The SENCo Year – A Calendar

Taken from SEND: the things and the stuff - A go to mini guid

September

- Collate information on new admissions with known SEND.
- Begin monitoring impact of transition arrangements from previous term.
- Schedule EHCP reviews for the year.
- Schedule APDR cycles and reviews for the year.
- Plan with outside agencies.
- Check on required early responses – begin as appropriate.
- Audit staff skills and arrange appropriate CPD in line with the school development plan and performance management.
- Analyse baseline assessment information.
- Organise interventions following baseline assessments.

October

- Follow up transition successes and areas for development.
- Quality assurance – QFT and interventions (mid-point checks).
- Check on required early responses – begin as appropriate.
- Support CPD for Governors to ensure they are aware of their responsibilities and duties surrounding pupil with SEND.
- Review policy and SEND information report.
- Review provision map in light of interventions running/required.
- Parent/carer event.

November

- In Key Stage 1, compare attainments and progress of pupils with SEND in Phonic Screening Checklist and end of KS1 with those nationally and report outcomes to Governing Body so data can be interrogated.
- Check that the right information is on the school website
- Contribute to other associated policies that may impact on the success of pupils with SEND e.g. Behaviour, Anti-bullying and Medical Policies.
- Support Governors to identify and publish compliance with the Public Sector Equality Duty.
- Continue Assess, Plan, Do, review cycles.

December

- Pupil assessments – where have we come since the baseline?
- Arrange for end of term evaluation of impact of interventions and amend interventions in light of their impact on success.
- Ensure end of term tracking identifies progress of pupils with SEND and support the instigation of Pupil Progress meetings for pupils at risk of underachievement.
- Produce case studies on a sample of pupils with SEND identifying the difference additional action undertaken by the school has made to pupils and their families.
- From their prior end of KS. Compare with school attainments and report to Governors.
- Report to Governors on the impact of action taken so far this year to support the success of pupils with SEND.
- Plan interventions for the coming term.
- On-going quality assurance work.

January

- Support the completion of information on pupils with SEN for the annual School Census.
- In Primary, read through the Standard and Testing Agency's Access and Reporting arrangements for pupils in Key Stage 2 to identify any pupils that meet the criteria and arrange assessment.
- Compare attainments of pupils with SEND with those attained nationally and consider any questions this might raise. Share with Governors.
- Undertake monitoring of the targeted interventions being provided and on the impact of quality first teaching.
- Undertake survey of parental views to identify their perceptions of the effectiveness of SEND provision and their views of any gaps in additional support.
- Pupil voice survey.
- Update provision map.

February

- Begin the transition process for pupils leaving at the end of the school year by liaising with SENCo at receiving school.
- Organise CPD in any area that has been highlighted as requiring input from the SEND Review .
- Check on interventions.
- In Secondary, compare results of pupils with SEND with those attained nationally and consider any questions this might raise.
- Begin action/development plan for coming financial year.

March

- Arrange for end of term evaluation of impact of interventions and amend interventions in light of their impact on success.
- Ensure end of term tracking identifies progress of pupils with SEND and support the instigation of Pupil Progress meetings for pupils at risk of underachievement.
- Report to Governors on the impact of action taken so far this year to support the success of pupils with SEND and areas where progress needs to be increased.

April

- Identify SEND funding and discuss with all stakeholders how this can be deployed to improve outcomes using research to inform practice.
- Check that all pupils with SEND have access arrangements made for them if they meet the criteria and that all staff are provided with training to deliver this.

May

- Ensure that pupils with SEND joining the school in September and their parents are informed of the SENCo and the ways in which their views will be sought to target provision to improve outcomes for them and their family.
- Begin transition activities.
- Ongoing quality assurance work.

June

- Continue transition activities.
- Quality assurance work.
- Monitor progress with development plan.
- Parent/carer event.

July

- Arrange for end of term evaluation of impact of interventions and amend interventions in light of their impact on success.
- Complete data tracking on school management systems for all pupils with SEND.
- Report to Governors on the impact of action taken so far this year to support the success of pupils with SEND and any difference this has made to the SEN Register.
- Reflect on any CPD needed for the SENCo to develop skills and attributes in this ever changing role.
- Ensure all records are passed on to support transition.