



Every Leader a Leader of SEND

Roles	Role	Responsibilities
SEND governor Giles Atkins	Strategic overview, support and challenge	Meet with SENCo on a termly basis. Provide written records for each visit. Provide support and challenge to SLT in relation to SEND Provide regular updates to whole Governing Body in relation to SEND Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.
Headteacher Jude Clements	Strategic responsibility of SEND, intent, implementation and impact.	Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings Ensure the SEND Policy and Information Report are current and reflect provision Ensure 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. Act as a role model for all staff in regard to inclusive behaviour and expectations
SLT and SENCo SENCO- Hannah Whitcombe	Co-ordination of SEND provision and deployment of staff. Monitoring of SEND provision. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations. Monitoring of pupil progress within year group. Monitoring of high quality inclusive teaching and provision for SEND within year group. Oversight of TA deployment and intervention across year group.	Ensure all staff comply with systems for SEND. Ensure accurate and ongoing identification of need to inform provision Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning. Lead self-evaluation of provision for SEND. Support teachers to complete Pupil Proformas and Class Provisions. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement Should identify any patterns of SEN across the school
Class teachers	Delivery of inclusive teaching. Target setting. Monitoring progress of individual students.	Oversee delivery of interventions. Make explicit links to interventions to support pupils in applying learning. Identify pupils' strengths and barriers to learning and record within Pupil Profile Set long term outcomes and SMART targets for pupils.

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	Monitoring of interventions.	<p>Contribute to annual review process in writing and through attendance at meeting.</p> <p>Contribute to statutory assessment where applicable.</p> <p>Liaise with external agencies, including completing any written documentation.</p> <p>Provide differentiated work which meets the individual needs of learners.</p> <p>Implement provision for pupils with SEND, including resources and equipment.</p> <p>Provide planning for support staff to give them time to prepare for lessons.</p> <p>Facilitate time for support staff to prepare specific resources.</p> <p>Complete shared planning in good time for teachers to personalise for their class.</p> <p>Identify pupils for concern and contribute to the assess, plan, do and review cycle.</p>
Support staff	Delivery of interventions. Collation of data against targets/outcomes.	<p>Deliver structured interventions following delivery protocols.</p> <p>Record and track delivery of interventions.</p> <p>Record progress towards intervention targets and communicate with class teacher.</p> <p>Support year leader in collating documentation in preparation for SENCo.</p> <p>Read and be familiar with planning in order to be prepared for delivery.</p> <p>Scaffold pupils' learning and encourage independence.</p>

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