



Roles and Responsibilities of Staff at Finchale

Key SEND Personnel

SENCOs: **Miss Johnstone** (responsible for pupils in Reception through to February in Year 3)
Mrs. Marley (responsible for pupils from February in Y3 through to the end of Year 6)

SEN Governor: **Mrs. Kate Hall**

Mental Health Lead: **Dr. Sandra Whitton**
Wellbeing Co-ordinator: **Mrs. Helen Rice**

The role of Special Educational Needs Co-ordinator is held by both **Miss Johnstone** and **Mrs. Marley** and this position is normally abbreviated to SENCO. Miss Johnstone is responsible for Special Educational Needs, SEN, pupils in Reception through to February in Year 3 and this includes transition arrangements for pupils coming into Reception. Mrs. Marley is responsible for SEN pupils from February in Year 3 through to the end of Year 6. This includes the transition arrangements for pupils moving onto secondary school. The SENCO from the appropriate phase will also support the transition of any pupils moving either to or from us during their primary career.

Our SENCOs at Finchale Primary School is responsible for:

- Coordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the school's SEND Policy to ensure that all children get a consistent and high quality teaching and learning experience at Finchale Primary School.
- Ensuring that parents / carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Ensuring that pupils are:
 - given the opportunity to tell us what works well for them and what further support they might need
 - fully informed about who external visitors are and why they are here to work with them
 - given the opportunity to help us develop our SEND provision through questionnaires (where appropriate), individual and group discussions
- Liaising with all external agencies who may be coming into school to help support individual children e.g. Speech and Language Therapy (SALT), Educational Psychology (EP) etc.
- Updating the school's SEND register (a system for recording all the known SEND needs of the pupils in this school) and ensuring there are appropriate records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Identifying training needs of staff where relevant to meet the needs of pupils within our school.
- Reporting to the Governing Body about issues relevant to SEND.
- Ensuring that finance related to SEND is appropriately allocated to meet the needs of our pupils with SEND.
- Liaising with staff / colleagues from other settings regarding transition into and out of Finchale and between classes and Key Stages within school.
- Attending Local Authority network meetings and training events where appropriate to keep up to date with relevant information.

Our Wellbeing Coordinator is Mrs. Rice and she is responsible for:

- Working with staff to identify children who require further support with their mental health and wellbeing.
- Delivering 1-1 sessions, small group interventions and drop in sessions for pupils.
- Signposting parents/carers to local and national wellbeing and mental health services.
- Co-ordinating mental health support throughout the school.
- Liaising with outside agencies to provide appropriate provision and resources to support mental health and wellbeing throughout the school.
- Leading and co-ordinating wellbeing sessions for parents/carers and staff.

Class teachers at Finchale Primary School are responsible for:

- Providing Quality First Teaching for all pupils within their class, including those with Special Educational Needs and Disabilities.
- Tracking the progress of individual children and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and informing the SENCO where necessary.
- Writing individual targets for individual pupils which are shared with pupils and parents termly.
- Ensuring that all employed staff working with the children are aware of their individual needs so that they can achieve the best possible progress. This may involve the use of additional adults, specially planned work, group / individual Intervention Programmes and additional resources.
- Contributing both verbally and through written reports to Review Meetings.
- Attending relevant training events, both those which the teacher has identified themselves or when requested by the Head Teacher or SENCO in order to increase knowledge related to pupils they have responsibility for and others within the school.

Teaching Assistants (TAs) at Finchale Primary School are responsible for:

- Working in class and outside the classroom with individual and small groups of pupils to provide appropriate support for children under the direction of the class teacher.
- Planning, delivering and reviewing individual and small group interventions / activities as directed by the SENCO / external agency.
- Contributing both verbally and through written reports to Review Meetings.
- Support other colleagues in upskilling their knowledge of specific needs and difficulties.
- Some TAs at Finchale provide 1-1 support for individual pupils.

Our SEND Governor Mrs. Kate Hall and she is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring the SEND Policy is up-to-date.
- Meeting with the SENCO to discuss overall SEN issues and any resource needs and then reporting back to the Governing Body.

Abbreviations:

TA: Teaching Assistant

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs and Disabilities Co-ordinator