

SENDCo Outline:

The SENCO, under the direction of the Headteacher will determine the strategic development of special educational needs and disability (SEND) policy and provision in the school. They are responsible for the SEND strategy and implementation of this, across the school.

Key Competencies:

- Organisation
- Administrative Skills
- Personal competencies (soft skills)
- Dealing with complexity
- Analysis and planning
- Resilience
- Problem solving

Key Responsibilities / Accountabilities:

- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effectively
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Identify training needs for staff and deliver CPD and internal training sessions to engage colleagues and enhance collaborate working which actively support pupils with SEN or a disability
- Work with SLT to ensure that INSET days utilise the opportunity to further develop a pupil centered approach in particular toward children with SEN or a disability.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Work collaboratively with Admissions regarding a pupils admission and induction with the School
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness

- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly and effectively with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- Work with the Headteacher, SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

Attitudes and Qualities:	Skills and Knowledge:
<ul style="list-style-type: none"> • Committed individual with an interest in Jesuit education • Positive and flexible approach to working with others • Ability to take initiative • Self-motivation and imagination • Strong sense of responsibility • Resilient individual 	<ul style="list-style-type: none"> • Safeguarding within a school setting • Strong organisational skills • Communication • Administration skills • Diary management, meeting, event and • IT literate • School policies • Qualified Teacher • Has undertaken or is willing to enrol to complete the NPQ course

This list is not exhaustive and additional responsibilities may be assigned which are reasonable in order to deliver aims of the School. This document will be reviewed periodically and is subject to modifications where appropriate.