

Roles and Responsibilities within SEN Policy – Examples

The Headteacher

- the daily management of all aspects of the school's work, including provision for SEN children;
- working closely with the school's SENCO/INCO;
- keeping the governing body fully informed about SEN/inclusion;
- leading and developing a vision for inclusion within the school;
- ensuring that the school improvement plan and subject plans include a SEN and inclusion priority;
- ensuring SEN and inclusion features on key meeting agendas;
- checking the quality of teaching and learning.

SENCO/INCO Role

- Advise on curriculum differentiation and accessibility issues
- Support teacher planning to meet pupil diversity
- Advise on inclusive teaching and learning approaches
- Model good SEN and inclusive classroom practice
- Monitor the quality and effectiveness of SEN/Inclusion policy and provision
- Support the implementation of the NC inclusion statement of principles
- Advise on the efficient and effective deployment of TAs, SEN staff
- Help other colleagues to sustain constructive working relationships between pupils and staff
- Contribute to SEN/Inclusion INSET and monitor its impact on pupils' learning
- Maintain productive partnerships with parents of SEN pupils
- Collaborate with other subject coordinators and develop their skills

Teachers

- Measure and monitor the ongoing progress in learning, behaviour and PSD for pupils with SEN
- Identify and reduce barriers to learning
- Differentiate the curriculum to provide maximum access

- Follow the guidance of national strategies
- Discuss planning with additional support staff
- Discuss progress of pupils with SEN with SENCO, TAs, Learning Mentors
- Utilise a range of teaching strategies to match pupils' preferred learning styles
- Devise strategies with the SENCO to support pupils IEP implementation
- Ensure pupils know their IEP targets
- Link IEPs to teacher planning
- Understand the collaborative partnership of TA and teacher, in meeting the diverse needs of pupils in the inclusive classroom
- Understand and follow the graduated approach for pupils with SEN
- Teach pupils how to learn
- Have high expectations of pupils with SEN
- Use appropriate assessment

Teaching Assistants roles and expectations

- Know all about the special needs of pupils they support
- Enhance access to the mainstream lesson
- Reinforce and extend pupils learning by using VAK approaches
- Make use of open questioning and encourage pupils to talk about their knowledge and understanding
- Provide opportunities for pupils to share ideas and demonstrate their knowledge and understanding
- Keep pupils on task
- Provide a balance between intervention and encouragement of pupil independence
- Briefly record the nature and impact of support provided to pupils
- Know what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEN
- Plan with teachers for effective differentiation of the curriculum
- Discuss jointly pupil progress and achievements

Effective deployment of TAs

Teachers should:

- Meet regularly with the TA to discuss planning and pupils' targets
- Make good use of the TA's knowledge of pupils with SEN
- Value the TA's contribution by utilising their talents and strengths
- Discuss pupil progress with the TA
- Give positive feedback to TA in relation to their support role
- Work with TA to ensure their SEN support interventions utilise mind-friendly approaches (VAK)

Pupils' roles

- Provide a positive role model for younger pupils in school
- Accept and tolerate difference and diversity in other pupils
- Understand and be sensitive towards the feelings of others
- Work cooperatively with other pupils
- Show respect for adults and other pupils
- Make responsible choices in relation to behaviour and learning

Parents need to be reassured that:

- teachers will value the contribution of parents/carers in relation to the knowledge they have about their own child;
- teachers will respect and listen to the views of parents/carers;
- the school will give the parents/carers the opportunity to consult with relevant staff;
- information about the school and their child's progress will be given in parent-friendly language and different formats to suit parents' preferred means of communication;
- Teachers/TAs understand their child's SEN and/or medical needs;
- They will be directed to other sources of support and advice;
- Their enquiries will be dealt with quickly.

Parents/carers

- take an interest in their child's education;
- listen to their child's worries and anxieties;
- support homework and out-of-hours learning activities;
- ensure their child attends school regularly;
- inform their child's teacher if their child is worried about aspects of school life or work;
- request work from the school in instances where their child is likely to be absent for some time from school.

Governing Body

- ensure that the necessary provision is made for SEN pupils
- ensure the pupils' SEN are made known to those teaching them
- ensure teachers in the school know the importance of identifying and providing for pupils with SEN
- ensure SEN pupils join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical
- report to parents on the implementation of the school's SEN policy
- ensure parents are informed that their child is receiving SEN provision
- Involved fully in developing and monitoring the quality and effectiveness of the school's SEN policy and provision
- Are knowledgeable and up-to-date about the school's strengths and areas for further development in relation to SEN provision
- Know how funding, equipment and personnel resources are deployed, and their impact on raising standards (value added)
- Meet regularly with the SENCO/INCO to receive regular updates on progress in SEN/inclusion
- Are aware of the priorities and the school's Accessibility Plan, and the progress made towards meeting these
- Check the impact of SEN/Inclusion INSET on improving classroom practice
- Check that the school is supporting parents/carers of SEN pupils
- Check that SEN and inclusion is an integral part of school improvement