New to Role SENCo

WHAT DOES THIS JOB ACTUALLY INVOLVE?

There are 3 main parts to your role as SENCo

1. Strategic- Leadership of SEND

This session will look at distributed leadership of SEND, roles and responsibilities.

2. The role of SENCo- in practice

This session will look at working with stakeholders, managing the statutory assessment process and annual reviews.

3. Matching policy to practice

This session will focus on the SEND Information Report and effective use of assessment data.

Recommended documents to read, as these will be referred to throughout the sessions.
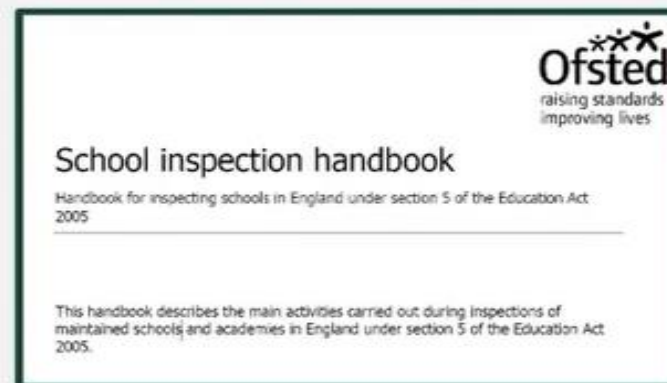
Today's session- Strategic- Leadership of SEND Distributed Leadership

- Developing a shared understanding of distributed leadership for SEND where everyone is a leader of SEND.

- Understanding the strategic role and responsibilities of the SENCo

- Ensuring SEND is identified within whole school improvement priorities

- Using self evaluation to inform strategic planning for SEND

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What does the Code of Practice say about the role of SENCo?

Important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision
6.87

Day-to-day responsi... the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND
6.88

What does the Code of Practice say about the role of the SENCo?

Be aware of the provision in the Local Offer and work with other professionals to ensure pupils with SEND receive appropriate support and high quality teaching.
6.89

Department for Education

Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
6.89

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What are your KEY responsibilities?- How does this feel?

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs
- liaising with parents of pupils with SEND
- liaising with schools and other providers
- being a key point of contact with external agencies and the local authority
- liaising with potential next providers of education to ensure smooth transition
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps the records of all pupils with SEND up to date

What are the challenges for SENCos?

NATIONAL SENCO WORKFORCE SURVEY 2020

Supporting children and young people with special educational needs and their families during the coronavirus (COVID-19) pandemic
A national survey of SENCOs
"It felt desperate at times"

Supporting SEND (DfE, May 21)

- experienced a range of challenges in carrying out their role.
- not enough time to work with external agencies/families
- not able to access the training to keep up to date.
- carrying out role on top of full time teaching commitment
- prevented from doing their role as well as they wanted to

National SENCo Workforce Survey 2020

- 74% not enough time to ensure pupils on SEN Support are able to access the provision they need
- 23% felt they could not adequately monitor the provision of children with EHCPs
- 95% felt their time should be protected

If every SENCo
in every school
was given the time they
needed
to carry out their role
effectively…
**would this make a big
enough difference?**

Department for Education

Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Ofsted
raising standards
improving lives

School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

"The role of the SENCo involves ensuring **all practitioners** in the setting understand their responsibilities for children with SEN"

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If we understand the Code of Practice and Inspection Handbook then we can empower ourselves and others across SLT.

Distributed leadership for SEND

"When we all play our part, we share responsibility and create something strong and long lasting."

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Inclusion- We have all seen these images on Google

But in reality- Inclusivity needs to be throughout Leadership

FIVE PRINCIPLES OF SUCCESSFUL DISTRIBUTED LEADERSHIP

1. **Make a bet on a leadership model**
Design a model that defines leadership roles, how they will work together and the systems needed to support them.

2. **Create and strengthen leadership capacity**
Boost the amount and quality of potential leaders, such as increasing the number of assistant principals or empowering teacher leaders.

3. **Focus leaders on improving teaching and learning**
Have leaders focus on providing hands-on, day-to-day coaching and support that will help teachers develop their skills.

4. **Create teams with a shared mission**
Establish an environment where team members can share knowledge, dissect problems together and work toward common goals.

5. **Empower leaders with time and authority to lead**
Allow leaders more time for working with teachers and the authority and responsibility they need to be successful.

Leadership (SLT)

Heads of Departments

Heads of Year

Teaching Staff

Student Body

Catering Staff

Support Staff

Site Team   Admin Team

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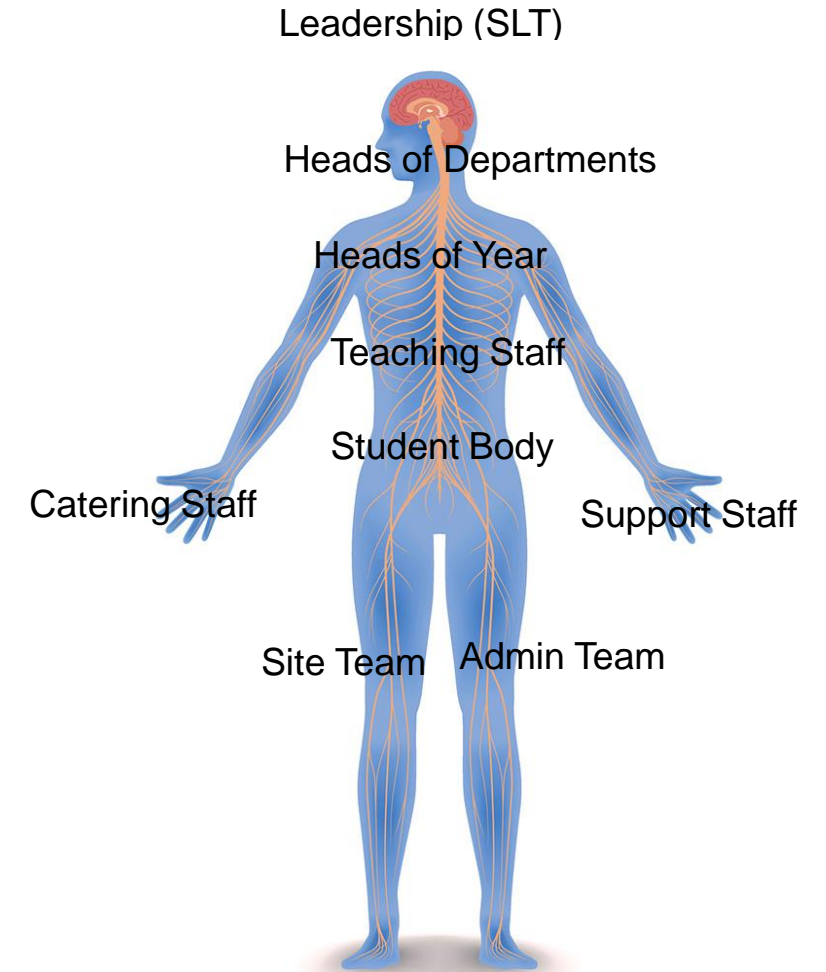
To achieve- we need clear systems and shared responsibility

SEND Review:

Right support
Right place
Right time

A graduated approach

5 — Education, Health and Care Plan

4 — Targeted, additional support

3 — Early intervention

2

1 — Universal provision

SHARED RESPONSIBILITY

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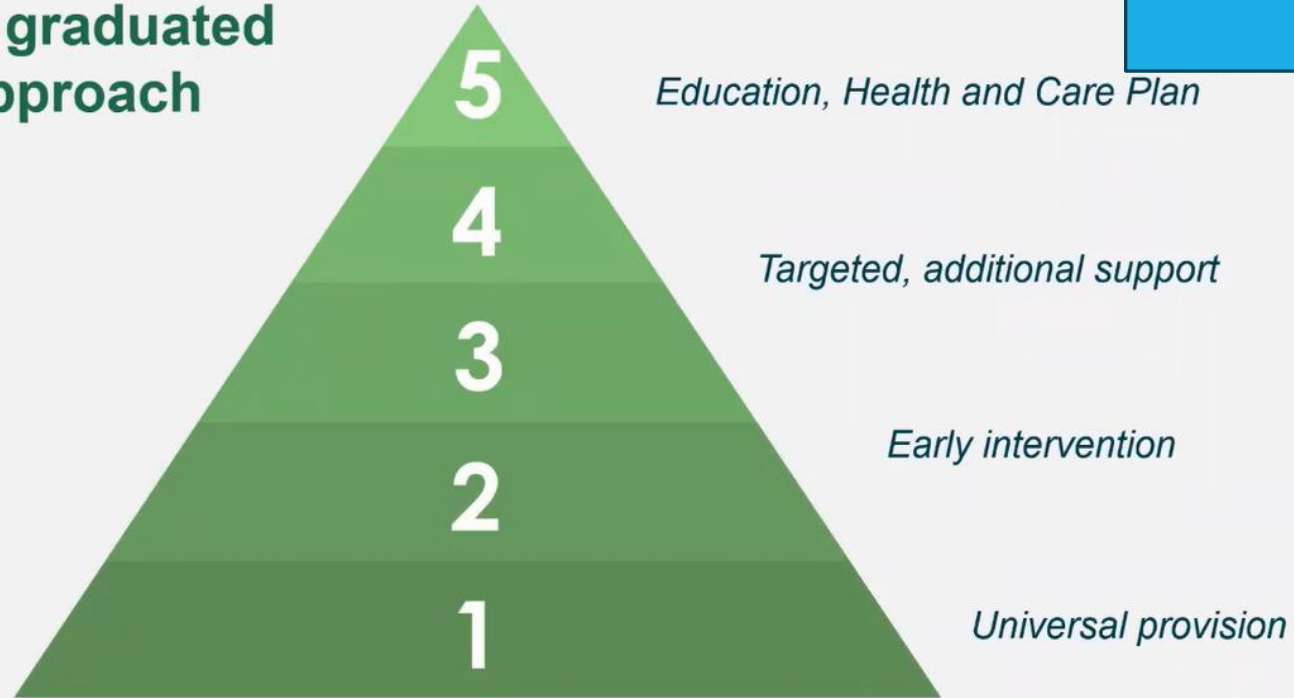
So how as SENCo can you empower others?

- Develop a toolkit- a list of strategies to use before consulting SENCo

- A visual model of how the graduated response looks at your school, which is shared with staff.

- The graduated response is developed as something that is designed to support staff within the classroom and now as a bolt on to intervention. Make use of OAP documents

- Remind all staff of the SEND Code of Practice that all staff are teachers and leaders of SEND- this also fits into Teachers Standards.

A Model Example of the Graduated Response Tool

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
5	Provision over and above Stage 4	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Individual Education Plan • Identified on school provision map	• EHCP • Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher Phase Leaders SLT **SENCo**
4	Targeted, intensive additional support	Consider request for EHC Plan. ------------------------------ In addition to Stages 1 – 3: • Multi-professional support • Individual Education Plan • Identified on school provision map	• SEN Register • Pupil Passport/Profile • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher Phase Leaders SLT **SENCo**
3	Targeted, additional support	In addition to Stages 1 - 2: • Additional group or individual programmes • Evidence based interventions • Concern Sheet completed	• SENCo made aware • Reviewed at Pupil Progress meetings with SENCo • Intervention records • APDR Cycle	Class Teacher Phase Leaders SLT SENCo
2	Early intervention support	In addition to Stage 1: • Support within class through small groups and individual support (e.g. cut away, workshops)	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams • Progress data	Class Teacher Phase Leaders SLT
1	Universal provision	• High quality inclusive teaching • Personalised learning targets • Carefully planned differentiation • Assessment for learning	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams • Progress data	Class Teacher Phase Leaders SLT

Who is responsible?

When is SENCo involved?

Key-Accountability

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How does the graduated response support you as SENCo?

Adds capacity for you to be more visible

Makes staff accountable as it gives them clear procedures and a toolkit to follow first.

All children are now having progress monitored more accurately

Staff are able to deliver high quality teaching and specific SEND strategies so gaps that have appeared are being addressed by the class teachers.

SENCo is then able to deliver more bespoke interventions for high end need and complex pupils

SENCo is able to work more closely with specialist external agencies such as Ed Psych and can disseminate the information given by them to the people that the child is in contact with more efficiently.

Reflection Time

- What does the graduated approach look like in your school?
- Are systems and processes explicit and clear to all staff?
- How do you ensure pupils receive early intervention and provision meets need?
- How do you ensure the Assess Plan Do Review Cycle is repeated and sustained?

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What do different SEND Roles look like in your school?

SEND Governor	Headteacher	SLT and SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
Strategic overview, support and challenge	Strategic responsibility of SEND	Coordination of SEND provision and deployment of staff	Monitoring of pupil progress	Delivery of high quality inclusive teaching	Delivery of interventions
	Overall responsibility for intent, implementation and impact	Monitoring of SEND provision and pupil progress	Monitoring of high quality inclusive teaching and provision for SEND	Target setting	Collation of data against targets/outcomes
		Data analysis and evaluation of impact	Integral focus on SEND in all lesson observations	Monitoring progress of individual pupils	
		Integral focus on SEND in all lesson observations		Monitoring of interventions	

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How does your school map out responsibilities that sit within each role?

Leader	Roles	Specific responsibilities
SEND Governor		e.g. Provide support and challenge for the SENCo, meeting on a half-termly basis and providing a written record of each visit.
Headteacher		e.g. Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings.
SLT and SENCo		e.g. Provide support and challenge at pupil progress meetings and use analysis of data to inform future allocation of resources.
Middle Leaders, Phase Leaders, Heads of Department		e.g. Quality assure Pupil Passports and check they are completed within agreed timescales.
Class Teachers, Subject Teachers		e.g. Oversee delivery of interventions, supporting pupils to apply learning in different contexts.
Support Staff		e.g. Deliver interventions following guidance, recording and tracking their delivery.

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Example- Improving Pupil Support Plans

EXAMPLE: PUPIL SUPPORT PLANS	Senior leaders	SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
	Monitor support plans during 'book looks' and lesson observations	Provide training around what a quality support plan looks like	Check all support plans are completed and handed in on time	Write support plan and set outcomes and targets	Provide information to support writing of support plan
	Check provision in Pupil Progress meetings	Quality assure support plans	Quality assure support plans as part of yr group meetings	Review and consult with parents	Deliver intervention under supervision of teacher
	Reinforce and model common language	Feedback to class teachers, follow up and follow through	Coordinate interventions across the yr group	Oversee intervention and direct TA	Feedback progress against targets to teacher
	Ensure support plans and timescales are written into Annual Management Plan	Collate and analyse data around targets		Ensure pupil's needs are reflected in differentiation of planning	Remind pupil of targets
	Follow up where timescales not met.				

Key to success?

Having staff buy-in.

Comes down to relationships

Example of distributed leaders for SEND (Secondary School)

Job Descriptions	Whole School Inclusion Group	Access to support and advice	Joint working	SEND Champions	Monitoring of inclusive provision	Student mentors
SEND identified in all senior leader job descriptions	Overseeing school inclusion strategy and monitoring inclusive practice	From a range of school leaders e.g. subject teachers, progress leads, Heads of Department	Between pastoral and SEND departments e.g. monthly inclusion panel	Represented in all departments	Provision for SEND monitored by all school leaders	Assigned to all students with SEND for student's school life

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Reflection Time

- What does distributed leadership look like in your school?
- How are roles and responsibilities for SEND communicated?
- How do different roles work together to avoid duplication and unnecessary workload?
- What systems are used to monitor responsibilities?

Ofsted and how Leadership is viewed

Grade Descriptor – Leadership and Management

"Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice."
p.278

School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

What inspectors will gather and evaluate evidence about:

- Whether leaders are **ambitious** for all pupils with SEND.

- How well leaders **identify**, assess and meet the needs of pupils with SEND.

- How well leaders develop and **adapt the curriculum** so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.

- How successfully leaders involve **parents, carers** and, as necessary, other **professionals/specialist services** in deciding how best to support pupils with SEND.

- How well the school assesses learning and development of pupils with SEND, and **whether pupils' outcomes are improving** as a result of the different or additional provision being made for them.

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Reflection Time

- What type of leadership do you need in your school to secure the best outcomes for young people with SEND?

- What training, development and support is required for staff to make this happen?

- How will you embed systems to monitor and evidence impact and ensure sustainability?

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Leadership SEND Review

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE
LEADERSHIP OF SEND	The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.
	School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.
	School leaders are knowledgeable on SEND Policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively.
	The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.
	The SENCo works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.
	A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.
	Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.
	The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.

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Example SEND Action Plan- Key

	1. To develop whole school systems in order to ensure provision is matched to individual children's needs.
	2. To increase teacher's understanding of the individual pupil's needs in their class so that pupils with SEND are planned for appropriately and make good progress against their outcomes.
	3. To develop an appropriate learning curriculum that meets the needs of SEND pupils and provides opportunities for revision, consolidation and acceleration.

Target (Intent)	Actions and strategies (Implementation)	Success Criteria and milestones (Intended Impact)	Evidence	Evaluation and next steps
1. To improve the quality of Pupil Passports to ensure that staff are aware of pupils strengths and needs and use this information to plan provision.	-Deliver PDM on how to write Pupil Passports. -Support teachers during PPA sessions to write Pupil Passports. -Set timescales for when Pupil Passports need to be completed using AMP. -Quality Assure Pupil Passports and provide feedback to individual teachers.	End of term 1 – -Most Pupil Passports demonstrate increased understanding of pupils' strengths and needs and how they can be supported. End of term 2 – -Most Pupil Passports are used to inform planning and provision for SEND pupils. End of term 3 – -Lesson planning demonstrates that most teachers understand pupils' strengths and needs.	Quality assurance of PP. Differentiation within planning.	

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Action Plan for SEND

- Consider how your Action Plan reflects *intent, implementation and impact*

- How will you know actions have been achieved?

- What would you expect to see at different points? (milestones)

Self Evaluation and Review

- Action planning for SEND should be based on whole school self evaluation and review. e.g. Whole School SEND Review (London Leadership Strategy) materials.

- Focus areas could include:
-Outcomes for pupils with SEND
-Leadership of SEND
-Quality of teaching and learning for SEND
-Working with pupils and parents
-Assessment and identification
-Monitoring, tracking and evaluation
-Efficient use of resources
-Quality of SEND provision

Could this be identified in your Annual Management Plan?

- Maintain an ongoing cycle of evaluation, focusing on different aspects at different times.

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Thoughts to takeaway

- What does distributed leadership for SEND look like in my school? Is this something I need to discuss with school leaders?

- Do I have what I need to carry out the strategic role and responsibilities of the SENCo?

- Is SEND identified within whole school improvement priorities?

- How can I make sure that self evaluation informs strategic planning for SEND?

Additional Links and resources to look at
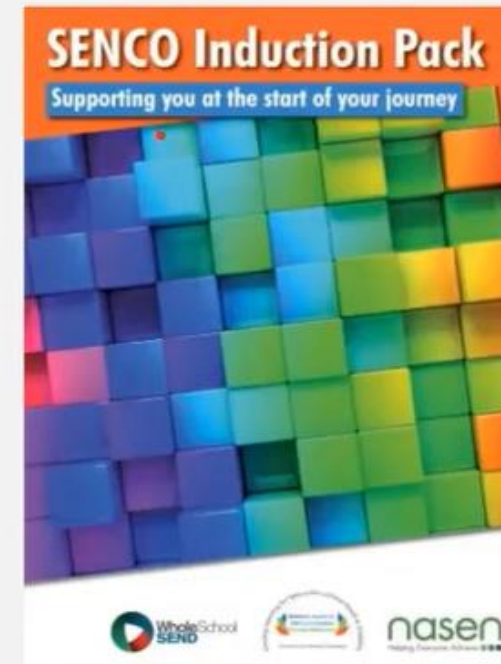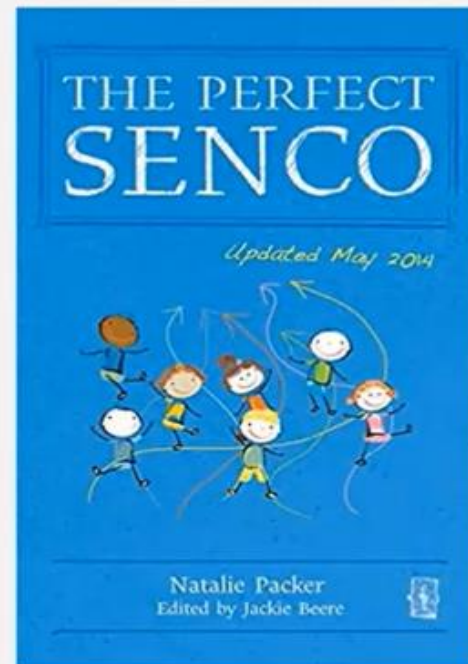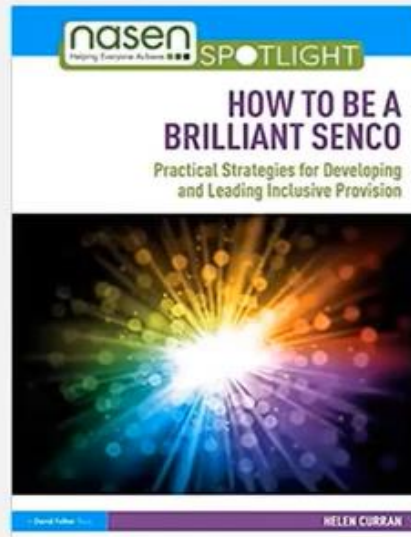
Who Leads on SEND in a School? The SENCO or the Headteacher? with Abigail Gray - The SENDcast | Podcast on Spotify

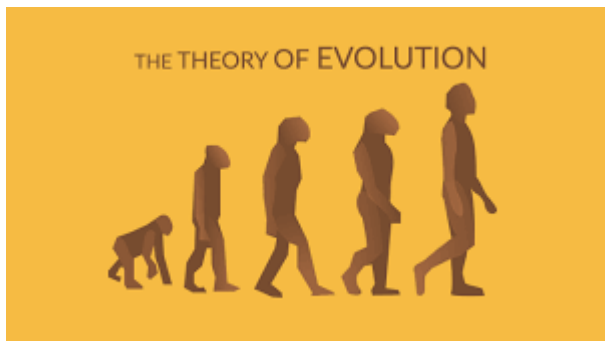# Task for you to do before the next session.

Gap Task:

In discussion with senior leaders in your school, complete the distributed leadership for SEND grid.

What do roles and responsibilities for SEND look like at every level?

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Final Thought….

SEND is evolving…. Is your school evolving to?

To get SEND right you have to take things one step at a time.

THE THEORY OF EVOLUTION

ROME wasn't Built in a day, but they Worked on it Every Single Day.
- Anonymous

I did it!

It might seem daunting now but mountains get climbed one step at a time.

~ your_nameless_friend

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Proposed Topics to be covered on your induction to this role- this is a supportive group- We can change this if you feel you'd rather look at something else.

Dates of Meeting	Topics to be Covered
28th and 30th November 2023	SEND and Ofsted
5th and 7th December 2023	The Role of a SENCo
12th and 14th December 2023	SEND Code of Practice
9th and 11th January 2024	EHCNA Guidance
16th and 18th January 2024	SEND Law
23rd and 25th January 2024	The Graduated Response
30th January and 1st February 2024	Managing Workload
6th and 8th February 2024	H&F OAP Document
13th and 15th February 2024	Provision Map
27th and 29th February 2024	The role of SENCo- in practice- Working with others
5th and 7th March 2024	Matching policy to practice

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