

Noticeboard

Nationally accredited training starts this September for all newly appointed SENCOs. Those SENCO undertaking national training will be skilled teachers in their own subject or phase. The outcomes laid out below are essential to the SENCO role, and participants will be assessed against them and will have to demonstrate that they meet them all before being judged to have successfully completed national SENCO training.

Statutory and regulatory frameworks and relevant developments at national and local level. To know and understand:

- > laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice, their implications for the school, the SENCO and others, and how to put them into practice
- > laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities and how they might best be carried out
- > local interpretations of national guidance
- > relevant guidance on data protection and confidentiality, health and safety
- > the principles and outcomes of Every Child Matters and how the school can help pupils with SEN and/or disabilities to achieve those outcomes
- > the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities.

High incidence SEN and disabilities and how they can affect pupils' participation and learning.

To know and understand:

- > how children's development can be affected by SEN and/or disabilities and a range of other factors, including the physical and social environment in which they are taught
- > causes of under achievement, including those related to SEN and/or disabilities
- > the four areas of need set out in the

SEN Code of Practice and the educational implications of these

- > the high incidence disabilities and the implications of these for teaching and learning and inclusive practice.

Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice. Be enabled to:

- > analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others' practice
- > identify and develop effective practice in teaching pupils with SEN and/or disabilities, eg through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses
- > have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities
- > have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities.

Strategic development of SEN policy and procedures

Working strategically with senior colleagues and governors. Be enabled to:

- > work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices
- > work with senior colleagues and governors to ensure the objectives of the school's SEN policy are/can be reflected in the school

improvement plan and school self-evaluation form (SEF)

- > work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness
- > develop and provide regular information to the headteacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.

Strategic financial planning, budget management and use of resources in line with best value principles. Be enabled to understand:

- > the ways in which funding for pupils with SEN and/or disabilities is provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities
- > how funding for pupils with SEN and/or disabilities is used in their school
- > how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision.

Strategies for improving outcomes for pupils with SEN and/or disabilities. Be enabled to:

- > have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities
- > know strategies for addressing stereotyping and bullying related to SEN and disability
- > understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities

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- > draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school.

Co-ordinating provision

Developing, using, monitoring and evaluating systems. Be enabled to develop, monitor, evaluate and review systems for:

- > identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)
- > informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities
- > helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them
- > planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning
- > recording and reviewing the progress of pupil with SEN and/or disabilities towards learning targets
- > assessing the effectiveness of provision for pupils with SEN and/or disabilities
- > ensuring appropriate arrangements are put in place (in classroom practice and for the exams/tests themselves) for pupils sitting national tests and exams
- > liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer.

Using tools for collecting, analysing and using data. Be enabled to:

- > know how school, local authority and national data systems work, including RAISEonline
- > analyse and interpret relevant local, national and school data to inform policy and practices, expectations and targets for improving the learning of pupils with SEN and/or disabilities.

Deploying staff and managing resources. Be enabled to:

- > delegate tasks appropriately, deploy and manage staff effectively to

ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities

- > make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise.

Leading, developing and supporting colleagues

Providing professional direction to the work of others. Be enabled to:

- > lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promote collective responsibility for their implementation
- > take a leadership role in promoting a whole-school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities
- > promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities
- > encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEN and/or disabilities
- > help staff to achieve constructive working relationships with pupils with SEN and their parents/carers.

Leadership and development of staff. Be enabled to:

- > know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities
- > give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities
- > model effective practice and coach and mentor colleagues
- > advise on, contribute to and, where appropriate, co-ordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities
- > support and train trainee and beginner teachers and higher level teaching assistants, where

appropriate, in relation to relevant professional standards.

Working in partnership with pupils, families and other professionals

Drawing on external sources of support and expertise. Be enabled to:

- > know the role and value of families and carers of pupils with SEN and/or disabilities
- > know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information and support
- > know the principles of multi-agency working, building a 'team around a child', and the Common Assessment Framework and how to use it, where appropriate, for pupils with SEN and/or disabilities
- > know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision
- > develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, co-ordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16
- > know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information.

Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement. Be enabled to:

- > ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them
- > communicate effectively with parents and carers of pupils with SEN and/or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children.