

SENDCO's responsibilities for children with SEND

The SENDCO has day-to-day responsibility for the **operation of SEND policy and coordination of specific provision** made to support individual pupils with SEND, including those who have EHC Plans.



SEND Code of Practice 2015

The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than 12 months, they must achieve a National Award in SEND Coordination within 3 years of appointment.

The SENDCO has an important role to play with the headteacher and governing body, in determining the **strategic** development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them SENDCO to fulfil their responsibilities in a similar way to other strategic roles within a school.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, EPs, health and social care professionals and independent professional bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date