The SENCo Role in Shaping Expertise

Education Show 2015

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nasen
Aims:

- To reflect on the journey so far and make use of this learning

- To explore the SENCo’s responsibilities and identify possible opportunities and challenges

- To consider how to support staff by ‘shaping expertise’;
  - the skills required
  - possible approaches
  - activities
6 months on...

Where are we now?
What has gone well? What are you pleased about?
What have you learned? What are you concerned about?

What do you need to do next?
SENCO responsibilities

• overseeing the day-to-day operation of the school’s SEN policy; all-encompassing!
• co-ordinating provision for children with SEN; effective communication, up-to-date knowledge
• advising on the graduated approach to providing SEN support; access to lessons, how to QA provision
• advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively; timing, understanding / use of research
SENCO responsibilities

Liaising with:

• parents of pupils with SEN
• early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• external agencies, especially the local authority and its support services
• potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
SENCO responsibilities

• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date
And the good news!

What would you change if you could?

Why do you want to make this change?

What might get in the way?

What can you do about it?
So, where do we start?

What could a graduated approach at the **whole school level** look like?

What do you need to find out?
What do you already know?
Planning...

Key questions:

- Changing core beliefs?
- Giving advice
- Supporting staff with general pedagogy
- Raising awareness of effective communication skills to use with parents
- Promoting a person-centred approach
- Enabling staff to take on new responsibilities
Action time!

Priorities

Monitoring

Communication

Support

Learning

What skills will you require?

Who will support you throughout the process?

Where will you be looking to make adaptations?
Review and reflect

Areas for development?
- Whole school systems
- Staff cpd (including your own)
- Provision
- Pupil progress

http://www.helensandersonassociates.co.uk
What skills do you need?

What interpersonal skills will you need?

How will you maintain a solution-focused approach?

What support mechanisms will you be able to access?

What support mechanisms will you be able to set up?
How can we support staff?

✓ Offer to be involved in lessons
✓ Set up drop-in SENCo surgeries
✓ Use technology to share your messages
✓ Share good practice
✓ Peer support mechanisms
✓ School to school support
✓ Direct cpd
What does effective cpd look like?

- Participant led
- Accountability for change
- In-built take-up time
- Collaborative
- Research-informed professional learning
- On site
What does effective cpd look like?

**Issue:** There is a lack of effective CPD practice in terms of both the form and duration of CPD activities

**Recommendations:**

a) CPD activities need to involve teachers in more active forms of learning with a clear link to classroom teaching and learning.

b) CPD practices need to emphasise continuous, long-term, sustained professional learning.

c) Teachers need to be supported in developing practices for collaborative, classroom-based and research-informed approaches to their professional development.
Carl was a pleasant, polite student who had a tendency to temper tantrums. He would clash with staff and storm out of classrooms when things were not going his way. Eventually a specialist teacher assessed him and found that Carl had significant memory difficulties which prevented him from remembering information from one day to the next. Every time he went back into the classroom he was expected to consolidate and build upon the knowledge he had gained during previous lessons, but for Carl this was impossible. As a result, he would lose interest in the lesson and misbehave to get the attention he craved.
What practical ideas can we offer?

Teacher's top tips for differentiating for Carl:
• Use supported self-compiled visual glossary for subject-specific vocabulary
• Break work down into smaller chunks disregarding superfluous content
• Use visual cues to support written text
• Use a lesson menu / task list to write down instructions and tick off each one as Carl completes it so he can identify his own progress.
What practical ideas can we offer?

- How to differentiate the learning objective and/or success criteria – support with planning
- Top tips for each section of the lesson
- How to use their TA
- Supportive technology ideas
- Making use of research
- Thinking differently!
What systems will we need?

Assess

- monitoring and evaluation
  - types of assessment used
  - purpose of assessment
- use of observation
  - communication with parents
  - communication with pupils

What else may be need to be monitored? Why?
What systems will we need?

**Plan**

monitoring and evaluation

differentiation methods

when to make changes

use of assessment information

use of observation data

communication with parents and pupils

What else may be need to be monitored? Why?
What systems will we need?

Do

- monitoring and evaluation
- communication with parents
- success criteria for intervention
- quality assurance for intervention
- bridging learning contexts
- building pupil independence
- quality of feedback to pupils

What else may be need to be monitored?

Why?
What systems will we need?

**Review**

- Monitoring and evaluation
- Communication with parents
- Staff CPD needs
- Communication with pupils
- Pupil progress measures
- Universal, targeted, specialist?

What else may be need to be evaluated?

Why?
And back to the Code...

✓ Participating in decision-making for pupils and their parents
✓ Greater choice and control for CYP and parents over their support
✓ High quality provision to meet the needs of CYP with SEN
✓ Improving outcomes: high aspirations and expectations of CYP with SEN
✓ A focus on inclusive practice and removing barriers to learning
✓ Supporting successful preparation for adulthood
For further support and guidance:

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