

The Role of the SENCO – Leadership, Management & Coordination (LMC)

	Leadership	Management	Coordination
 The SENCO has an important role to play with the Principal (head teacher) and the School Management Committee (Governing Body) in determining the strategic development of the SEN policy and provision in the school. 			
 SENCO will be most effective in that role if he/she is part of the school leadership/management team. 			
 The SENCO has the day to day responsibility of the SEN policy and coordination of specific provision made to support individual pupils who have SEN. 			
 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. 			
Key responsibilities of the SENCO:			
 Overseeing the day-to-day operation of the school's SEN policy. 			
 Coordinating provision for children and young people with SEN. 			
 Advising on the graduated approach to providing SEN support. 			
 Advising on the deployment of relevant budgets and resources to meet pupils' needs effectively. 			
Liaising with parents with SEN.			
 Liaising with early year's providers, educational psychologists, health and social care professionals and independent or voluntary bodies. 			



- Being a key point of contact with external agencies.
- Liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Principal (head teacher) to ensure the school meets its responsibilities within the law of disability with regards to accommodations and access arrangements.
- Ensuring the school keeps records of all pupils with SEN up-to-date.

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Note: The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.