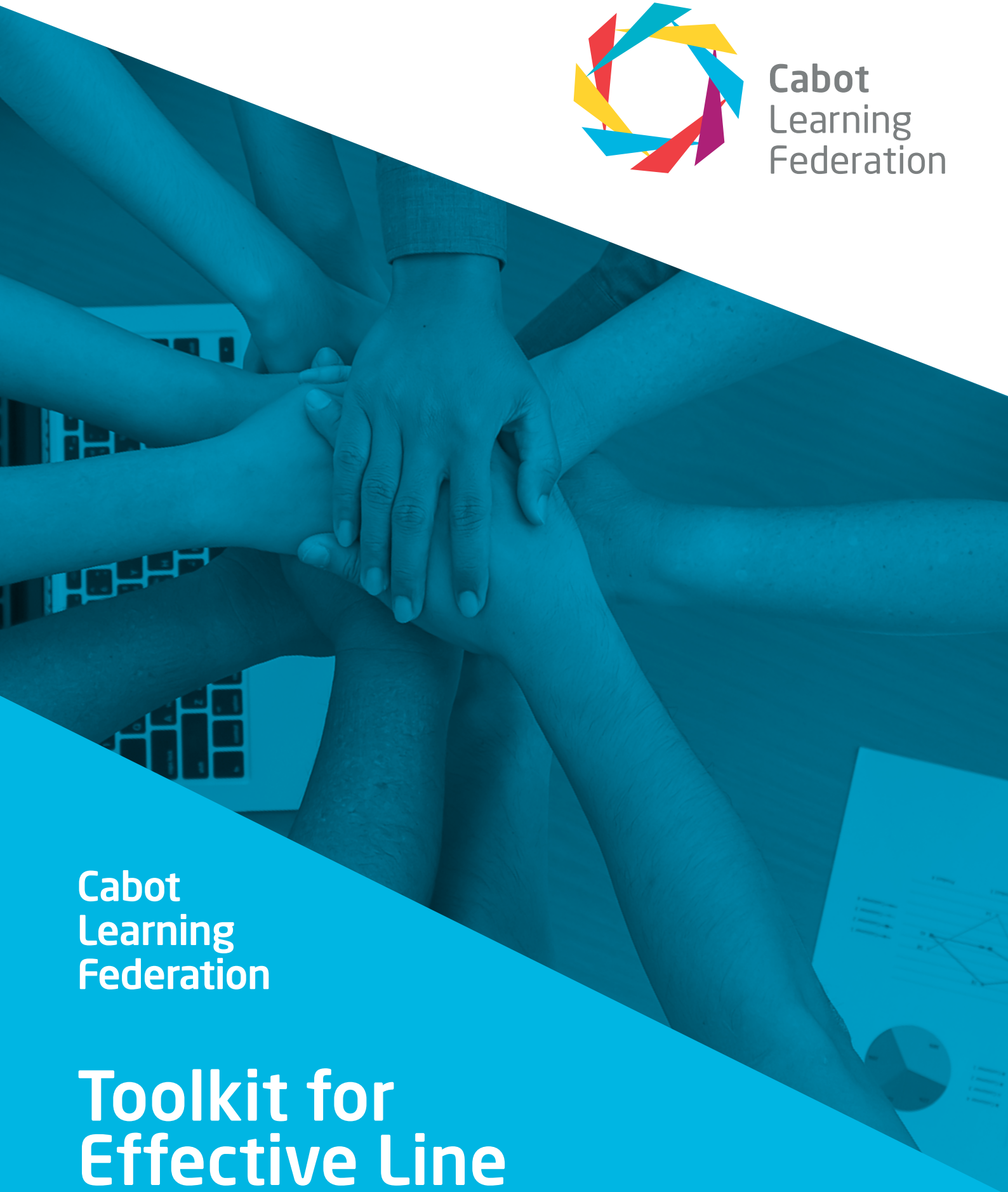
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Toolkit for Effective Line Management of SENDCos

The Unique Role of the SENDCo

The role of a Special Educational Needs and Disabilities Coordinator (SENDCo) is unique within schools and academies. SENDCos are often the only specialist responsible for coordinating SEND provision and therefore balance strategic leadership, statutory responsibilities, partnership working and the day-to-day management of SEND provision. This breadth of responsibility can make it difficult for colleagues and leaders to fully appreciate the complexity and demands of the role.[1]

Whilst every teacher is responsible for the progress and development of pupils with SEND, the SENDCo plays a key role in developing inclusive practice, supporting staff and improving outcomes for children and young people with SEND.

Challenges and Opportunities

Being a SENDCo comes with its unique set of opportunities and challenges. Effective line management and a strong understanding of the SENDCo role can improve outcomes for pupils with SEND, strengthen inclusive practice and support the recruitment and retention of SENDCos.

The National SENCO Workforce Survey (2020) found that only 53% of primary SENDCos and 25% of secondary SENDCos felt their role was understood by senior leaders.[2] This highlights the importance of informed and supportive line management.

As expectations of inclusion continue to grow, SENDCos are increasingly expected to lead school improvement, develop staff expertise, influence teaching and learning and work in partnership with families, alongside managing statutory responsibilities.



[1] https://asset.nasen.org.uk/Effective%20SENCo%20Deployment%20Guide%20new.pdf
[2] NATIONAL SENCO WORKFORCE SURVEY 2020: TIME TO REVIEW 2018-2020 / RECOMMENDATIONS

Effective Line Management of SENDCos

Effective line management requires an understanding of both the strategic and operational aspects of the role. Familiarity with the SEND Code of Practice (2015), particularly Chapters 5, 6 and 7, is beneficial.

Whilst the SENDCo provides expertise and leadership, responsibility for inclusion sits with all leaders, teachers and staff. Effective line management should therefore focus on:

- Strategic leadership of SEND and inclusion
- Quality of education and outcomes for pupils with SEND
- Statutory responsibilities and compliance
- Capacity, workload and deployment
- Pupil and family voice
- Professional development and wellbeing

Effective line management should balance challenge with support. Through open professional dialogue, appropriate challenge, protected capacity and professional development, leaders can help create the conditions in which SENDCos, and ultimately pupils with SEND, can thrive.

This toolkit has been designed to support productive professional dialogue, provide effective challenge and support, and help create the conditions in which SENDCos and pupils with SEND can thrive.

Understanding the SENDCo Role

The SENDCo role encompasses a broad range of responsibilities, including:

- Strategic leadership of SEND and inclusion
- School improvement and academy self-evaluation
- Development of inclusive practice and adaptive teaching
- Staff training, coaching and professional development
- Quality assurance and monitoring
- Statutory responsibilities, including EHCP annual reviews and SEND compliance
- Partnership working with families and external agencies
- Pupil voice and advocacy
- Deployment of resources and oversight of SEND funding
- Supporting positive outcomes, participation and belonging for pupils with SEND

The breadth of the SENDCo role means that balancing strategic leadership, school improvement, statutory responsibilities and operational demands can be complex. An understanding of this range of responsibilities is essential for effective line management and for ensuring SENDCos have the capacity to lead and improve provision successfully.

Line Management Discussions and Guidance: Understanding SEND

STRATEGIC AREAS OF FOCUS

Area of Focus	Key Questions to Ask	Support or Further Guidance
SEND Self-Evaluation, Improvement Planning and Inclusion Strategy	How has the EMS self-evaluation informed SEND and inclusion priorities across the academy? • What do the EMS scores tell us about strengths and areas for development? • How were the EMS judgments reached and who contributed to the evaluation? • How do the identified priorities align with the Academy Improvement Plan and Trust Inclusion Strategy? • Is there shared leadership responsibility for the identified actions? • How will progress against these priorities be monitored and evaluated? • How is SEND and inclusion kept visible within academy improvement activity? - Has SEND been given sufficient time within SLT meetings, professional development and staff briefings? - How is SEND considered within curriculum discussions and progress meetings? - How are leaders beyond the SENDCo involved in driving SEND improvement?	WE SEND Digital Network: https://wholeeducation.mn.co/share/hq3lOrFfMnvwJuMg?utm_source=manual EMS access: https://app.evaluatemyschool.co.uk/login Access can be provided by SENDCos as they have admin rights or requested by emailing: send@wholeeducation.org
Data analysis: Profile of Needs	What does the data tell you about pupils with SEND within the academy? • What are the most prevalent areas of need and does current provision reflect this? • How many pupils are receiving SEND Support and how many have an EHCP? • How many pupils are currently awaiting assessment or statutory assessment? • Are there any emerging trends in need?	Use the CLF Blackbox data as well as internal data to complete this analysis. https://www.gov.uk/government/collections/statistics-special-educational-needs-sen
Outcomes	What do attainment, progress and wider outcome measures tell us about pupils with SEND? • How do outcomes compare over time? • Are outcomes in line with, or improving towards, national benchmarks? • Are there particular subjects, year groups or cohorts requiring additional focus? • What does the data tell us about pupils with SEND who are also disadvantaged?	
Attendance Behaviour/ suspensions	Are there specific trends or areas for development? • Attendance • Persistent absence • Suspensions and exclusions • Reduced or adjusted timetables • Alternative Provision placements • Participation in enrichment, trips and wider opportunities	EDT Improving school attendance by fostering a sense of community belonging (2024) Sutton Trust Double Disadvantage (2025) Double Disadvantage? - The Sutton Trust https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions KCSIE 2026
Safeguarding/ wellbeing	Do pupils with SEND feel safe, included and supported? • What does safeguarding information tell us? • Have CPOMS concerns been analysed for SEND cohorts? • What does pupil voice tell us? • What evidence demonstrates belonging and participation?	
Quality of Education for Pupils with SEND and Adaptive Teaching	How do leaders evaluate the quality of education experienced by pupils with SEND? • Do staff have the knowledge, confidence and expertise to support pupils with SEND? - Leaders - Teachers - Support Staff - Other staff • How have the strengths and needs of these groups been identified? • Can curriculum leaders and teachers articulate how learning is adapted to meet the needs of pupils with SEND? • How is adaptive teaching quality assured across the academy? • What evidence demonstrates that pupils with SEND are accessing and achieving within the curriculum? • How do leaders know that additional provision and interventions are having a positive impact on pupil outcomes, participation and independence? - What evidence informs the selection, implementation and evaluation of interventions? • How are education support staff deployed and how is their impact evaluated?	SEND CPD https://onlinecpd.wholeschoolsend.org.uk/ A useful resource is the Whole School Teacher Handbook Section 5 Subject- Specific Guidance Teacher Handbook: SEND | Whole School SEND EEF Guidance Report - Special Educational needs in Mainstream schools Recommendation 3 EEF Guidance Report Recommendation 4 EEF Guidance Report – Recommendation 5 ANNEX 2: OPTIMISING THE TEAM AROUND THE SENCO P11-13 and P33

Access, participation and Belonging	• How do leaders know that pupils with SEND can access and succeed within a broad and balanced curriculum? • Do pupils with SEND have access to the most skilled teachers and high-quality learning experiences? • How do leaders know that pupils with SEND are participating in the wider life of the academy? • How do we know that pupils with SEND experience belonging, participation and success within academy life?	The Code of Practice outlines the requirement for SEND students to access a broad and balanced curriculum.
Pupil Voice and Participation	• How are pupils with SEND involved in decisions about their support and provision? • What does pupil voice tell us about the experiences of learners with SEND? • How do leaders know that pupils with SEND feel safe, included, valued and listened to? • How have academy systems, provision or practice changed in response to pupil feedback? • How are pupils supported to participate in the review of their SEND provision and outcomes?	Pupil voice may be gathered through: • Pupil surveys • Focus groups • Learning walks • Annual reviews • Student leadership opportunities • School council and ambassador roles
Family Partnership and Co-Production	• How are parents and carers involved in reviewing provision for their child? • What does parent and carer feedback tell us about SEND provision within the academy? • How have academy systems, provision or practice changed in response to family feedback? • What opportunities are available to support families in understanding and meeting their child's needs?	NASEN Effective SENDCo Deployment Section 3: Working with Families P14-16 Parentkind's annual parent surveys are useful reference https://www.parentkind.org.uk Link with the Local Parent Carer Groups through the Local Offer.
Working with the local authority	• How effectively do local partnerships support improved outcomes for pupils with SEND? • How effectively is the academy working with the Local Authority and external agencies? • What barriers exist within local systems and how are these being addressed? • How do leaders ensure external advice and recommendations translate into effective provision and support for pupils?	Section 5 of the SEND Code of Practice outlines the responsibilities of Local Authorities. Refer to specific Local Offers for further information. Consider the impact of partnership working, rather than simply the number of agencies involved.
SEND Funding and Resource Deployment	• How is the notional SEND budget deployed and what impact is it having on outcomes for pupils with SEND? • Does spending align with identified need, academy priorities and the SEND profile? • Is there an accurate and costed provision map? • How is the impact of SEND spending evaluated? • Are there any emerging staffing, resource or funding pressures which may impact provision? • How is High Needs Funding being used to meet the needs and outcomes identified within individual EHCPs? • How is Inclusion Mainstream Funding being used to strengthen Ordinarily Available Provision and inclusive practice across the academy?	The national SEN budget for mainstream schools: operational guidance 2026 to 2027 When considering SEND funding, leaders should focus on the impact of resource deployment rather than solely on expenditure. There is a CLF template for a Whole School Costed Provision Map The Finance Team will be able to provide details of the notional funding as well as the IMF. Inclusive mainstream fund: 2026 to 2027 Guidance: Inclusive mainstream fund: best practice for schools
SENDCo Capacity and Workforce Development	• Does the SENDCo have sufficient capacity to fulfil both strategic and statutory responsibilities? • How much protected SENDCo time is available and how effectively is it used? • Does the current deployment of responsibilities allow the SENDCo to focus on strategic leadership and school improvement? • What administrative and wider team support is available? • Are there any workforce, retention or succession-planning considerations?	NASEN Effective SENDCo Deployment When considering capacity and workforce development, leaders should reflect on: • Protected SENDCo time • Administrative support • Teaching commitments • Additional leadership responsibilities • SEND team structure • Workforce development • Succession planning • SENDCo wellbeing and retention If you would like to further evaluate the SEND related roles, responsibilities and activities please link with your principal or SENDCo to consider an audit tool shared by OAT.

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 completed and assured within the academy? • How do leaders know that plans are being used to inform classroom practice? • How are pupil and family views reflected within plans and profiles?	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: - SEND policy - SEND Information Report - Medical policy / Toileting - Accessibility Plan • Is the SEND Information Report up to date and reflective of current provision? • Is the Accessibility Plan reviewed and linked to academy improvement priorities? • Are Annual Reviews completed within statutory timescales? • Are pupil and family views captured within Annual Reviews? • Are review outcomes appropriately communicated and recorded? • Have teachers contributed to Annual Reviews?	CLF SEND Policy Template is available through the SENDCo SharePoint 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: - October - January - May • Has the academy communicated with all parents/ carers whose child is on the register? • Is there a clear rationale for pupils entering and exiting the SEND register? • Does the register accurately reflect current needs and provision?	Draft CLF Identification Protocols on SENDCo SharePoint
SEND assurance documents	• Has gaps in the SEND Quality Assurance been actioned? • 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 pupils with SEND on reduced or adjusted timetables supported in line with Trust guidance? • Are Contextual Safety Plans and assurance documents completed for SEND students in Alternative Learning Provision? • Are pupils with SEND in Alternative Provision receiving appropriate monitoring and review?	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	• Which pupils are supported through High Needs Funding? • Is Inclusion Mainstream Funding being monitored and evaluated? • Are provision maps costed and reviewed regularly? • Is funding linked to identified need and provision?	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? - Specific students - Specific subjects - Year groups • Are there any emerging concerns relating to disadvantaged pupils with SEND? • Are there particular cohorts, year groups or needs requiring additional intervention?	CLF / Academy Data Dashboards
Identification of needs	• 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 • How is pupil, family and teacher voice used as part of the identification process? • Are referral pathways understood by all staff and families?	CLF Identification Protocols can be accessed through the SENDCo SharePoint

Attendance and behaviour	• How are attendance and behaviour patterns for pupils with SEND tracked and monitored? • Are there opportunities for the SEND Team to work collaboratively with the Pastoral, Attendance and Safeguarding Teams for early intervention? • Are there any pupils with SEND at risk of persistent absence? • Are pupils with SEND disproportionately represented in suspensions or exclusions? • What support is in place to address identified concerns?	Link with other key staff within the academy. Useful information and links with CLF Attendance and CLF Safeguarding
TAs and support staff	• How are support staff deployed day to day? • Are there any staffing or recruitment issues? • Are there any specific HR processes ongoing? • How is the impact of support staff evaluated? • Have support staff received appropriate professional development?	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants
Pupils Requiring Additional Monitoring	• Are there any pupils causing concern currently? • Are there any pupils at risk of placement breakdown? • Are there any pupils awaiting specialist placements or assessment outcomes? • What support is in place and who is coordinating this?	
Provisions/ Interventions (provision map)	• 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? • How do we evaluate the impact of provision and interventions? • Are interventions linked to identified needs and desired outcomes? • How is provision adapted when impact is limited?	CLF Template for Whole Academy Costed Provision Map located in the CLF Data Folder – Inclusion https://nasen.org.uk/resources/provision-mapping-prompts
Key phase transitions	• Have specific students who require additional support for transitions been identified? • Are enhanced transition arrangements in place where required? • Who is best placed to complete these visits? • How is this supported? • Have pupil and family views informed transition planning?	CLF Transition Guidance – link with the Academy Lead for Transition
Access arrangements (Y6 and secondary)	• 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?	



SUPPORT AND WELLBEING

Area of Focus	Key Questions to Ask	Support or Further Guidance
Wellbeing and Professional Support	How is the SENDCo managing their current workload and responsibilities? • What aspects of the role are currently providing the greatest challenge? • How can we support the SENDCo's ongoing professional growth and wellbeing? • Does the SENDCo have access to appropriate professional support, coaching or supervision? • Are there any barriers preventing the SENDCo from being effective in their role?	https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf
Capacity and Time	Does the SENDCo have sufficient protected time to fulfil their responsibilities? • How effectively is SENDCo time being utilised? • Are there recurring activities that significantly impact capacity? • Are there opportunities to streamline, delegate or redistribute responsibilities? • Does the current structure allow the SENDCo to focus on strategic leadership as well as statutory responsibilities?	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) Trust wellbeing and employee support resources and services can be accessed through CLiF
Administration	What administrative tasks are currently completed by the SENDCo? • Are there opportunities to delegate operational or administrative activities? • Is sufficient administrative support available to fulfil statutory requirements? • How can administrative processes be streamlined to maximise SENDCo capacity?	https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf
SENDCo PD	Has the SENDCo completed, or are they undertaking, the NPQ for SENCOs (where appropriate prior to 2024 this was the NA for SEN Coordination)? • What professional development priorities have been identified? • How is professional learning being translated into improvements in SEND provision and leadership? • What opportunities are available to further develop leadership, coaching and school improvement expertise? • How is the SENDCo contributing to the development of staff across the academy?	Attending the CLF SENDCO Network Access support through the Whole School SEND Network

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.wholeschoolsend.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)

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



Monthly Calendar for Primary Phase SENDCos

MONTH	ACTION
September - Setting up for the year	• Check Website compliance and policies (dependent on renewal time) • Induction sessions for new staff including Support staff • Update the SEND register with new admissions and review existing pupils • Finalise in class support and deployment of support staff • Meet with teachers to discuss SEND students within classes and support understanding needs • Set out the APDR calendar for all teachers • Review of SEND attendance and behaviour • Teachers to meet with families to discuss new targets for pupils with SEND • Plan out family engagement sessions for the year and publish • Schedule EHCP reviews for the year • Hold KS transfer EHCP reviews inviting onward settings. • Baseline assessments for the new cohort for EYFS after settling in - speech and language screeners completed for Reception and Y3 • Organise interventions following baseline assessments • Plan with outside agencies and identify students requiring input. • Ensure that interventions are added to the whole school provision map to map against the cohort.
October	• Attend SENDCo Network • Check census data is accurate for reporting. • Gather pupil and family voice to inform SEND Improvements • Link with SEND Councillor • Review of SEND attendance and behaviour • 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 • Contact EYFS providers for possible EHCP students transitioning following year. • Review Ordinarily Available Provision against cohort need. • End of Term 1 deadline for Costed Provision Map • End of Term 1 deadline for SEND Compliance Review
November	• Key Stage 1, compare attainments and progress of pupils with SEND in Phonic Screening Checklist and end of KS1 with those nationally • Review of SEND attendance and behaviour • Screen Y6 students and collate evidence for STA for SATs • Learning walks for interventions • Finalise the Inclusion Strategy
December	• Attend SENDCo Network • 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 • Meet with SEND Councillor to discuss provision • Publish the New Inclusion Strategy (or Review) on academy website
January	• Review SEND Register and check census data is accurate – important SEND Census • 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 • Review of SEND attendance and behaviour • Review participation of pupils with SEND in extra-curricular provision and enrichment • Review pupil and family voice trends and emerging themes.
February	• Complete the mid-point EMS SEND and Review of SEND Action Plan • 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
March	• Review and evaluate impact of interventions following APDR cycle • Learning walks with CLs focusing on QFT • Mid-term review of SEND attendance and behaviour • Evaluation to inform AIP planning. • 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 • Monitor impact of Inclusion Mainstream Funding on Ordinarily Available Provision • Review SEND team structure, deployment and professional development needs

April	• 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) • 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 • Review pupil and family voice trends and emerging themes
May	• Review SEND register and ensure accurate for census • Oversee implementation of SATs EAA
June	• Complete the EMS SEND End of Year Evaluation to inform AIP planning • 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 • Evaluate impact of changes made in response to pupil and family feedback to inform future changes. • Evaluate effectiveness of Ordinarily Available Provision and identify priorities for development. • Review SEND team capacity and workforce requirements for the following year. • Evaluate impact of Inclusion Mainstream Funding and identify priorities for future implementation
July	• Identify priorities for the following academic year • 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 linking to AIP informed by 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	• Check Website compliance and policies (dependent on renewal time) • Induction sessions for new staff including Support Staff • Review the SEND register, check new (Y7/intake) students are added • Complete or review student profiles/ passports for all students with SEND • Baseline testing to be completed for incoming Y7s (including SLCN screener) or new cohort if in ALP, Specialist or Studio School • Present to staff on new students – spotlight on Y7 or new cohort • Finalise in class support and deployment of support staff • Organise interventions following baseline assessments • Add interventions to the whole academy provision map to map against the cohort. • Plan with outside agencies and identify students requiring input/referrals • Audit staff skills and arrange appropriate CPD in line with the academy development plan • Plan out family engagement sessions for the year and publish • Schedule EHCP reviews for the year • 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 • Attend Y6 transition reviews at feeder primaries • Analyse baseline assessment information and data drop from Y10-Y11 and organise possible intervention
October	• Check census data is accurate for reporting • Gather pupil and family voice to inform SEND Improvements • Meet with SEND Councillor • 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 • JCQ 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. • Academy Council – present Annual Report with outcomes updated • Review Ordinarily Available Provision against cohort need. • End of Term 1 deadline for Costed Provision Map • End of Term 1 deadline for SEND Compliance Review
November	• 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 • Mid-term review of SEND attendance and behaviour • Finalise the Inclusion Strategy

December	• 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	• 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	• 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	• 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	• 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	• 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	• Ongoing allocation and timetabling for EAA for exams • EAA arrangements for KS3 assessment window • Enhanced transition activities for SEND students • Plan support for Y6 Transition Days for Big Step • Learning walks for interventions • Prepare to call for exam access referrals for Y9 / Y10 following exams • Y10 Mock Exams EAA arrangements • Learning Support Review for parent/carers • Link with SEND Councillor
July	• Big Step Transition Days • Create profiles for Y6-Y7 high-needs cohort. • Learning walks with CLs focusing on QFT • Assess the impact of interventions • Review progress data for KS3 for the SEND cohort • Complete APDR Cycle • Prepare Annual Report to Academy Council with an overview of provision • Complete SEND Strategic Plan/DIP for SEND linking to AIP and EMS Self-evaluation • Schedule APDR cycles and reviews for the forthcoming year • Schedule SEND Parent Evenings for the following year • Share SEND information/ files for transitioning SEND students

Additional Considerations for Specialist & Alternative Learning Provision SENDCos

THROUGHOUT THE YEAR

- Review outcomes against EHCP outcomes, SEND Support plans and individual targets.
- Review therapy provision and implementation.
- Monitor consultations, placement requests and admission trends.
- Review commissioned placements and associated funding.
- Evaluate pathways towards independence, reintegration and preparation for adulthood.
- Review integration and inclusion opportunities across the wider academy where applicable.
- Monitor specialist staffing, recruitment and workforce development.
- Review specialist or alternative provision capacity, demand and emerging trends in need.
- Review attendance, engagement and participation of pupils accessing specialist or alternative provision.
- Review safeguarding, contextual safeguarding and wellbeing information for vulnerable pupils.
- Monitor transition planning, including reintegration, post-16 pathways and destination outcomes.

CONSULTATION, PLACEMENT AND PATHWAY PLANNING

- How many consultations have been received, accepted or declined?
- Are consultation decisions aligned to the designation, provision offer and available capacity?
- What are the implications of consultations for staffing, training and resource deployment?
- Are there emerging trends in need which may impact future provision planning?
- How effectively are admissions, transitions and placements being planned and supported?
- How are reintegration and transition pathways monitored and evaluated?
- Are consultation and placement outcomes informing strategic planning and future capacity discussions?



Appendix 1: Strategic Reflection Questions for Principals

STRATEGIC LEADERSHIP AND INCLUSION

- How is responsibility for SEND and inclusion distributed across leaders, teachers and support staff?
- How does SEND EMS and Action Plan contribute to the Academy Improvement Plan and wider strategic priorities?
- How does our SEND provision align with the Trust SEND Strategy?
- Is SEND viewed as a whole-school responsibility across leadership teams?
- How do leaders monitor and evaluate the effectiveness of inclusive practice?
- How do we know that pupils with SEND experience belonging, participation and success within our academy?

QUALITY OF EDUCATION:

- How effectively are pupils with SEND accessing a broad and balanced curriculum?
- How do we ensure high-quality adaptive teaching across all subjects and phases?
- What evidence do we have that staff understand and respond to different areas of need?
- How are interventions selected, monitored and evaluated? How do we ensure that additional interventions complement, rather than replace, high-quality classroom teaching?
- Do curriculum leaders understand the strengths and barriers experienced by pupils with SEND?

PUPIL AND FAMILY VOICE

- How are pupils with SEND involved in decisions about their support and provision?
- What does pupil voice tell us about the experiences of SEND learners?
- How do we ensure the views of pupils with SEND inform academy improvement and SEND priorities?
- How do we gather and act upon the views of families?



- What changes have been made because of pupil or family feedback?
- How do we ensure families are active partners in the Assess, Plan, Do, Review process?

OUTCOMES AND ASSURANCE:

- What does our SEND data tell us about achievement, attendance, behaviour and wellbeing?
- What does our safeguarding and wellbeing information tell us about the experiences of pupils with SEND?
- Are there particular groups, needs or cohorts requiring additional focus?
- How do outcomes for pupils with SEND compare over time?
- What quality assurance processes are in place to evaluate provision and practice?
- How do we use data and evidence to inform strategic decisions?

CAPACITY AND WORKFORCE DEVELOPMENT:

- Does the current deployment of SEND responsibilities allow the SENDCo to focus on strategic leadership?
- How much protected SENDCo time is available and how effectively is it used?
- What administrative support is available?
- How are support staff deployed to maximise pupil outcomes?
- What professional development has been delivered to improve staff confidence and expertise in SEND?
- Are there any emerging workforce, recruitment or succession planning concerns?

FUNDING AND RESOURCES

- How is the notional SEND budget deployed and what impact is it having on outcomes for pupils?
- How is High Needs Funding being used to improve outcomes for pupils?
- Do we have an accurate and costed provision map?
- Does our ordinarily available provision meet the needs of most pupils requiring SEND support?
- How do we evaluate the impact of SEND spending?
- Are there any resource gaps that may impact provision or outcomes?



Appendix 2: Strategic Reflection Questions for SEND Councillors

Further guidance is available for SEND Councillors in the CLF SEND Councillor Toolkit

SEND PROFILE AND CONTEXT

- How does the percentage of pupils identified with SEND compare with local and national figures?
- Are there any significant trends or changes in the SEND profile?
- What contextual factors influence SEND within the academy?
- What are the most prevalent areas of need and how are these changing over time?

INCLUSION AND QUALITY OF EDUCATION

- How are councillors assured that SEND is a whole-school responsibility rather than the responsibility of the SENDCo alone?
- How do councillors know that pupils with SEND are receiving a high-quality education?
- How do leaders monitor inclusive practice across the academy?
- How do pupils with SEND access enrichment, clubs, trips and wider opportunities?
- What evidence demonstrates that pupils with SEND experience belonging and inclusion?

STRATEGIC PRIORITIES AND IMPROVEMENT

- What are the current strategic priorities for SEND?
- How do these align with the Academy Improvement Plan and Trust priorities?
- What is working particularly well?
- What are the key areas for development?
- What recent pupil voice and family voice information has informed academy improvement and SEND priorities?

OUTCOMES AND IMPACT

- Are pupils with SEND achieving positive outcomes academically, socially and in wider school life?
- What do attendance, behaviour and attainment outcomes tell us about SEND provision?
- Are there groups of pupils requiring a more targeted response?
- How do leaders evaluate the effectiveness of SEND provision and intervention?
- What evidence demonstrates impact for pupils with SEND?

STAFFING, CAPACITY AND RESOURCES

- Does the SENDCo have sufficient leadership capacity and support?
- What administrative and operational support is available?
- How are support staff deployed and monitored for impact?
- How is SEND funding being used?
- Are there any current resource or staffing risks that governors should be aware of?

References

This toolkit has been informed by national legislation, statutory guidance, research evidence and professional resources relating to SEND leadership, inclusion and SENDCo practice, including:

- SEND Code of Practice (2015)
- Department for Education guidance and statistics
- Education Endowment Foundation (EEF)
- Whole School SEND
- NASEN
- National SENCO Workforce Survey
- Parentkind
- Sutton Trust
- Confederation of School Trusts (CST)

The resources referenced throughout this toolkit provide additional guidance to support effective line management, SEND leadership and inclusive practice.