

Everyone is responsible for SEND

Roles	Role description	Responsibilities
SEND governor	Strategic overview, support and challenge	<p>Meet with Inclusion Lead/Senco on a half-termly basis.</p> <p>Provide written records for each visit.</p> <p>Provide support and challenge to SLT in relation to SEND</p> <p>Provide regular updates to whole Governing Body in relation to SEND</p> <p>Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.</p>
Headteacher and Inclusion Lead/SENCo	Strategic responsibility of SEND, intent, implementation and impact.	<p><u>Hold</u> senior leaders, Inclusion Lead/SENCo and teachers <u>to account</u> for the quality of SEND provision through routine review meetings</p> <p>Headteacher and Inclusion Lead/SENCo <u>liaise</u> to ensure the SEND Policy and Information Report are current and reflect provision</p> <p><u>Ensure</u> effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child.</p> <p>Act as a <u>role model</u> for all staff in regard to <u>inclusive behaviour and expectations</u></p>
SLT, Inclusion Lead/SENCo and Subject Leads	<p>Co-ordination of SEND provision and deployment of staff.</p> <p>Monitoring of SEND provision.</p> <p>Data analysis and evaluation of impact.</p> <p>Integral focus on SEND in all lesson observations.</p>	<p><u>Ensure</u> all staff comply with systems for SEND.</p> <p><u>Ensure</u> accurate and ongoing identification of need to inform provision</p> <p><u>Monitor</u> the quality of SEND provision within lessons.</p> <p><u>Quality assure</u> planning for SEND learners and provide feedback to teachers.</p> <p><u>Lead</u> pupil progress/ILP review meetings and support and challenge in relation to pupil progress.</p> <p><u>Analyse</u> data and use information to inform planning.</p> <p><u>Lead</u> self-evaluation of provision for SEND.</p>
Trust Standards Executive, Community AHs and Year Group Leads	<p>Monitoring of pupil progress within community/year group</p> <p>Monitoring of high quality inclusive teaching and provision for SEND within community/year group</p> <p>Oversight of TA deployment and intervention across community/year group</p>	<p><u>Support teachers</u> to complete pupil provision – <u>RAPs kept updated and planned actions with expected outcomes and outcome reviews kept up to date.</u></p> <p><u>Quality assure</u> the <u>pupil provision/information on the RAPs</u> as part of PPM and year group meetings.</p> <p>At PPMs/year group meetings, <u>check that updated information and evaluation of RAPs are completed within agreed timescales.</u></p> <p><u>Review (as part of PPMs/Year group meetings)</u> when the quality first teaching provision <u>evaluated on the RAPs</u> indicates that further support is required (e.g. Inclusion Lead/Senco involvement, referral to outside agency, observation, ILP).</p>

<p>Class teachers</p>	<p>Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions.</p>	<p>Complete <u>shared planning</u> in good time for teachers to <u>personalise for their class</u>. <u>Personalise for your class</u> any shared planning provided by other teachers. <u>Provide scaffolded work</u> which meets the individual needs of learners. <u>Provide planning for support staff</u> to give them time to prepare for lessons. <u>Facilitate time for support staff</u> to prepare specific resources. Identify pupils' strengths and barriers to learning and <u>record them onto the RAP</u>. <u>Identify pupils for concern</u> and contribute to the assess, plan, do and review cycle <u>using the planned actions</u> section of the RAP and the 'Graduated Approach'. Use the Mainstream Core Standards Document for support. Set long term <u>outcomes and SMART targets</u> for pupils (with support from the Mainstream Core Standards) – initially in planned actions section of RAP, and (when appropriate) in conjunction with Inclusion Lead, onto an ILP. https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf <u>Oversee delivery of interventions</u>. <u>Make explicit links to interventions</u> to support pupils in applying learning. <u>Implement provision</u> for pupils with SEND, <u>including resources and equipment</u>. For pupils with EHCPs, <u>contribute to</u> annual review process – supporting review of ILP and School Annual Review Form and, where applicable, through attendance at meeting. <u>Contribute to</u> statutory assessment (applying for an EHCP) where applicable (e.g. supporting Inclusion Lead/Flo with up to date information for the application, attending meeting with Educational Psychologist). <u>Liaise</u> with external agencies, including completing any written documentation. Ensure <u>effective communication with parents</u> in order to <u>keep them informed</u> about the <u>progress</u> of their child and <u>individual quality first teaching approaches and/or SEND provision</u> for their child.</p>
<p>Support staff</p>	<p>Delivery of interventions. Collation of data against targets/outcomes.</p>	<p>Deliver <u>structured</u> interventions following delivery protocols. <u>Record and track</u> delivery of interventions. <u>Record progress</u> towards intervention targets and communicate with class teacher. <u>Support teacher</u> to collate documentation/evidence required by Inclusion Lead/SENCo. <u>Read and be familiar with planning</u> in order to be prepared for delivery. <u>Scaffold pupils' learning</u> and <u>encourage independence</u>.</p>