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Toolkit for Effective Line Management of SENDCos



The Unique Role of the SENDCo

The role of a Special Educational Needs and Disabilities Coordinator (SENDCo) is unique, often functioning as a 'sole operator' within academies. This can lead to feelings of isolation, making it challenging for colleagues and leaders to fully appreciate the depth and breadth of the role.¹

Challenges and Opportunities

Being a SENDCo comes with its unique set of challenges and opportunities. The understanding and support of the senior leadership team can significantly impact the effectiveness of a SENDCo. According to the National SENCO Workforce Survey 2020, 53% of Primary SENDCos felt their role was understood by Senior Leadership, compared to only 25% in Secondary schools. This

understanding drops further when considering the wider school workforce, with only 30% in Primary and 17% in Secondary schools recognising the role's importance. Effective line management and a greater understanding of the SENDCo role can lead to better support and progress for SEND students, as well as improved retention of SENDCos.



Supporting SENDCos

As a line manager of a SENDCo, it is crucial to familiarise yourself with the SEND Code of Practice 2015. Chapters 5, 6, and 7 provide an overview of statutory guidance for inclusion. Additionally, understanding the pressures of the role is essential. The National SENCO Workforce Survey² offers recommendations for Senior Leaders

to better support SENDCos. Engaging in open dialogue with your SENDCo to understand their daily realities can also be beneficial. The Code of Practice emphasises that SEND improvement must be a whole school approach, with every teacher and leader playing a role in supporting SEND students.

¹ <https://asset.nasen.org.uk/Effective%20SENCo%20Deployment%20Guide%20new.pdf>

² [NATIONAL SENCO WORKFORCE SURVEY 2020: TIME TO REVIEW 2018-2020 / RECOMMENDATIONS](#)



Key Questions for Principals to ask:

VISION AND STRATEGY:

- How does our current SEND provision align with the school's overall vision and strategic goals?
- What are the key priorities for improving SEND provision in the next academic year?

IDENTIFICATION AND ASSESSMENT:

- What processes are in place for the early identification and assessment of students with SEND?
- How do we ensure that assessments are accurate and comprehensive?

INTERVENTION AND SUPPORT:

- What evidence-based interventions and support strategies are currently being implemented?
- How do we measure the effectiveness of these interventions?

STAFF TRAINING AND DEVELOPMENT:

- What professional development opportunities are available for staff to enhance their understanding and skills in supporting students with SEND?
- How do we ensure that all staff are equipped to meet the diverse needs of our students?

PARENTAL AND COMMUNITY ENGAGEMENT:

- How do we involve parents and carers in the planning and review of their child's SEND provision?
- What partnerships do we have with external agencies and how do they support our SEND provision?

MONITORING AND EVALUATION:

- What systems are in place to monitor the progress and outcomes of students with SEND?
- How do we use data to inform our strategic decisions and improve SEND provision?

RESOURCE ALLOCATION:

- How are resources (financial, human, and material) allocated to support SEND provision?
- Are there any gaps in resources that need to be addressed to enhance our provision?

INCLUSIVE PRACTICES:

- How do we promote an inclusive culture within the school that values diversity and supports all students?
- What strategies are in place to ensure that students with SEND are fully included in all aspects of school life?



Key Questions for Link SEND Councillors

HOW DOES THE % SEN COMPARE WITH LOCAL AND NATIONAL SEN LEVELS?

- What are the reasons for this?
- Are there contextual factors impacting the level of SEND?
- Are there any recent patterns or trends? Why?
- Are there any current challenges and how are they being addressed?

WHICH NEEDS ARE MOST PREVALENT WITHIN THE ACADEMY?

- How are these needs being identified and supported?
- What is the impact of the current provision?
- Have staff received training to support these needs?
- Are there any current challenges and how are they being addressed?

WHAT ARE THE STRATEGIC PRIORITIES FOR SEND?

- What is currently working well? Are there case studies which could provide further context?
- What is the academy vision for SEND?
- How does this link with the Trust vision for SEND?
- What are the areas of development linked to the Academy Improvement Plan and SEND Improvement Plan?
- Is there any recent Parent Voice / Student Voice about SEND?

WHAT IS THE CURRENT STAFFING AND RESOURCING OF SEND?

- Are there any updates on High Needs Funding?
- How are support staff currently deployed?
- What resources are available for SEND and are there any current needs?





Line Management Discussions and Guidance: Understanding SEND

STRATEGIC AREAS OF FOCUS

Area of Focus	Key Questions to Ask	Support or Further Guidance
SEND action plan: Evaluate My School (Whole Education SEND)	<p>What is your role within the WE SEND improvement programme?</p> <ul style="list-style-type: none"> • What are the scores for the 7 key areas on the EMS tool? • How have these scores been decided, have you as LM and the wider SLT been involved? • What are the key priorities for SEND Improvement? • Is there a shared responsibility within the leadership for the completion of these actions or priorities? • How does the SEND Action Plan link with the Academy Improvement Plan? 	<p>WE SEND Digital Network: https://wholeeducation.mn.co/share/hq3lOrFfMnvwJuMg?utm_source=manual</p> <p>EMS access: https://app.evaluatemy school.co.uk/login</p> <p>Access can be requested by emailing: send@wholeeducation.org</p>
Ensuring a high profile of SEND across the academy	<p>Has SEND been given time in meetings, PD sessions and SLT meetings throughout the Year?</p> <p>How is SEND part of the curriculum and progress meetings within the academy?</p>	<p>Models for the SENDCo role: context, value and intent https://blog.optimus-education.com/models-senco-role-context-value-and-intent</p>
Data analysis: Profile of Needs	<p>What does the data tell you about SEND students within your academy?</p> <ul style="list-style-type: none"> • What are the highest needs and does the provision reflect this? • How many EHCP students and K students? • How many students are in the process of a needs assessment? 	<p>Use the CLF Blackbox data as well as internal data to complete this analysis.</p>
Outcomes	<p>What are the progress and outcomes for SEND students?</p> <ul style="list-style-type: none"> • Are they in line or above with the national average? • Consider cross over group, PP/SEND, specific needs, years or subjects. 	<p>https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/</p>
Attendance Behaviour / suspensions	<p>Are there specific trends or areas for development?</p> <ul style="list-style-type: none"> • PP/ SEND, different needs and Attendance • Disproportionate exclusions for SEND, • Different ethnic groups / SEND 	<p>KCSIE 2024 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p>
Safeguarding/ wellbeing	<p>Do SEND students feel safe within the academy – how do you know?</p> <ul style="list-style-type: none"> • Has there been an analysis of CPOMS logs? What does this tell you? 	

Quality of SEND provision and adapting teaching across the academy	<p>Do staff have the knowledge and expertise to support SEND?</p> <ul style="list-style-type: none"> • Leaders • Teachers • Support Staff • Other staff <p>How have the strengths and needs of these groups been identified?</p> <p>Can curriculum leaders and teachers articulate how to adapt learning for the different subjects?</p> <p>What is in place to quality assure provision and adaptive teaching across the academy?</p> <p>How are interventions chosen and why?</p> <p>How are education support staff deployed?</p>	<p>https://osiriseducational.co.uk/staffroom/article/the-role-of-the-perfect-senco-in-developing-colleagues/</p> <p>SEND CPD https://onlinecpd.wholeschoosend.org.uk/</p> <p>A useful resource is the Whole School Teacher Handbook Section 5 Subject- Specific Guidance Teacher Handbook: SEND Whole School SEND</p> <p>Guidance from EEF Recommendation 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF – Recommendation 5</p> <p>ANNEX 2: OPTIMISING THE TEAM AROUND THE SENCO P11-13 and P33 https://asset.nasen.org.uk/Effective%20SENCo%20Deployment%20Guide%20new.pdf</p>
Ensuring access to a broad and balanced curriculum including trips and clubs	<p>Do SEND students have access to all curriculum areas?</p> <p>Do SEND students have access to the most skilled teachers?</p> <p>Are SEND students well represented on trips and afterschool clubs – including across all 4 areas of need?</p>	<p>The Code of Practice outlines the requirement for SEND students to access a broad and balanced curriculum.</p>
Working with the local authority	<p>How does the LA support and promote inclusive education?</p> <p>What support and guidance is provided on the Local Offer?</p>	<p>Section 5 of the SEND Code of Practice outlines the responsibilities of Local Authorities.</p> <p>Refer to specific Local Offers for further information.</p>



Parent / Carer engagement	How are parent/carers involved in the reviewing of provision for their CYP? <ul style="list-style-type: none"> • Are parents/ carers involved in writing the Information Report? • Are parents/carers provided with opportunities to come into the academy and provided guidance on how best to support their CYP's needs? 	EFFECTIVE SENCO DEPLOYMENT A guide for the SENCOs and their line managers Section 3 P14-16 Effective SENCo Deployment Guide new.pdf (nasen.org.uk)
SEND Budget	Does the SENDCo hold the SEND budget? <ul style="list-style-type: none"> • What is the notional funding and how is this spent? • What is the High Needs Block funding (Top-Up) and how is this spent? • Are there termly meetings with the Finance Manager linked to the Academy to review the SEND budget? • Have there been any significant changes recently that could further impact staffing or resourcing of SEND? 	https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/the-notional-sen-budget-for-mainstream-schools-operational-guidance https://blog.schoolsandacademiesshow.co.uk/everything-you-need-to-know-about-send-funding-in-the-uk



OPERATIONAL AREAS OF FOCUS

Area of Focus	Key Questions to Ask	Support or Further Guidance
Quality assurance of plans and passports	How are plans and passports/profiles quality assured within the academy?	Guidance can be found as well as sample through the WE SEND Digital Network
Quality assurance of statutory paperwork	Are the following statutory policies in place and reviewed annually: <ul style="list-style-type: none"> • SEND policy • SEND Information Report • Medical policy / Toileting • Accessibility Plan Have all EHCP Annual Reviews been scheduled and completed on time? Have teachers contributed to Annual Reviews?	CLF SEND Policy is in draft All academies must create their own local version Central CLF policy A template is available to follow https://nasen.org.uk/index.php/resources/top-tips-annual-reviews
Quality assurance of SEND register	Is the SEND register reviewed for the census in: <ul style="list-style-type: none"> • October • January • May Has the academy communicated with all parents/carers whose child is on the register?	Draft CLF Identification Protocols on SENDCo SharePoint
Quality assurance of SEND assurance documents	<ul style="list-style-type: none"> • Has the Annual Report to the Council or SEND assurance documents been completed / and reported to the academy council? • Has the SENDCo met with the SEND Councillor? • Are Contextual Safety Plans and assurance documents completed for SEND students in Alternative Learning Provision? • Are SEND students on adjusted timetables? • Have CSPs and agreements, with 2 week reviews been completed? 	Assurance templates located on the SENDCo SharePoint. https://nasen.org.uk/resources/send-report-governors-template Safeguarding SharePoint has specific proformas/ documentation for use
SEND finance	<ul style="list-style-type: none"> • Which pupils have high-needs funding or need additional funding? • Are there costed provisions map in place to evidence funding? 	Ensure that you refer to the High Needs Funding guidance from the specific LAs on the Local Offer.
SEND pupil attainment and progress	What does the progress data drop indicate regarding progress? <ul style="list-style-type: none"> • Specific students • Specific subjects • Year groups 	CLF / Academy Data Dashboards



Identification of needs	<ul style="list-style-type: none"> • Is there a needs-led approach to identification? • Have staff been provided training on different needs? • Is there a referral system in place? • What is used to identify the 4 broad areas of needs? • Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Physical/ sensory 	CLF Identification Protocols
Attendance and behaviour	How are the attendance and behaviour of SEND students tracked and monitored?	<p>Link with other key staff within the academy.</p> <p>Useful information and links with CLF Attendance and CLF Safeguarding</p>
TAs and support staff	<ul style="list-style-type: none"> • How are support staff deployed day to day? • Are there any staffing or recruitment issues? • Are there any specific HR processes ongoing? 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants
Key pupils	Are there specific students of concern currently?	
Provisions/ Interventions (provision map)	<ul style="list-style-type: none"> • What provisions or interventions are currently active to support the 4 broad areas of need? • How are the interventions tracked and monitored? • Is there a whole school provision map in place? 	https://nasen.org.uk/resources/provision-mapping-prompts
Key phase transitions	<ul style="list-style-type: none"> • Have specific students who require additional support for transitions been identified? • Are additional visits/meetings being organised? • Who is best placed to complete these visits? • How is this supported? 	CLF Transition Guidance – link with the Academy Lead for Transition
Access arrangements (Y6 and secondary)	<ul style="list-style-type: none"> • Which students require EAA? • How is their usual way of working supported? • Have teachers made referrals? • For KS4 have they been externally assessed? • Are these arrangements in place for internal exams and assessments? • What are the staffing implications for mocks and external exams? 	Link to EAA for 2024/25 pending

SUPPORT AND WELLBEING

Area of Focus	Key Questions to Ask	Support or Further Guidance
Wellbeing	<ul style="list-style-type: none"> • How are they managing their current workload? • How can we support your ongoing professional growth and personal well-being? • Has supervision been considered for support? 	https://blog.optimus-education.com/it%E2%80%99s-time-take-action-senco-workload https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf
Time	<ul style="list-style-type: none"> • How much time is allocated to completing their role? • Are there any specific tasks or responsibilities that are particularly challenging or time-consuming? 	Effective SENDCo Deployment A guide for the SENCOs and their line managers NASEN Section 4 P17-19 ANNEX 3: SENCO TIME ALLOCATION BY SCHOOL SIZE AND COHORT p.35 Effective SENCo Deployment Guide new.pdf (nasen.org.uk)
Administration	<ul style="list-style-type: none"> • What administration tasks do they complete? Annual Reviews, Referrals, Consultations... • How many reviews do they have to complete? • How long does it take to prepare and complete an Annual Review paperwork? • Are there effective ways to delegate administrative tasks? 	https://blog.optimus-education.com/it%E2%80%99s-time-take-action-senco-workload https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf
SENDCo PD	<ul style="list-style-type: none"> • Has the National Award for SEN Coordination been completed? • If new to the role, has the SENDCo applied for the NPQSENDCO? • As an experienced SENDCo are there areas which they would like to further develop? 	https://www.ambition.org.uk/programmes/npqsenco/ SENDCO skills audit https://my.optimus-education.com/senco-skills-audit#:~:text=The%20audit%20will%20help%20you,learning%20outcomes%20for%20all%20pupils

FURTHER GUIDANCE

NASEN Guidance: EFFECTIVE SENCO DEPLOYMENT -A guide for the SENCOs and their line managers
<https://asset.nasen.org.uk/Effective%20SENCo%20Deployment%20Guide%20new.pdf>

There are a series of SEND Review Guides:
 SEND Governance Review Guide
<https://www.wholeschoosend.org.uk/resources/send-governance-review-guide>

Effective SEND Provision: Four key leadership roles
[Effective SEND provision: Four key leadership roles | SEND Network \(send-network.co.uk\)](https://www.send-network.co.uk/effective-sen-provision-four-key-leadership-roles)

SEND Code of Practice 2015
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf



Monthly Calendar for Primary SENDCos

MONTH	ACTION
September	<ul style="list-style-type: none"> • Induction session for new staff including LSAs. • Finalise in class • Check census data is accurate. • Mid-term review of SEND attendance and behaviour • Review support TT • Review the SEND register • Schedule EHCP reviews for the year • Hold KS transfer EHCP reviews inviting onward setting • Contact EYFS providers for possible EHCP students transitioning • Meet with teachers to discuss SEND students within classes and support understanding needs • Set out the APDR calendar for all teachers • Teachers to meet with parents/carers to discuss new targets for SEND student • Plan with outside agencies and identify students requiring input. • Organise interventions following baseline assessments • Ensure that interventions are added to the whole school provision map to map against the cohort. • Link with SEND Councillor • Baseline assessments for the new cohort for EYFS after settling in -speech and language screeners
October	<ul style="list-style-type: none"> • Check census data is accurate • Mid-term review of SEND attendance • Hold KS transfer EHCP reviews inviting onward setting • Ensure interventions are up and running • Learning walks with Core Curriculum / Subject / Year leaders to QFT • Academy Council – present Annual Report • Analyse Y1-6 SEND progress from data drop
November	<ul style="list-style-type: none"> • Key Stage 1, compare attainments and progress of pupils with SEND in Phonic Screening Checklist and end of KS1 with those nationally • Mid-term review of SEND attendance • Screen Y6 students and collate evidence for STA for SATs • Gather parental and student voice • Learning walks for interventions • Check Website compliance and policies (dependent on renewal time)
December	<ul style="list-style-type: none"> • Analyse Y1-6 SEND progress from data drop • Learning walks with Core Curriculum / Subject / Year leaders to QFT • Meet with teachers to discuss SEND students within classes • Review and evaluate impact of interventions • Complete APDR for SEND students from intervention to inform new targets • Review and update SEND Strategic Plan / DIP • Meet with SEND Councillor to discuss provision

January	<ul style="list-style-type: none"> • Review SEND Register and check Census data is accurate • Check Access Arrangements for KS2 SATs and identify pupils who meet criteria • Review outside agency priority list and identify pending referrals • Ensure new targets have been set by class teachers • Ensure interventions are running and update provision map • Mid- term review of SEND attendance
February	<ul style="list-style-type: none"> • Analyse Y1-6 SEND progress from data drop • Learning walks for interventions • Pupil and parental survey • Begin action planning for new financial year and consider EP allocation • Link with SEND Councillor - mid year review • Contact EYFS and Secondary SENDCos to plan transition for EHCP students • Application window for STA opens and applications to be made • Evidence for inspection to be held on file
March	<ul style="list-style-type: none"> • Review and evaluate impact of interventions following APDR cycle • Learning walks with CLs focusing on QFT • Mid-term review of SEND attendance and behaviour • Source EP allocation for new academic year • Complete SEND information data sheets following first round allocation of Y6 into Y7 • Set up transition meetings with feeder primaries SENDCos • Check website for SEND transition information • Plan out staffing for SATs and exam arrangements
April	<ul style="list-style-type: none"> • Contact EYFS settings for transition following allocation of places. • Transition planning and liaising with Primaries and Parent / Carers • Finalise budget for following year and provision (including staffing) • Review and update SEND Strategic Plan / DIP • Set up intervention groups and update provision map • Review outside agency priority list and referrals pending • Meet with SENDCos from EYFS and Secondaries in information exchange
May	<ul style="list-style-type: none"> • Review SEND register and ensure accurate for census • Oversee implementation of SATs EAA
June	<ul style="list-style-type: none"> • Review outside agency priority list and referrals pending • Link with SEND Councillor • Learning walks to review interventions • Visits for transition year – Reception and Year 6
July	<ul style="list-style-type: none"> • Analyse Y1-6 SEND progress from data drop • Learning walks with CLs focusing on QFT • Assess impact of interventions • Complete APDR Cycle • Prepare Annual Report to Academy Council with overview of provision • Complete SEND Strategic Plan / DIP for SEND linking to AIP and EMS Self-evaluation. • Schedule APDR cycles and reviews for forthcoming year • Ensure all records are passed on to support transition.



Monthly Calendar for Secondary SENDCos

MONTH	ACTION
September	<ul style="list-style-type: none"> • Induction session for new staff including LSAs • Baseline testing to be completed for incoming Y7s or new cohort if in ALP, Specialist or Studio School • Finalise in class support TT • Review the SEND register, check new Y7 students, ahead of the Census Draw in October • Schedule EHCP reviews for the year • Present to staff on new students – spotlight on Y7 • Complete or review student profiles/passports for all SEND students • Link with Careers Advisor to support Y11 SEND student to attend Post 16 visits ready for ARs • Complete Y11 EHCP transition reviews, plan KS3-4 transition reviews if change of provision • Plan with outside agencies and identify students requiring input/referrals • Attend Y6 transition reviews at feeder primaries • Audit staff skills and arrange appropriate CPD in line with the academy development plan • Analyse baseline assessment information and data drop from Y10-Y11 • Organise interventions following baseline assessments • Add interventions to the whole academy provision map to map against the cohort. • Link with SEND Councillor
October	<ul style="list-style-type: none"> • Check census data is accurate. • Mid-term review of SEND attendance and behaviour • Complete Y11 EHCP transition reviews • Ensure interventions are up and running • EAA testing for the Y10 cohort and Form 8s • Plan out EAA for Year 11 mocks at the start of Term 2 • JCO training for reader/scribes ready for Y11 mocks • Plan for Y11 EAA for mocks • Learning walks with CLs focusing on QFT • Attend Y6 transition reviews at feeder primaries. • Review of attendance and behaviour scores for SEND • Academy Council – present Annual Report with outcomes updated
November	<ul style="list-style-type: none"> • Complete Y11 EHCP transition reviews • Ensure EAA in place for Year 11 mocks • Learning Support Review for parent/carers • Gather parental and student voice • Learning walks for interventions • Check Website compliance and policies (dependent on renewal time) • Mid-term review of SEND attendance and behaviour

December	<ul style="list-style-type: none"> • Complete Y11 EHCP transition reviews • Analysis of Y11 Data Drop and progress of SEND students. • Learning walks with CLs focusing on QFT • Review and evaluate impact of interventions • Complete APDR for SEND students from intervention to inform new targets • Plan out intervention for Spring terms • Review and update SEND Strategic Plan / DIP • Meet with SEND Councillor to discuss the provision • Y10 Core assessment plan EAA arrangements for next term • Review SEND Register and check Census data is accurate
January	<ul style="list-style-type: none"> • Check Census data is accurate: important census draws for SEND • Review outside agency priority list and identify pending referrals • Analysis of KS3 Data Drop and progress of SEND students. • Plan for EAA for Year 11 Feb mocks • Ensure interventions are running and update provision maps • Liaise with Y9 team regarding options • Learning walks with CLs focusing on QFT • Interim review of SEND to Academy Council. • Check applications for adjusted papers for EAA have been completed • Mid-term review of SEND attendance and behaviour
February	<ul style="list-style-type: none"> • Review progress of KS3 SEND cohort following CLF data drop • Learning Support Review for parents/carers • Gather parental and student voice • Learning walks for interventions • Begin action planning for the new financial year and consider EP allocation • Transition plans for SEND students moving to Post 16 • Link with SEND Councillor
March	<ul style="list-style-type: none"> • Mid-term review of SEND attendance and behaviour • Check EAA applications for the final deadline. • Learning walks with CLs focusing on QFT • Analysis of Y10/Y11 Data Drop and progress of SEND students. • Contact Primaries following first round allocation of Y6 into Y7 • Set up transition meetings with feeder primaries SENDCos • Check the website for SEND transition information • Options support for Y9 students • Transition plans for SEND students moving to Post 16
April	<ul style="list-style-type: none"> • Complete APDR Cycle (end of Term 4) • Review and evaluate the impact of interventions - end of Term 4 • Transition planning and liaising with Primaries and Parent / Carers • Finalising budget for the following year and staffing • Source EP allocation for the upcoming year • Review and update SEND Strategic Plan / DIP • Set up intervention groups and update provision maps for Terms 5 and 6 • Timetable support for EAA in GCSE exams • Review outside agency priority list



May	<ul style="list-style-type: none">• Transition plans for SEND students moving to Post 16• Review the SEND register and check the accuracy of the census• Y7 Parents Evening• Y8 Parents Evening• GCSE Exam window opens• Collate information on new admissions with known SEND.• Link with SEND parents for Y6 students• Identification of Y6 SEND attendance concerns and plan additional transition
June	<ul style="list-style-type: none">• Review outside agency priority list and referrals pending• Link with SEND Councillor• Learning walks to review interventions• Visits for transition year – Reception and Year 6
July	<ul style="list-style-type: none">• Analyse Y1-6 SEND progress from data drop• Learning walks with CLs focusing on QFT• Assess impact of interventions• Complete APDR Cycle• Prepare Annual Report to Academy Council with overview of provision• Complete SEND Strategic Plan / DIP for SEND linking to AIP and EMS Self-evaluation.• Schedule APDR cycles and reviews for forthcoming year• Ensure all records are passed on to support transition.

