SENCo Calendar
www.snip-newsletter.co.uk

| Sept | Collate information on new entrants with SEND e.g. recorded additional action and impact from previous setting/class, attainment, progress, attendance, exclusion etc., and share with teaching staff. Ensure that information on pupils with SEND has been communicated to staff as a result of transition and that they are given an opportunity to discuss individual pupil's needs and record the additional action they intend to put in place to ensure progress. Remind staff of their responsibility to invite parents into school to discuss their views on barriers to success and the action that can be taken to reduce these and ensure these are recorded by sharing a proforma to complete e.g. One Page Profiles **http://preview.tinyurl.com/hggyb77** and ensure a copy is kept in the pupil's SEND File. Support the deployment of quality first teaching via effective classroom strategies, targeted group work and personalised responses to needs by increasing staff awareness via tools such as *Narrowing the gap: qualify first teaching* Matt Grant. This presentation provides eight barriers to learning that may be exhibited by pupils and is linked to three steps; Step 1 Identify the barrier; Step 2 Reflect on why the barrier occurs; Step 3 Respond with interventions within the classroom. A practical source of support. **http://preview.tinyurl.com/lz2u56s** **Undertake an audit** of staff skills and suggest as appropriate, online CPD, mentoring support, partnership work with staff in other schools in areas they lack confidence in. Online CPD includes the **Inclusion Development Programme** that provides modules on: Supporting pupils with autism; with speech, language and communication needs, with behavioral, emotional and social difficulties and dyslexia **http://www.idponline.org.uk/** Organise the delivery of small group work and personalised responses to pupils and their families via trained staff ensuring the use of evidence led interventions. Undertake quality assurance on interventions that are being delivered as agreed. Research led interventions include: *What works for children and young people with literacy difficulties?* **http://preview.tinyurl.com/zasuo69** *What works for pupils with speech, language and communication needs* **http://preview.tinyurl.com/obwuevz** and *What works for children with mathematical difficulties* **http://preview.tinyurl.com/oumsulf** Reflect upon the effective deployment of Teaching Assistants using tools such as *EEF Toolkit* **http://preview.tinyurl.com/je8tqhq** or the *Professional Standards for Teaching Assistants* | |

	http://preview.tinyurl.com/hodfmsc • In Secondary, read through JCQ information on Access Arrangements and check against criteria to allow application process to be instigated for those who would benefit from this. • Within school, scrutinise end of key stage attainment, progress, attendance and exclusion data of pupils with SEND, to identify areas that may require further targeted action. • Meet with Governor with responsibility for SEND to share data results and develop school action plan. Ensure information is shared with the whole Governing Body. • Update SEN Information Report with input from parents to ensure it contains the information that is of value to them and also meets statutory contents guide. **http://preview.tinyurl.com/zh7ba48**	
Oct	• Undertake survey of pupils' and parents' view of the transition process to identify potential routes of improvement. • Ensure monitoring of teaching gathers information on the impact of quality first teaching and the effectiveness of the strategies implemented across the curriculum to ensure the success of all. • Request information from class/subject teachers regarding the strengths and needs of individual pupils and their views of action required to increase the pace of progress. • Identify pupils who would benefit from additional and different support e.g. interventions targeting literacy, numeracy, social and emotional needs, etc. • Undertake pupil voice review of the support being put in place to respond to their needs and the impact this has had. • Support CPD for Governors to ensure they are aware of their responsibilities and duties surrounding pupil with SEND. • Contribute to school newsletter by adding a section on SEND funding and the difference it has made to outcomes, being very careful that no individual pupils can be identified by this • Liaise with school family officer to identify any pupil whose barriers to learning may originate from their domestic circumstances. • **Audit provision** to identify any gaps in areas associated with pupils' physical and health needs and identify support to reduce its impact e.g. Breakfast club, family support from community and charitable groups, advice and guidance from external agencies, etc. This resource might be helpful *Education Health and Care Outcomes pyramid* **http://preview.tinyurl.com/z7324ds**	
Nov	• 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 **http://preview.tinyurl.com/jqeafda** • Review all statutory policies associated with SEND, that need to be published on the school website e.g. Accessibility Plan and Y7 Catch Up Premium.	

	• 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 (see SNIP website downloads)	
Dec	• 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. • Scrutinise KS 1-2 and KS2-4 Transition Matrices to identify progress made by pupils nationally from their prior end of KS. Compare with school attainments and report to Governors. **http://preview.tinyurl.com/b49hdun** • Report to Governors on the impact of action taken so far this year to support the success of pupils with SEND • Consider collaborating with other schools to complete a SEND Review of school practices **http://www.thesendreview.com/**	
Jan	• 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**. http://preview.tinyurl.com/glqa6q2** • Compare attainments of pupils with SEND with those attained nationally and consider any questions this might raise. Share with Governors. **http://preview.tinyurl.com/gu3xm7t** • Undertake monitoring of the targeted interventions being provided and on the impact of quality first teaching by the senior leadership team. • Undertake survey of parental views to identify their perceptions of the effectiveness of SEND provision and their views of any gaps in additional support. *Parent Confidence in School Questionnaire* **http://preview.tinyurl.com/o89gnpw**	
Feb	• 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. • Remind SLT to monitor the impact of this in their assessment of teaching. • In Secondary, compare results of pupils with SEND with those attained nationally and consider any questions this might raise. Share with Governors **http://preview.tinyurl.com/hvyetxp**	

Mar	• 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 Sept 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.	
June	• **Audit provision** to identify any gaps in areas associated with pupils' emotional and social abilities that are barriers to success and identify support to reduce its impact e.g. improved partnership with health agencies, whole school work to promote pupils safety, development of nurturing provision etc.	
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.	