

JOB DESCRIPTION

J OB TITLE: SEND EHCNA Coordinator

J OB NO: A10687

GRADE: Four

Consultation grade - subject to formal evaluation under the Pay Equity Review

DIVISION: Children & Families

NO OF POSTS: 30

SECTION: SEND/SENAR

POST REQUIRES POLICE / CRIMINAL RECORDS BUREAU CLEARANCE: **YES**

1.0 J OB PURPOSE

- 1.1 To coordinate the procedures associated with a request for an “**Education, Health and Care Needs Assessment**” (EHCNA) is made for a child with additional needs.
- 1.2 To ensure statutory timeframes as governed by the SEND code of practice, and other appropriate legislative frameworks, are adhered to and achieved.
- 1.3 To support families to understand the processes when a request for an EHCNA is made.
- 1.4 To support decision making by gathering all information concisely regarding the child and to support decisions about whether to issue an Education, Health and Care Plan (EHCP).
- 1.5 Where an EHCP is agreed, to ensure that information is clear, that appropriate provision is named in the EHCP and put in place to support the needs of the child.

2.0 DUTIES AND RESPONSIBILITIES

- 2.1 To maintain an excellent working knowledge of the Special Educational Needs Code of Practice (the COP) and to follow the processes and procedures set out in the COP in respect of EHCNA and placement at a college or with a training provider.
- 2.2 To make effective use of the SEND Database in managing the EHCNA process for young people with special educational needs, ensuring that procedures are followed and all relevant data and information is recorded on the database.
- 2.3 To act as Named Officer for an allocated caseload of young people providing advice and information and giving feedback regarding the progress to those young people and to parents, carers, colleges and training providers and other professionals.
- 2.4 To prepare written briefs for all advisory panels relating to children and young people with special educational needs, setting out key issues, options for consideration and financial implications, ensuring that information submitted is accurate and complete. To attend panels where required to present cases as appropriate.

- 2.5 To work closely with schools, other practitioners and parents to attend EHCNA Planning Meetings if necessary (and with agreement of line manager).
- 2.6 To understand and apply the principles of confidentiality with regard to all aspects of EHCNA coordination.
- 2.7 To deal with situations which are emotional and/or complex and to identify where further advice or involvement needs to be sought from more senior officers or other professionals.
- 2.8 To work pro-actively with young people with special educational needs to promote a positive working relationship, which supports their best interests within the statutory and local framework.
- 2.9 To identify and prioritise cases where disputes may arise and work, under supervision, to find creative solutions to complex problems.
- 2.10 To deliver Education, Health and Care Plans, making sure Outcomes are SMART, checking them prior to issue, within statutory timescales and to a high standard that would satisfy external scrutiny.
- 2.11 To respond to submissions regarding proposed EHCPs and to make amendments where appropriate and to ensure that any revised wording does not inappropriately restrict options for provision and placement.
- 2.12 To build and maintain knowledge of all local providers and their capacity to build packages to meet educational, social and health needs related to specific disabilities and to be able to negotiate bespoke packages in accordance with LA decisions.
- 2.13 To exercise judgement and to seek Panel views with regard to appropriate places to pursue for individual young people, taking account of their special educational needs, preferences and the efficient use of resources.
- 2.14 To report cost implications to the SEN Panel including, where appropriate SEN transport costs. To consult with colleges and training providers regarding the placement of young people with special educational needs.
- 2.15 To work collaboratively with a range of other professionals including educational psychologists, social workers, health service staff, college staff and training providers.
- 2.16 To ensure that appropriate planning takes place in good time for phase transfers and to liaise with other agencies.
- 2.17 To undertake such other duties of a similar nature from time to time, as required by the Head of SEND.

**OBSERVANCE OF THE CITY COUNCIL'S EQUAL OPPORTUNITIES, SAFEGUARDING
AND DATA PROTECTION POLICIES WILL BE REQUIRED (AMONG OTHERS)**

3.0 SUPERVISION RECEIVED

3.1 SUPERVISING OFFICER JOB TITLE: Senior EHCNA Coordinator

JOB NO:

3.2 LEVEL OF SUPERVISION

- ~~1. Regularly supervised with work checked by supervisor.~~
2. Left to work within established guidelines subject to scrutiny by supervisor.
3. Plan own work to ensure the meeting of defined objectives.

4.0 SUPERVISION GIVEN (excludes those who are INDIRECTLY supervised i.e. through others)

POST TITLE	GRADE	NO OF POSTS	LEVEL OF SUPERVISION*
Assistant EHCNA Coordinator	GR4	Up to 3	2,3

*Use 1,2 or 3 as in 3.2

5.0 SPECIAL CONDITIONS

DBS check required for the post	Yes	No
Level of check required	Standard	
	Enhanced	Yes
	Enhanced with barred list check - Adults	Yes
	Enhanced with barred list check - Children's	Yes
	Enhanced with barred list check – Adults & Children's	Yes

Date:	Name:	Signature:
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Person Specification

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**Method of Assessment (M.O.A.) A.F. = Application Form; I = Interview;
T. = Test or Exercise; C. = Certificate; P. = Presentation.**

CRITERIA	ESSENTIAL	M.O.A.
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Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Educated to A-Level standard or equivalent. An appropriate NVQ would be desirable.	AF/I/P
Experience (Relevant work and other experience)	Experience and knowledge of working in various settings including school, community and home. Practical experience of writing reports, summaries, articles or similar written material. Experience of using information technology for word processing, data bases for information capture and retrieval. Experience of working in a school, Local Authority or a similar setting Experience of working directly with young people and their families and experience of supporting young people and families through transitions.	AF/I/P

<p>Skills & Ability e.g. written communication skills, dealing with the public etc.</p>	<p>Ability to communicate effectively, both orally and in writing, with a range of audiences.</p> <p>Ability to consult and negotiate effectively and diplomatically, with schools, parents and other stakeholders.</p> <p>Ability to work under pressure, organise own workload, and forward plan to ensure that statutory deadlines are met.</p> <p>Ability to summarise and interpret a range of complex and detailed reports.</p> <p>Technical knowledge of the SEN Code of Practice and how it is used in a local authority setting.</p> <p>Ability to comprehend and implement guidance to ensure that all young people receive the right support in the right place and at the right time to meet their needs within the legislative framework.</p> <p>Ability to understand, implement and comply with Equal Opportunities Policies.</p>	<p>I/P</p>
<p>Training</p>	<p>A willingness to undertake ongoing, learning training and development.</p> <p>A commitment to learning relevant parts of the Code of Practice on Special Educational Needs and Disability 0 to 25 Years and Children and Families Act 2014</p>	

<p>Other</p>	<p>To respond to a wide range of daily enquiries the post-holder will need to be organised and resilient to manage this varied role.</p> <p>A willingness to work flexibly in undertaking additional duties and training as necessary, and a willingness to travel as necessary.</p> <p>To represent the LA at other meetings related to individual young people, including multi-agency meetings.</p>	
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All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

Date:	Name:	Signature:
Date reviewed:	Name:	Signature: