

# SENDCo Workload

## IEPs

- Writing and reviewing IEPs
- Sharing IEPs with parents
- Monitoring implementation of IEPs
- Supporting teachers in creating measurable targets
- Proof read for spelling/mistakes and ensuring guidance has been followed
- Proof-reading for appropriateness of targets

## EHCPs

- Writing EHCP applications
- Leading EHCP annual reviews
- Communicating with parents and professionals
- Ensuring statutory deadlines are met
- Formatting EHCP documentation
- Scheduling EHCP meetings
- Completing progress paperwork
- Requesting and filing input from professionals
- Appeals/Tribunal

## Interventions

- Overview of efficacy of interventions
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- Directing TAs for the interventions
- Collect entry and exit data
- Data entry on EduKey
- Updating provisions on EduKey
- Reporting intervention outcomes to parents

## Meetings

- Annual Reviews
- Staff consultation on SEND issues
- External meetings
- Team Around a Child Meetings
  - EHCP
  - Non-EHCP

## Communication

- Responding to emails
  - Parents
  - Staff
  - External Agencies
- Liaising with teachers about strategies and provisions
- Coordinating with external professionals
  - MAST
    - Drama therapy
    - SaLT
    - EP
    - Learning Mentor
  - CAMHS
  - CIT
  - MHST
  - EP
  - SALT

## Monitoring

- Review pupil work
  - Subject-specific adaptations
- Learning walks
- Observations
- Classroom environments
- Review and update SEND register

## Training and Support

- Deliver staff CPD
- Ensuring CPD aligns with strategic plan
- 1:1 advice about specific pupils
  - Liaising with trust specialist inclusion teacher
- Mentoring TAs

## General Admin

- Maintaining accurate records
- Scheduling meetings with parents and professionals
- Scanning and filing documents

## Strategy

- Local offer
  - Review school's information on the local offer, and that of other schools
  - Consider what wider services could support Oreston
  - Support the local authority in its annual local offer review process
- Policies and documents
  - Update SEN information report
  - Review school policies on assessment and learning, ensuring they conform with the SEND Code of Practice
  - Review school accessibility plan
  - Write SEND development plan
- Procedures and structures
  - review interventions
  - Review whole-school and intervention-based assessment processes
  - Work with school business manager to review tracking of SEN funding
  - ensure budget for SEN provision is in place
  - Audit levels of SEN paperwork
  - Support staff and feeder schools with pupil transition from primary to secondary school
  - Review provision maps and data on interventions, and use this to plan a provision map for incoming cohort
- Reporting
  - Ensure pupil SEN provision is recorded accurately for the census.
- Parent engagement
  - Parent forums
  - Termly questionnaires
  - Meet with parents to review the school's contribution to the development of the local offer and SEN information report
- Pupil engagement
  - Hold school council focus group to discuss SEN provision
  - Consult pupils about the format of SEN support plans and the effectiveness of communication systems
  - Meet with pupils to review the school's contribution to the development of the local offer and SEN information report
- Staff development
  - Roll out plan for specialist SEN training
  - Run SEN training for new teaching and support staff
  - Audit teaching staff SEN knowledge and skills
  - Evaluate the impact of continuing professional development in relation to SEN