Job Title and Level: SENDCo/FLO (MPS, SEN1, TLR)

Main Purpose of the Role

The SENDCo/FLO (Special Educational Needs and Disabilities Coordinator/Family Liaison Officer) plays a pivotal role in supporting the learning and development of all pupils at The Marlborough, a primary specialist provision. The main purpose of this role is to ensure that the school effectively supports and meets the diverse needs of its pupils with special educational needs and disabilities (SEND). The SENDCo/FLO works as part of the school leadership team, teaching staff, families, and external agencies to coordinate and deliver high-quality provision that enables all pupils to thrive and reach their full potential, in line with the school's vision and values.

Key Responsibilities and Duties

* Be responsible for the effective SEND practices and processes across the school, ensuring all pupils receive the provision they are entitled to as part of their EHCP.
* Work collaboratively with staff to develop and implement inclusive teaching strategies.
* Prepare and manage statutory Person Centered Annual Review (PCAR) paperwork, ensuring legal and statutory requirements are met.
* Organise and lead PCAR meetings with teaching staff and families.
* Receive referrals from the local authority and respond to them in line with the SEND Code of Practice within tight deadlines.
* Understand the local authority funding bands and raise challenges to ensure pupils are adequately funded.
* Lead and manage our Therapy and Intervention provision across the school, ensuring every pupil receives the tailored support they need.
* Act as a key liaison between the school and families, offering guidance and support as part of our Quality of Life package.
* Develop positive relationships with external agencies and professionals to enhance Quality of Life for our pupils and their families.
* Provide training and advice to staff on best practices for SEND and pastoral care.
* Manage transition for new pupils into the school and co-ordinate home/school visits.
* Be part of the safeguarding team as a Deputy Designated Safeguarding Lead (DDSL)

Statutory Duties and Compliance

* Contribute to an accountability framework where teachers are responsible and accountable for the progress and development of all pupils.
* Prepare and maintain an accessible and detailed SEND Information Report and SEND Policy and contribute to the Accessibility Plan.
* Work with other leaders to ensure that all school policies and practises take account of the requirements of the Equality Act (2010) to make reasonable adjustments for disabled pupils.
* Work with the governing body or proprietor to facilitate oversight, support, and challenge.
* Monitor the implementation of SEND provision in the form of the graduated approach: a four-part cycle (assess, plan, do, review).
* Ensure our statutory duty regarding PCARs is fulfilled to a high standard.

Specialist Provision and Interventions

* Provide relevant staff with appropriate access to SEND records.
* Be part of teaching and learning monitoring within the school focused on SEND provision.
* Engage with the pupil and their family, drawing on their experiences and knowledge to inform the identification process.
* Analyse SEND data and evidence to support a full understanding of the child, including information on behaviour, attendance, and performance.
* Be part of pupil progress meetings so that discussion around needs and interventions can be purposeful and impactful.
* Work with teachers and leaders to identify and support pupils capable of statutory testing.
* Apply standardised assessment tools and commercial screeners with fidelity to their specific purpose, where appropriate.
* Ensure that PCARs are held to statutory time guidelines and that quality assurance of these are conducted to ensure they are of a high standard.
* Coordinate referrals such as for ADHD/learning disability nurse and ensure these are followed up on with appropriate interventions in place.
* Oversee therapy and intervention in the school, delivering therapies and interventions where appropriate.
* Track and identify issues with therapy and intervention target achievement, working closely with the Trust therapy team.
* Report on SEND to the trust, governors and other stakeholders.

Collaboration and Communication

* Establish and maintain processes so that families experience high-quality communication and meaningful co-production.
* Establish communication channels between organisations and ensure teachers are aware of the full package of provision around a pupil.
* Support alignment of external specialist support with school improvement priorities and policies.
* Upskill staff across the school to be able to deliver interventions in class.
* Work collaboratively with the local authority to share and seek accurate information in a timely manner.
* Contribute to wider community SEND initiatives, including the SEND Local Offer and local SENCO networks, to disseminate and learn about best practice.

Family and Community Engagement

* Liaise with families and ensure parent partnership with learning, signposting families to support in the community.
* Lead on school-based Early Help, tracking and reporting on Pupil Premium Grant (PPG) pupils.
* Serve as the Lead for Looked After Children (LAC) in the school.

Skills and Competencies

* Excellent knowledge and understanding of the SEND Code of Practice, the Equality Act (2010), and other relevant statutory guidance.
* Strong analytical and problem-solving skills to identify and address barriers to learning.
* Effective communication and interpersonal skills to collaborate with a wide range of stakeholders, including families, school staff, and external agencies.
* Ability to interpret and use data to inform decision-making and track the progress of pupils with SEND.
* Thorough understanding of a range of SEND needs, including ASD, ADHD, and learning disabilities, and the ability to coordinate appropriate interventions and support.
* Expertise in leading and delivering high-quality, evidence-based interventions and therapies.
* Strong ethos of child centred provision and child voice.
* Strong organisational and time management skills to manage a complex workload and competing priorities.
* Excellent administration and self-editing skills.
* Commitment to continuous professional development and a willingness to stay up to date with best practises in SEND provision.

Professional Development

The Marlborough is committed to supporting the professional development of its staff, including the SENDCo/FLO. In this role, you will have access to a range of training opportunities, both internal and external, to enhance your skills and knowledge. The school encourages and facilitates participation in relevant conferences, workshops, and networking events to ensure that you are able to stay informed about the latest developments in SEND provision and share best practises with the wider educational community.

Safeguarding

The Marlborough is committed to safeguarding and promoting the welfare of all its pupils. The SENDCo/FLO plays a crucial role in this regard, serving as the Deputy Designated Safeguarding Lead. In this capacity, you will work as part of a team responsible for:

* Ensuring that all staff are aware of and adhere to the school's safeguarding policies and procedures.
* Providing support and guidance to staff on identifying and responding to safeguarding concerns.
* Liaising with external agencies, such as social services and the local authority, to coordinate appropriate support for vulnerable pupils and their families.
* Maintaining accurate and up-to-date records of safeguarding concerns and actions taken.
* Participating in regular safeguarding training to stay informed of the latest developments and best practises.