



## Special Educational Needs and Disability (SEND) in Acorn Education Trust – Inspire, Aspire, Achieve

*Vision – All children who enter an Acorn Education Trust school will be thoroughly prepared for their future in their time. Children who find learning more challenging will have their needs recognised and have an effective “learning pathway” which will address those needs and prepare them for their next phase of education or for the world of work. Having a focus on assess, plan, do, review; a graduated approach to support is integral to our practice.. High expectations and challenge coupled with empathy and understanding will ensure that we foster a culture of aspiration and inclusion for children and young people in AET schools.*

### A Senior Administrator for SEND

The role of Senior Administrator for SEND will be a critical support to the SEND Director for Acorn Education Trust. The effective management of SEND documentation not only fulfils some of our statutory duties, it also improves efficacy of practice and promotes increased opportunities for our children and young people with SEND and their parents. Communication will be key as will the robust completion of SEND records. Sharing good SEND administration practice across Acorn schools will support the raising of standards for children and young people with SEND by ensuring colleagues are well informed and therefore best placed to address the learning needs of children with SEND within the mainstream classroom. Additionally, a graduated approach to support which is well recorded will ensure that those most in need receive crucial support.

The right person will:

- Have studied to at least A level or equivalent level.
- Have GCSE in Maths and English grade c and above.
- Be extremely skilled in organisation, managing and prioritising tasks and communication.
- Be incredibly thorough and very flexible in approach.
- Have very strong interpersonal skills and be able to relate to a wide variety of people (for example, students, parents, teachers, professionals).
- Be a strong team player.
- Have excellent ICT skills. Being familiar with SIMS would be advantageous.
- Be willing to visit and work effectively in all trust schools. It will be necessary to drive, but most work will be carried out onsite at Kingdown School using remote access where needed.
- Will have some knowledge of the 2015 SEND Code of Practice.

### Roles and responsibilities may include

#### Administration

- Managing the diary of the SEND Director.
- Screening phone calls to SEND Director.
- Deputising for the SEND Director at meetings (transition, TAC etc.)
- Gathering information from feeder schools/nurseries for transition at all stages.
- Preparation of Yr 7 warning sheets/new pupil SEND information.
- Attending meetings, taking minutes, typing up and circulation.
- Coordination of annual reviews – preparation for, setting up, gathering paperwork and circulating for EHCP students in all trust schools.
- Following statutory guidelines with regard to SEND paperwork.



- Ensuring relevant records for children and young people is stored properly and that appropriate staff can access information required.
- Ordering resources for SEND.
- Typing and sending letters, emails and texts.
- Liaising with other members of the Inclusion team or head teachers at primary schools.
- Ensuring SEN files are robust and passed to the appropriate school at transition. Scanning new information and storing correctly.
- Organisation of external professional visits. Booking rooms, informing staff, child and parents.
- Administration for extended transition and SEND trips and visits.
- Photocopying and filing.
- Changing some trust schools to electronic SEND records.
- Completion parts of referral forms (e.g. SARF, CAF, DART, CAMHS etc). Processing and sending off referrals.
- Organising completion of requests for information from Acorn SEND Team or other agencies.
- Organising meetings – booking rooms and preparing information for attendees.
- Signpost staff and parents to information regarding SEND.
- Administration tasks as directed by the SEND Assessor and Specialist Literacy Teacher.

#### Managing Provision

- Maintaining the provision map accurately and running it when requested.
- Having knowledge of the school offer for individual schools.
- Maintaining the SEND register for trust schools ensuring that codes are accurate particularly at census time in liaison with the SEND Director.
- Responsibility for checking Learner Profiles and Action Plans or SEND Passports are completed. Assisting with completion of some including contact with parents.
- Input of TA timetable, ensuring this is maintained.
- Upkeep of the SEN Information Pack and annual updates and timely distribution.
- Developing a costed provision map for each school.
- Ensuring information on school website is current.

#### Data management

- Running reports are requested by the SEND Director.
- Assisting with data entry for literacy and numeracy testing.
- Working with the SEND Assessor and other professionals to ensure data is accurate.
- Working with Specialist Literacy Teacher to inform parents.

#### Liaison with parents

- Being the first port of call for queries from parents regarding SEND.
- Deputising for SEND Director in showing round prospective parents and giving information on the school offer.
- Carrying out some SEN Support review meetings and maintaining records of these.
- Obtaining permission for referrals.
- Be able to signpost parents to local offer