

Specification for nationally approved training for special educational needs coordinators (SENCOs) new to the role, leading to the award of the National Award for SEN Coordination

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Specification for nationally approved training for SENCOs new to the role, leading to the award of the National Award for Special Educational Needs Coordination

Introduction

1. Teachers taking the role for coordinating provision for pupils with special educational needs (SEN) in a school – special educational needs coordinators (SENCO) – need to be effective in leading teaching and learning and coordinating provision for pupils with SEN and/or disabilities in their schools; supporting and managing other staff; and ensuring that pupils receive high quality educational provision that enables them to make progress in their learning and towards the Every Child Matters outcomes of:
 - being healthy
 - staying safe
 - enjoying and achieving
 - making a positive contribution, and
 - achieving economic well-being.
- 2 This specification for nationally approved training for SENCOs new to the role (hereafter referred to as ‘national SENCO training’) sets out the requirements that all participants and training providers must meet in order to support SENCOs’ professional development for the role.
- 3 To achieve the National Award for SEN Coordination the Department for Children Schools and Families (DCSF) requires that teachers should meet all the learning outcomes in Criterion 6 of this specification. The Nationally approved SENCO qualification should be validated at Masters level, and provide 60 credits. The length of time required to complete the training will depend on participating SENCOs’ prior experience, knowledge, understanding and skills. We expect that it will take about one year, part time to complete national SENCO training for an eligible teacher starting ‘from scratch’, without accreditation for prior learning and experience.
- 4 It is envisaged that an eligible teacher will normally have up to three years in which to complete their national SENCO training. *This will be subject to consultation on draft Regulations setting out the requirements on school governing bodies with respect to mandatory training for SENCOs coming new to the role.*
- 5 The specification recognises that schools organise provision for pupils with SEN and/or disabilities in different ways to suit their particular circumstances and that some functions associated with the SENCO role will often be carried out by other staff, including support staff, who make an important contribution to improving outcomes for pupils with SEN. The specification for national SENCO training is designed to help new SENCOs fulfill the responsibilities set out in the SEN Code of Practice. The learning outcomes set out in Criterion 6 of this

specification relate to role of the SENCO in leading teaching and learning and leading the coordination of provision for pupils with SEN and/or disabilities. They exclude administrative tasks.

- 6** To deliver national SENCO training, training providers must be approved for this purpose by the Secretary of State and all applications must show how the programme will gain academic accreditation by an HEI. The TDA welcomes and encourages applications to run national SENCO training for SENCOs from consortia/partnerships in which skilled and experienced practitioners with current, relevant expertise, from mainstream and special schools, local authorities or other bodies, take an active and substantial role in training.
- 7** Training providers must apply and be approved to run national SENCO training. TDA, on behalf of the DCSF, will periodically invite training providers to apply for approval. Providers wishing to run national SENCO training must then submit an application demonstrating how their provision will meet the requirements of the specification and how it will help teachers meet the required learning outcomes set out in Criterion 6. Each application will be assessed by a panel including, representatives from TDA, DCSF and professionals with experience of teaching and learning for pupils with SEN and/or disabilities.
- 8** Providers should bid to deliver national SENCO training starting from September 2009, however courses starting later than this will be considered (eg January 2010, September 2010) where circumstances warrant that. Approvals will be up to September 2013 initially. Approved training will be monitored by the TDA and may also be inspected by Ofsted. Approved providers will be required to keep a record of teachers who obtain the National Award for SEN Coordination.

Section 1: Guidance on the criteria training providers must meet

The specification (section 2) sets out the information that providers should include in their application to run national SENCO training.

The specification contains six main criteria, with the specific features required for each set out underneath.

Potential providers should show how their proposed provision meets the specification by addressing specifically and in turn:

- **each of the main criteria, and**
- **each of the numbered points set out under the main criteria.**

The statements made in respect of each criterion will be used to decide which providers will be approved to deliver national SENCO training.

Criterion 1

The main objective of national SENCO training should be to increase the participation of pupils with SEN and/or disabilities and raise their achievement¹, through developing SENCOS' professional attributes and improving their knowledge, understanding and skills

1. Training should reflect the principles of Every Child Matters² by giving SENCOS the knowledge, understanding and skills they need to maximise the opportunities open to pupils with SEN and/or disabilities to improve their life chances and fulfil their potential. Throughout the specification, the 'achievement' of pupils includes achievement in relation to all five Every Child Matters outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. It does not refer only to academic attainment. National SENCO training should also prepare participants to listen to the views of pupils and to work together with others, including other professionals, parents/carers and families, to protect pupils, include them and help them to achieve.
2. National SENCO training must help prepare SENCOS to lead teaching and learning and the coordination of provision for pupils in their school who have SEN and/or disabilities. It should help the SENCO to become a key and reassuring point of contact for parents of children with SEN and/or disabilities.
3. Training should be strongly rooted in effective practice in schools to ensure that it is up to date, relevant and enables SENCOS to carry out their role to a high

¹ Throughout this document the 'achievement' of children and young people should be taken to include achievement in relation to all five Every Child Matters outcomes, not just academic attainment.

² Every Child Matters: Change for Children, HMSO, (2004)

standard. It should, for example, be delivered by people with relevant, current experience, expertise and skills; reflect reliable and valid evidence about effective teaching and learning; include opportunities for SENCOs to apply theory to practice, undertake practical activity in their own school and evaluate and improve their practice; and learn from effective practice in other settings. It is expected that most of the training will be school based.

4. Training should promote evidence-based practice by equipping SENCOs to evaluate research and other sources of evidence about practice in relation to provision for pupils with SEN and/or disabilities critically, and to identify and build on what works best in their own schools to improve practice.

Criterion 2

Providers should match provision closely to SENCOs' identified training and development needs, promote progression towards the required outcomes and make best use of available resources.

5. Training should have the maximum possible impact on SENCOs' practice, school improvement and the outcomes achieved by pupils with SEN and/or disabilities. SENCOs will come to the training from different backgrounds. They will work in a range of different contexts and have varying knowledge, skills and professional experience. As a result, they will have different strengths and training needs in relation to the required learning outcomes (see criterion 6).
6. To ensure that training provides well-targeted and cost-effective professional development for all participants, it should commence with an initial needs assessment in relation to the required learning outcomes set out in Criterion 6. The results of that needs assessment should be used to help providers tailor the course to participants' needs and circumstances, taking full account of their prior knowledge and experience. For example, providers might make best use of the available training time by suggesting research, reading, assignments and/or visits to enable each participating SENCO to focus on areas most relevant to their needs.
7. Regardless of the results of the initial needs assessment, providers should look for evidence of participants' learning against **all** the required outcomes throughout the training programme. By the end of the programme, all participants will need to demonstrate that they meet **all** the learning outcomes set out in criterion 6.
8. National SENCO training is designed primarily to address the training needs of SENCOs new to the role³. However, it is likely that SENCO training will also attract skilled and experienced SENCOs who will be able to demonstrate some or all of the required learning outcomes with little or no further training. Providers should, therefore, have arrangements in place for such SENCOs to

³ [Under regulations which DCSF will be consulting on, 'New to the role' is likely to mean taking up the lead SENCO responsibilities in the one year period up to September 2009 (the expected coming into force date for the regulations) or at any point thereafter]

be considered for the award of the qualification without undergoing the full programme, taking account of their prior experience and learning. Providers should also consider how to preserve the credibility of APEL as a route to national accreditation, by ensuring that their judgments are well-founded, rigorous and consistent.

Criterion 3

Training should be delivered flexibly to maximise access and support for participants, without compromising appropriate progression and quality of outcome

9. This criterion covers aspects of accessibility for all candidates, so that all those eligible and able to take this training programme can do so.

10. Providers should show how their training programme promotes equality of opportunity and good relations, by meeting the requirements of relevant equality legislation (including the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005 (DDA) and the Equality Act 2006). For example, they should show how they are meeting the DDA Equality Duty by anticipating the needs of disabled candidates/participants and making provision for them; how they encourage and support candidates/participants to disclose their disabilities so that reasonable adjustments can be made; how they will promote positive attitudes towards disabled people; how they will encourage participation by disabled people in public life; how the needs of disabled candidates are reflected in promotional and pre-course materials; and how they avoid discriminating against disabled candidates during selection, training (including on any visits to other schools/settings) and assessment.

11. Many SENCOs will be undertaking national SENCO training in addition to carrying out a new and demanding job and meeting personal commitments. Providers should show how they will support participants' emotional health and well-being, e.g. through tutorial support, mentoring and peer-support.

12. Since SENCOs will be undertaking the training part-time, training should be as flexible as possible without compromising progression, quality or outcomes. To make sure training is as accessible as possible those reviewing applications for approval will be looking for a range of flexible provision nationally. Although it is understood that there is a limit to the amount of flexibility that any one programme can offer, providers must demonstrate that they have done everything they can to make their training as flexible as possible. In particular providers should aim to make the training substantially school based to minimise additional demands on teachers.

Criterion 4

Training should take into account the needs of stakeholders⁴ and involve them in developing, delivering, evaluating and improving the provision

13. Providers should identify those groups that have an interest in the quality, content and outcomes of their training programme (their stakeholders). Involving such groups in the design, delivery and evaluation of programmes will help to ensure that providers remain accountable and that training reflects the local context and is fit for purpose.

14. Providers must make clear how they will collect and taken account of evidence about the needs of their key stakeholders. This does not mean that stakeholders can decide on the content of training: all training must allow participants to meet the required outcomes. However, providers should be clear about what their stakeholders view as important and, wherever possible, this should influence the content of the course.

15. Providers should show how stakeholders will be directly or indirectly involved in the training. For example, they could deliver sessions; help write materials; act as guest speakers or hosts for visiting SENCOs, 'distant' tutors, coaches or mentors for participants in the workplace, moderators or assessors; or give evidence about the impact of training. Providers will need to should show how they will take careful account of the demands on stakeholders who already have substantial work commitments. Providers should show, in particular, how they will involve stakeholders in evaluating their provision and how they will use stakeholders' comments, along with other evidence, to improve it.

Criterion 5

Training should be at Masters level. It should be of a consistently high quality and subject to rigorous quality assurance procedures. Systems should be in place for monitoring, evaluating and improving the impact of training on SENCOs' competence, workplace practice and the achievement of pupils with SEN and/or disabilities.

16. Training must offer effective continuing professional development (CPD) at Masters level⁵ by, for example, providing opportunities for participants to:

- gain a systematic understanding of the required knowledge
- gain a critical awareness of current issues in relation to leading teaching and learning and the coordination of provision for pupils with SEN and/or disabilities
- develop the required skills to a high level

⁴ Stakeholders might include: teachers; SENCOs and support staff with relevant experience in schools and other settings; employers; local authority children's services; parents and carers of children and young people with SEN and/or disabilities; children and young people with SEN and/or disabilities; other organisations and agencies such as SEN associations and groups of disabled people; and current and former participants on SENCO courses.

⁵ As defined by the framework for higher education qualifications in England, Wales and Northern Ireland

- evaluate relevant research and practice critically, and
- use evidence to inform and improve practice.

17. Providers should provide evidence that their training programmes adhere to the TDA's code of practice for effective CPD; that provision will be kept up to date; and that teaching and learning will be of the highest possible quality. The code of practice can be found at www.cpdsearch.tda.gov.uk/KnowledgeBase/CodeOfPractice/default.aspx

18. As a condition of the transfer of funds to schools to cover the supply costs associated with national SENCO training, providers should seek assurances from each participating SENCO's school that they are eligible for funded training by virtue of being new to the role (*it is envisaged that, subject to Regulations, this will be a teacher in the SENCO post for less than twelve months on 1 September 2009 and at points thereafter*) and that they will be released from school to attend any taught sessions and supported to complete all the required elements of professional development to be carried out in school.

19. Training must be supported by rigorous and relevant quality assurance (QA) mechanisms. It should be clear how both internal and external measures will be used to evaluate and improve the quality and impact of training.

20. Providers must show how all aspects of training will be subject to QA measures, including:

- recruitment and selection
- APEL procedures
- needs assessment
- programme content, including workplace-based elements
- judgements about whether participants have achieved the learning outcomes, and
- monitoring and evaluation.

Providers should make clear which sources of evidence will be used to inform future planning and development of content and delivery, and how they will be used.

21. Providers should explain the methods and measures they will use to collect evidence on the impact of training. TDA recognises that it may be difficult to gather evidence on impact over the lifetime of a particular programme, or to attribute it solely to the actions of the SENCO. However, providers should show how they will take every opportunity to gather such data. They should routinely ask participants to look for and evaluate improvements in their colleagues' practice and pupils' achievements as a result of any particular changes in SENCO/school practice, by encouraging them to take baseline measures and to measure impact following changes in practice and/or 'interventions' and over time.

22. It is essential that participants are suitable for work with children and young people, i.e. that candidates have been checked, following the principles set out in chapter four of Safeguarding Children and Safer Recruitment in Education^[1]. Providers, as part of their recruitment and selection procedures should assure themselves that all candidates they accept on their courses have had the appropriate background checks to allow them to work with children and young people^[2]. A reference from the participants' employer should be sought to confirm that this is in place. Please note that some teachers may have been checked against the police records check system which was used prior to the implementation of the CRB enhanced disclosure checks. This check is still relevant. All such teachers must however have also been checked against List 99, the list of those barred from working with children in educational settings. Please note also that the current requirements for vetting checks will be reformed by the new Vetting and Barring Scheme under the Safeguarding Vulnerable Groups Act, which will be progressively introduced from October 2009. Further guidance on this will be available shortly. For more information please go to www.isa-gov.org

Criterion 6

To complete national SENCO training successfully, SENCOs should demonstrate that they meet all the learning outcomes set out in section 3 of this specification

23. Training should enable SENCOs to have the maximum impact on practice in their schools. In their tenders to run national SENCO training, potential providers should demonstrate how they will ensure that only candidates who have demonstrated that they meet **all** the learning outcomes in section 3 of this specification will be awarded the qualification. Providers should show how each participant's progress towards the required outcomes will be tracked and verified.

24. To be judged to have met the learning outcomes, participants should demonstrate them consistently across relevant aspects of their role. Examples of how particular outcomes can be demonstrated are set out in an 'explanatory notes' box underneath each outcome. These are not exclusive and other examples, drawn from additional sources, may also be appropriate.

25. The learning outcomes recognise that the coordination of provision for pupils with SEN and/or disabilities will be organised differently in different schools, and that functions associated with the SENCO role may be carried out by a number of different people. The outcomes are designed so that SENCOs can acquire the knowledge, understanding and skills they will need to lead teaching and learning and lead the coordination of provision for pupils with SEN and/or disabilities.

26. The learning outcomes have been written to be specific and explicit so as to provide a clear basis for SENCOs to know what is required and to promote consistency across training providers. Each outcome has been set out discretely but it will be necessary to consider the learning outcomes as a whole.

27. Each learning outcome will **not** require a separate assessment occasion. Outcomes that are linked can be assessed together. While providers must be confident that all the learning outcomes have been met before awarding the qualification they should not require each learning outcome to be supported by its own individual evidence base. Providers are likely to be able to make overarching judgements, taking account of evidence from the wide range of sources available to them including from the participant's school. The learning outcomes should, however, enable providers, if necessary, to explain and justify their overall decision, to participants and their employers. Providers might use the learning outcomes at strategic points before and during training to help participants to work in a focused way towards meeting all the outcomes by the end of their training.

Section 2: The requirements for training providers

The specification for national SENCO training is set out below. It has at its heart three purposes, designed to ensure that SENCO training:

- is of a consistently high quality
- helps to raise the achievement of pupils in relation to all five Every Child Matters outcomes, and
- is easily accessible to participants.

Criterion 1

The main objective of national SENCO training should be to increase the participation of pupils with SEN and/or disabilities and raise their achievement⁶, through developing SENCOS' professional attributes and improving their knowledge, understanding and skills.

1. Successful, tenders for approval to run national SENCO training will demonstrate clearly how training will:
 - 1.1 have a clear focus, in its aims, objectives, content and assessment, on increasing the participation of pupils with SEN and/or disabilities, raising their achievement and improving their well-being
 - 1.2 address the aims and outcomes of the 'Every Child Matters' programme
 - 1.3 prepare SENCOS to lead teaching and learning and lead the coordination of provision for pupils with SEN and/or disabilities in their schools by providing opportunities for SENCOS to meet the learning outcomes for the programme
 - 1.4 be strongly rooted in effective practice and focus on improving the provision schools make for pupils with SEN and/or disabilities, through the actions of the SENCO, and
 - 1.5 provide opportunities for SENCOS to evaluate critically recent research and inspection evidence, advice, developments and innovations relating to SEN and disability practice, and to draw on these, as appropriate, to improve their own and their colleagues' practice

⁶ Throughout this document the 'achievement' of children and young people should be taken to include achievement in relation to all five Every Child Matters outcomes, not just academic attainment.

Criterion 2

Providers should match provision closely to SENCOs' identified training and development needs, promote progression towards the required learning outcomes and makes best use of available resources

2. Successful tenders for approval to run national SENCO training will demonstrate that:
- 2.1 training is of high quality and offers effective professional development that promotes progression towards the required learning outcomes
 - 2.2 training makes best use of available resources
 - 2.3 arrangements are in place, where necessary, to help SENCOs to prepare for entry to training so that they are able to fully benefit from it
 - 2.4 each participant's training and development needs will be considered before the course in relation to the required learning outcomes to help tailor provision, so that SENCOs make the best use of their time and the available resources
 - 2.5 arrangements are in place to take account of and, where appropriate, to accredit relevant prior learning and experience
 - 2.6 arrangements are in place to accredit experienced SENCOs who provide suitable evidence to show they have achieved the learning outcomes without undergoing training

Criterion 3

Training programmes should be delivered flexibly to provide maximum access and support for participants, without compromising appropriate progression and quality of outcome

3. Successful tenders for approval to run national SENCO training will demonstrate clearly how training will:
- 3.1 comply with all relevant duties under equalities laws and guidance to enable all participants to access and participate fully in all aspects of training – e.g. by making reasonable adjustments for disabled candidates and participants
 - 3.2 be delivered flexibly ⁷ – for example, allowing participants to start training at different times or to cover parts of the course in a different order or in different modes (e.g. taught courses/modules, distance learning, e-learning or a blend of these; day release etc)
 - 3.3 involve substantial elements of school based activity

⁷ Providers need to describe how they have addressed flexibility in the delivery of their SENCO programmes. The provision does not need to include all the features given as examples.

- 3.4 support participants' emotional health and well-being, e.g. through tutorial support, mentoring and peer-support.
- 3.5 where it makes substantial use of distance learning or e-learning, make provision for participants to receive direct support from tutors and peers, as appropriate, throughout the programme
- 3.6 use ICT effectively in teaching and learning, and
- 3.7 use ICT to facilitate effective communication between providers and schools, participants and tutors, between tutors and between participants.

Criterion 4

Training should take into account the needs of stakeholders⁸ and involve them in developing, delivering, evaluating and improving the provision

- 4. Successful tenders for approval to run national SENCO training will demonstrate clearly how providers will:
 - 4.1 identify the main stakeholders
 - 4.2 enable stakeholders to directly or indirectly influence the development of provision
 - 4.3 involve stakeholders, directly or indirectly, in evaluation and other aspects of the provision, and
 - 4.4 use stakeholders' evaluations to improve provision.

Criterion 5

Training should be accredited at Masters-level. It should be of a consistently high quality, and subject to rigorous quality assurance procedures. Systems should be in place for monitoring, evaluating and improving the impact of training on SENCOs' competence, workplace practice and the achievement of pupils with SEN and/or disabilities

- 5. Successful tenders for approval to run national SENCO training will demonstrate clearly:
 - 5.1 how training will enable SENCOs to study at Masters level through programmes that meets QAA requirements for M-level study⁹

⁸ Stakeholders might include teachers, SENCOs and support staff with relevant experience in schools and other settings, employers, local authorities, parents/and carers, children and young people, and others such as SEN associations and groups of disabled people and current and former participants on SENCO courses.

- 5.2 that training will adhere to the TDA's code of practice for providers of continuing professional development and be kept up to date
- 5.3 how, as a condition of the transfer of funds to schools to cover any supply costs associated with national SENCO training, providers will need to gain assurances from the schools of participating SENCOs that they are eligible for funded training, will be released from school to attend any taught sessions and supported to complete all elements of the programme
- 5.4 that training will be subject to a range of effective internal and external methods and measures for evaluating its impact on:
 - participants' competence and confidence
 - participants' workplaces and colleagues, and
 - the achievement of pupils with SEN and/or disabilities
- 5.5 how training and its impact will be improved using evidence from evaluations
- 5.6 that systems are in place to ensure that SENCOs accepted as eligible for training supported by TDA funding are 'new to role'¹⁰
- 5.7 that systems are in place to verify that candidates accepted for training are suitable to work with children and young people]
- 5.8 that the provider has suitably qualified and experienced staff to deliver the programme, with up-to-date knowledge and skills in the relevant specialist area and that teaching and learning will be of the highest possible quality
- 5.9 that participants will have access to a range of specialist expertise and opportunities to see, at first hand, effective practice in settings other than their own
- 5.10 that there are sufficient specialist teaching resources (including ICT and other specialist technology), relevant to training SENCOs, to enable all participants to reach the required learning outcomes by the end of training
- 5.11 how everyone involved in delivering the programme (e.g. tutors or mentors/coaches) will understand their roles and responsibilities and will have the time, knowledge, understanding and skills to carry them out to a high standard, and
- 5.12 that consistent, reliable and accurate judgements about whether participants have achieved the learning outcomes will be made, including as part of APEL procedures, and that there will be clear processes for moderating judgements.

⁹ As defined by the framework for higher education qualifications in England, Wales and Northern Ireland

¹⁰ [Under regulations which DCSF will be consulting on, 'New to the role' is likely to mean taking up the lead SENCO responsibilities in the one year period up to September 2009 (the expected coming into force date for the regulations), or at any point thereafter]

Criterion 6

To complete national SENCO training successfully, SENCOs should be able to demonstrate that they meet all the learning outcomes set out in section 3 of this specification.

6. Successful, tenders for approval to run national SENCO training, will demonstrate clearly how:

6.1 training will enable SENCOs to make an impact on practice by demonstrating that they meet all the required learning outcomes

6.2 providers will monitor each participant's progress towards the required learning outcomes

6.3 training will involve rigorous judgements about whether participants meet the learning outcomes, and

6.4 evidence that participants have met all the learning outcomes will be verified.

Section 3: The learning outcomes for those successfully completing nationally approved training for SENCOs

1. Achieving the learning outcomes that follow will help new SENCOs fulfil the role set out in the Special Educational Needs Code of Practice (2001), the key features of which are:

- contributing to strategic development of SEN provision
- overseeing the operation of the school's SEN policy
- coordinating provision for pupils with SEN
- liaising with and advising other teachers
- managing teaching assistants
- overseeing the keeping of records for pupils with SEN
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies

The Code of Practice envisages that the SENCO will provide professional guidance to colleagues with the aim of securing high quality teaching of pupils with SEN and that they will therefore lead teaching and learning and the coordination of provision for pupils with SEN in their school.

2. The learning outcomes are specific to the SENCO role and relevant to SENCOs in all schools but some aspects will need to be interpreted differently according to the phase, size and type of school. Nationally approved SENCO training must help SENCOs to demonstrate that they are able to meet the learning outcomes for the programme and providers must assure themselves that SENCOs meet all of the outcomes by the end of the programme in order to be awarded the National SENCO qualification (*The National Award for Special Educational Needs Coordination*).

3. The learning outcomes have been developed in the context of the Professional Standards for Teachers and recognise that SENCOs undertaking nationally approved training programmes will already be skilled teachers who have demonstrated the professional attributes, professional knowledge and understanding, and professional skills set out in the Qualified Teacher Status and the Core standards as a minimum. The learning outcomes should not be interpreted as professional standards and do not replace the Professional Standards for Teachers, which apply to SENCOs in their schools in the same way as other teachers.

4. Training providers have no role to play in the formal performance management process either in the assessment of individuals' performance in respect of their job or in the setting of performance objectives for them. That is a matter for SENCOs and their line managers.

LEARNING OUTCOMES

PROFESSIONAL CONTEXT

Statutory and regulatory frameworks and relevant developments at national and local level

Training should enable SENCOs to know and understand:

- laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice; their implications for the school, the SENCO and others; and how to put them into practice
- laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities; and how they might best be carried out.
- local interpretations of national guidance
- relevant guidance on data protection and confidentiality, health and safety
- the principles and outcomes of *Every Child Matters* and how the school can help pupils with SEN and/or disabilities to achieve those outcomes, and
- the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities

High incidence SEN and disabilities and how they can affect pupils' participation and learning

Training should enable SENCOs to know and understand:

- how children's development can be affected by SEN and/or disabilities and a range of other factors including the physical and social environment in which they are taught
- causes of under achievement, including those related to SEN and/or disabilities.
- the four areas of need set out in the SEN Code of Practice and the educational implications of these, and
- the high incidence disabilities and the implications of these for teaching and learning and inclusive practice.

Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice

Training should enable SENCOs to:

- analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others' practice, and
- identify and develop effective practice in teaching pupils with SEN and/or disabilities, e.g. through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses.
- have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities, and
- have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities

STRATEGIC DEVELOPMENT OF SEN POLICY AND PROCEDURES

Working strategically with senior colleagues and governors

Training should enable SENCOs to:

- work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices
- work with senior colleagues and governors to ensure the objectives of the school's SEN policy are/can be reflected in the school improvement plan and school self-evaluation form (SEF)
- work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness, and
- develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.

Strategic financial planning, budget management and use of resources in line with best value principles

Training should enable SENCOs to know:

- the ways in which funding for pupils with SEN and/or disabilities is provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities,
- how funding for pupils with SEN and/or disabilities is used in their school, and
- how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision

Strategies for improving outcomes for pupils with SEN and/or disabilities

Training should enable SENCOs to:

- have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities,
- know strategies for addressing stereotyping and bullying related to SEN and disability
- understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities, and
- draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school

COORDINATING PROVISION

Developing, using, monitoring and evaluating systems

Training should enable SENCOs to develop, monitor, evaluate and review systems for:

- identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)
- informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities
- helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them
- planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning
- recording and reviewing the progress of pupil with SEN and /or disabilities towards learning targets
- assessing the effectiveness of provision for pupils with SEN and/or disabilities

- ensuring appropriate arrangements are put in place (in classroom practice and for the examinations/tests themselves) for pupils sitting national tests and examinations, and
- liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer

Using tools for collecting, analysing and using data

Training should enable SENCOs to:

- know how school, local authority and national data systems work, including RAISEonline, and
- analyse and interpret relevant, local, national and school data to inform policy and practices, expectations, targets for improving the learning of pupils with SEN and/or disabilities.

Deploying staff and managing resources

Training should enable SENCOs to:

- delegate tasks appropriately, deploy and manage staff effectively to ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities, and
- make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise

LEADING, DEVELOPING AND SUPPORTING COLLEAGUES

Providing professional direction to the work of others

Training should enable SENCOs to:

- lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promoting collective responsibility for their implementation
- take a leadership role in promoting a whole school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities
- promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities
- encourage all members of staff to recognise and fulfill their statutory responsibilities towards pupils with SEN and/or disabilities, and
- help staff to achieve constructive working relationships with pupils with SEN and their parents/carers

Leadership and development of staff

Training should enable SENCOs to:

- know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities
- give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities
- model effective practice and coach and mentor colleagues
- advise on, contribute to, and where appropriate coordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities, and
- support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.

WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND OTHER PROFESSIONALS

Drawing on external sources of support and expertise

Training should enable SENCOs to:

- know the role and value of families and carers of pupils with SEN and/or disabilities
- know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support
- know the principles of multi-agency working, building a 'team around a child', and the Common Assessment Framework and how to use it, where appropriate, for pupils with SEN and/or disabilities
- know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision
- can develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16, and
- know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information

Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement

Training should enable SENCOs to:

- ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them, and
- communicate effectively with parents and carers of pupils with SEN and /or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children