

Senior Leadership Team (SLT) & Special Education Needs Co-Ordinator (SENCo)

People and services

Roles and expectations of the School:

Senior management team and SENCO should:

- create a whole-school welcoming ethos to all children and young people, families and external agencies with a visible presence of senior leadership.
- foster a whole-school nurturing approach to promote children and young people's self-confidence and self-esteem as learners.
- enable staff to feel able to take part in challenging discussions and feel these are managed fairly, in an open culture, with senior leadership being available to all staff.
- have clear procedures and policies in place for all areas of special education needs and disability (SEND).
- provide time to the review of whole school policies in place with school staff, children and young people and their families.
- ensure a written statement is included in the SEND policy around supporting children and young people with SEND. This is to be reviewed annually.
- ensure the quality assurance cycle measures the impact of quality first teaching to ensure all the needs of learners are met.
- ensure classroom teachers are confident to differentiate work according to individual needs and have a flexible and differentiated approach to individual needs e.g., academic demands, pen licenses, rest breaks and homework.
- ensure continuous professional development (CPD) is supported by providing opportunities to review the practices and strategies.
- ensure that there are leads/champions to further the development and implementation of practices e.g., Autism Champion.
- train staff in SEND and evidence-based strategies which would support those children and young people, including newly qualified teachers (NQT) and other new staff.
- give the time and funding for staff to train to the role for effective support of the CYP with low incidence disabilities.
- develop the provision of systems to allow all staff to access children and young people's SEND information.
- ensure effective exchange of information between all staff working with an individual children and young people e.g., pupil profiles and sharing of reports.
- ensure whole class visual timetables are in place and their use is monitored by the senior management team and SENCO.
- ensure that appropriate withdrawal interventions are accessed by the children as appropriate.
- name an IT technician who can support CYP to access mainstream IT via accessible technology.
- enable visiting specialist teachers to connect to the school's network and internet – this is needed to teach CYP specialist skills.

The SENCO:

- should be part of SLT and hold the National Award for Special Education Needs Coordination (NASENCO) or is working towards it.
- should access appropriate CPD, including the SENCO Network.
- is part of the local hub of SENCO, identifying and sharing good practice and knowledge.
- is aware of which outside agencies are available and use these effectively.
- provides staff training and staff coaching/ support.
- informs staff of the interventions and practices/strategies/outcomes and supports these practices being embedded into the class practice.
- ensures all SEND service advice and reports are shared with parents/carers, including verbal reports.
- provides mapping of resources and interventions.
- provides evidence-based interventions for learning areas and tracks and monitors the impact upon progress.
- uses the assess, plan, do, review cycle to support individual children and young people.
- observes and provides advice and strategies. Is also willing to try strategies that may be beyond day-to-day practice.
- liaises with SEND services prior to the following meetings: reviews to discuss possible statutory assessments; statutory meetings such as annual reviews; implementation meetings and general review meetings where appropriate.
- has clear systems in place that support staff to raise concerns regarding children and young people's needs.
- is aware of the children and young people for whom staff have concerns about.
- timetables sessions for the making or modifying of resources, multi-weekly, by teaching assistants (TA) where necessary.
- has an awareness of support available to offer to families and staff.
- plans for a successful transition throughout school. This includes visits, training of staff and providing any resources or equipment needed by the children and young people. It also includes addressing any issues or barriers and thinking about what the children and young people will need to be fully included in school.
- works with services to provide opportunities for areas of the Preparing for Adulthood agenda to be included in the children and young people's curriculum.
- signposts opportunities outside of school for children and young people to meet and develop Preparing for Adulthood skills.

Role and expectations of the local authority

SEND Services will:

- be approachable, courteous, professional, and sensitive, and will listen and respond in a constructive, creative, and honest manner.
- be sensitive to cultural, racial, and religious diversity.
- take a holistic view of the children and young people's needs.
- explore the impact of children and young people's SEND upon their confidence, self-esteem and advise on how to overcome these.
- ensure that the child and young person has opportunities to express their views about their situation and involve them in the planning and delivery of interventions.

- support schools in the development of their whole school approach by offering:
 - training in all aspects of SEND.
 - tailor-made training based on the schools' or individual child and young person's needs.
 - training to staff to develop knowledge and practice.
 - support to develop nurturing practices.
 - consultation approaches.
 - audit and evaluation of whole school systems and approaches.
 - development of parent groups.
 - staff coaching.

SEND services can provide:

- support and be part of a multi-agency integrated approach.
- liaison with SENCo, class teacher and teaching assistant to agree appropriate targets, strategies, resources, and time frame. Where possible, take school's planning/timetable into account when planning visits.
- advise around groups of children and young people who require similar provision.
- direct teaching in specialist subjects, such as, braille.
- group work.
- observations.
- assessments, recommendations/ educational advice, and reports.
- liaise with relevant staff and share information reports and advice.
- statutory guidance.
- guidance on reasonable adjustments.
- information on exam concessions.
- ensure that written feedback/reports have been given to SENCOs within an agreed time frame.
- give verbal feedback where possible so that recommendations can be actioned quickly.
- raise awareness of relevant training or external opportunities for the child or young person.
- attend relevant meetings, such as a personal education plans (PEP), pastoral support plans (PSP), personal health plan, (PHP), Individual Support Plan (ISP), school contract, annual review, circle of adults, with school/parents on request from school. Professionals will liaise to determine the most appropriate person/ people to attend.
- family/carer focused advice, support, and training.
- mentor support to staff.
- advice on assistive technology and IT solutions.
- specialist modified resources.
- support the SENCO in monitoring the impact of strategies and interventions.
- signpost useful information.

Training offer - <https://ils.leicester.gov.uk>

Local Offer - <https://mychoice.leicester.gov.uk>