



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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Name: Zureka Hemmings

Student ID: 2318949

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Lecturer: Markus Klinglefus

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1: Written Report

1.1 Introduction

The health and social care sector is filled with many important roles, these roles are filled with workers who have great knowledge and experience in their positions. Within each role there are many different skills needed. This report is focused on the role of a special educational needs coordinator (SENCO) in schools. SENCO is who is responsible for ensuring children with a special educational need has appropriate and tailored support that is needed for them to get the most out of education and reach their full potential.

Did you know there is a growing number of special educational needs (SEN) children in schools in the UK? with an increase of 93,700 (5.6%) since just 2024 (department of education, June 2025). In the UK it is a legal requirement for each school to have a SENCO working within the school, for this reason a report has been made. This report will identify skills needed and what skills has shown to be most important.

After identifying these skills, the report will include some strategies to further expand the skills of SEN workers in schools. (eric.co.uk ,2008)

1.2 Description of, and background to, [Your Role] in Healthcare

Having a SENCO in schools means that all children with special educational needs will access learning with the trained staff delivering this and more importantly being overseen and supported by the SENCO who will be responsible for regularly reviewing the schools day to day SEN policy making sure that correct practises and procedures are being followed. SENCO also supports each colleagues professional development by reviewing and monitoring school systems and resources they have in place. SENCO will initiate and develop different approaches in the classroom. (nasenjournals.co.uk 2008)

SENCO are often communicating with families; families are often concerned with their child's development. There are many outside agencies involved in a child's development who SENCO are regularly communicating with.

These agencies include educational phycologists (ED's), health services, social services and speech and language therapist, they are all vital in the development of children, without these agencies it

would be impossible for them to gain access to learning and or express their understanding i.e. A educational phycologist is a child development expert who will assess the learning and development needs of each individual child with a special educational need (Brooks ,2023), They will observe and understand learning styles, behaviour and emotional states. Educational phycologist will collaborate with parents and teachers to share expertise and create plans, Staff training and wider school programmes are put in place where necessary, working with children to also create their (EHCP) which hold everything there is to know about the child and gets regularly updated and stays with them until age 25 to ensure their needs are recorded and understood and needs met. Such vital support cannot be in place without the school SENCO organising such relationships. This is crucial.

Another duty which is most important to a SENCO role is to coordinate provision for students with SEN and ensure the schools SEN policy is effectively implemented to meet their needs. This is crucial (Plymouth online directory, 2024)

This role requires great leadership and organisation skills along with deep understanding, empathy and strategic thinking.

1.3 Evaluation of the skills needed for [Your Role] in healthcare

This part of the report is focused on 3 of the most important skills that a SENCO has the first being leadership, having great leadership skills is a vital skill a SENCO must demonstrate to be able to firstly model good practise and put in place a whole-school commitment to supporting its children who have a special educational need.

With great leadership skills SENCO will determine strategies for development of the SEN policy and making sure it is implemented effectively across the school which requires being able to influence and negotiate skills to secure the necessary resources for the children to access the curriculum (tandfonline 2024). This is important for effective teaching and learning of children with special needs because it keeps all SEN children's resources up to date and consistent.

To maintain the key part of this role a SENCO will provide professional guidance and training to teachers and teaching assistants on the best practises, resources and very specific strate for supporting children with diverse needs.

A SENCO will need exceptional communication and interpersonal skills being the central point of contact for everything and everyone involved in a SEN child's education. Without great communication it is impossible for effective teaching and learning to take place and has risk of not keeping relevant support staff up to date and informed about the children's learning and development. Parents and carers rely on the communication of the SENCO .Most importantly, a SENCO acts as the voice for children and need to be able to articulate thier needs and ensure needs are being met. If a parent asked SENCO to show their child's latest educational phycology report and this report was not accessible to SENCO or parent this would be highly concerning and legally wrong.

Managing diverse needs and legal requirements of a SENCO role requires a high level of organisation and time management. Being able to manage resources and complex cases and keeping records of this in each child's EHCP and keeping track of all progress made. With great organisation skills SENCO will be putting staff and resources in correct positions, involving organising regular meetings eto ensure all support and intervention is in place at the correct times. Lastly and legally SENCO must have thorough knowledge of the SEND code of practice and all other legal frameworks. All administrative work and procedures must be compliant and up to date for inspections, this too will be the responsibility of a SENCO. Without these practises are at risk of being out of date or illegal.

1.4 Strategies to improve the skills for [Your Role]

(Approx. 400 words, approx. 2 - 4 paragraphs)

A SENCO will also be open to new strategies to further develop skills that are in place. A strategy that would improve SENCO leadership would be having a place on the school's senior leadership team which would give SENCO the authority and capacity to have an influence of the whole school policy and push change effectively where necessary.

Another strategy to support leadership is to upskill key people to carry out observations and baseline assessments also with the use of screening tools so that these tasks do not need to be coordinated solely by SENCO (Bury council, 2024). This means staff will be observing in play, work and structured observation specific behaviors over a set period.

Assessments conducted to identify child's strengths and areas needing support. This strategy is particularly important; this information needs to be updated and recorded when and where necessary making upskilling of staff a vital strategy to maintain in leadership skills.

Most importantly in leadership skills time keeping is a key part in ensuring sufficient resources and the time needed. A child needing speech and language therapy, making sure enough time is given in the visits and fits well. Working with the headteacher and school governors to make sure SENCO has adequate protected time and administrative support to fulfil their responsibility. This would really improve the educational development of a child in such a positive way when correct times for specific needs of various resources correct. (nasenjournals 2024)

Excellent Communication skills require some careful strategy. Careful listening to start with and full attention with open body language shows SENCO values input and to build trust. Great empathy and understanding is vital for strategic communication, always aim to see situations from the other persons perspective. Parents concern, staff pressure and student anxiety are expected, and staff should be aware and ready. If a child with autism is having a meltdown and a bad time expressing this is where great understanding is needed along with leadership to make sure everyone is safe because often children with a SEN can become violent with different emotions and behaviours (NSPCC, September 2025). Empathy and communication would then be needed to discuss situations with parents mindfully.

1.4 Conclusion)

Based on research in this report every child including those with a special education need in the UK has a legal right to access education and to do this a SENCO must be available in every school.

With this report many skills have proven to be vital with excellent communication skills being particularly important for its benefits to assess and deliver specialised programmes and support for the SEN children and school staff. All support starts with communication skills followed by many other skills.

Reports show that with many different challenging behaviours children's staff it is important staff are overlooked and upskilled when necessary.

SENCO hold a special role in advocating for its children and young people and that alone expresses the importance of a SENCO.

1.5 Reference List

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