual students and their SEND.
- Attend relevant internal meetings, contributing and following up on referred students.
- Contribute to the screening process for referred students.
- Contribute knowledge and expertise to the Academy procedures for identifying and making provision for students with high needs and EHCPs.
- Work to the AHT for Inclusion and the SEND advisory team to prepare and review the information required to be published by the Board of Trustees pursuant to the Education (SEND) regulations 1999 and the SEND Code of Practice, including the objectives of the Board of Trustees in making provisions for SEND and the SEND policy of the Academy.
- Complete all statutory work in relation to key worked students with SEND for whom an EHC Plan has been issued. This is for students in the Academy's ASD Resource Base Unit and main stream students.
- Produce Individual Education Plans to summarise the needs, provisions and specialist strategies to support the teachers of these students, ensuring these are regularly updated and disseminated to teachers and Support Staff.
- Advise on the specialist curriculum interventions to targeted groups of students in order to meet identified learning needs.
- Attend relevant Local Authority and DfE meetings relating to the provision of SEND.
- Be familiar with the Local Offer.
- Carry out Keyworker responsibilities and collate information from Keyworkers of ECHP students to update and plan annual reviews.
- Liaise with external professionals such as the Educational Psychologist, Speech and Language Specialists, Hearing Support Centre and Visual Impairment services, Garratt Park Advisory Service and others as may be relevant to advising on the provisions to meet the special needs of identified students.
- Advise on the planning future interventions and provisions for targeted students with the ASD Resource Base staff, AHT for Inclusion and the SEND advisory team.

- Attend any other directed activities as directed by the AHT for Inclusion and the Senior Team.
- Work to the AHT Inclusion to ensure Access Arrangements are in place for identified students in line with JCQ guidelines.

General:

1. To be fully aware of and understand the duties and responsibilities arising from the Children’s Act and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.
2. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker’s role.
3. To ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Any other duties assigned by Line Manager/Principal/Headteacher commensurate with the grade of the post.

Signed:

Postholder NameDate.....

Line Manager NameDate.....

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SEND Co-ordinator Person Specification

Education, Training and Experience

- Degree level qualification
- SENCo qualification desirable
- QTS desirable
- Evidence of Continuing Professional Development and/or experience appropriate to provision for SEND students
- Effective provision for SEND students
- Experience of keyworker responsibilities

Skills and knowledge

- Experience of establishing positive and effective relationships with parents/carers, pupils, teachers, support staff and external professionals
- Ability to understand how individual student needs can be met (including dyslexia, low literacy levels, SLCN and SEMH)
- Regularly advise parents/carers/teachers/support staff on how to support SEND students in mainstream lessons and at home
- An excellent knowledge of the current code of practice
- Highly motivated, competent and efficient. Able to work well on own initiative and as part of a diverse team.
- Ability to understand how students with a variety of SEND needs can be met in a mainstream classroom