# Outstanding SENCO

# Training Content

## Benefits of the Training

- **SENCO Best Practice –** easy to implement systems and strategies for maximum impact on the progress of pupils with SEND. A detailed at look at the very best practice in the highest achieving schools.

- **Fully Prepared for Ofsted –** everything you will need to excel as SENCO at your next inspection.

- **Saving You  Time –** to enable you to concentrate on improving teaching and learning of pupils with SEND and implementing the very best practice.

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| Session | Roles and Responsibilities |
|---------|----------------------------|
| **1** | <ul><li>**Statutory Compliance** – how to ensure you are complying with all SEND statutory requirements.</li><li>**SENCOs role on SLT** – how the SENCO should operate for maximum impact as a member of the SLT.</li><li>**Best Use of SENCO Time** – how to use your allocation of SEND time most effectively to have the greatest impact on progress, standards, teaching and learning of SEND pupils.</li><li>**Characteristics of Outstanding SEND** – what does best SEND practice look like and how to implement high impact strategies swiftly.</li><li>**Closing the Gap** – how to close the gap for SEND pupils effectively. Looking at how the most effective schools close the gap for pupils with SEND.</li><li>**Characteristics of Outstanding SENCOs** – a detailed look at what makes an outstanding SENCO and how to evidence your practice.</li></ul> |

| Session | Strategic Development |
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| **2** | • **Strategic Input of SENCO** – how the SENCO should help with the strategic development and direction of the school.<br><br>• **SEND Vision** – how to develop an effective vision for SEND and how to share this with all stakeholders.<br><br>• **Effective Partnerships with Stakeholders** – how to establish effective working partnerships with all stakeholders and systems and strategies for effective partnership working.<br><br>• **SEND Action Planning** – how to write an effective SEND action plan and use it for maximum impact.<br><br>• **Leading Inclusive Culture** – the SENCO's role in promoting inclusion across the school and best practice systems and strategies used by the most effective schools.<br><br>• **Early Identification** – best practice for identification of SEND and how to ensure this is consistent throughout the school.<br><br>• **Equality Act 2010** – how to ensure you are meeting the requirements of the equality act and some simple and effective strategies you could implement. |

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| Session | High Quality SEND Provision |
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| **3** | • **Class Teacher Roles and Responsibilities** – the role class teachers must play in providing quality first teaching as the schools first and most important provision for pupils with SEND. How to get every member of staff in a good mindset to enable them to meet the needs of every pupil with SEND.<br><br>• **Inclusive Teaching** – the SENCOs role in developing inclusive teaching across the school.<br><br>• **Overcoming Barriers to Learning** – how to establish every child's barriers to learning and strategies and systems to help every child overcome them.<br><br>• **Pedagogical Knowledge** – how to improve quality first teaching in every class. How the SENCO can make a real difference to the quality of teaching and learning across the school.<br><br>• **Provision Mapping** – best practice in provision mapping.<br><br>• **SEND Support Plans** – best practice in SEND support plans. |

| Session | SEND Tracking and Monitoring |
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| **4** | <ul><li>**IDSR** – how to analyse the IDSR and use the information for strategic planning.</li><li>**Internal Moderation** – the SENCOs role in ensuring consistency of data and assessment for pupils with SEND.</li><li>**Alternative Data** – a detailed look at any sources of alternative data you can use to demonstrate progress of pupils with SEND other than standards progress and attainment data.</li><li>**Target Setting** – best practice target setting for pupils with SEND and how to use targets to best effect.</li><li>**Attainment** – how to measure attainment and progress for pupils with SEND. Also looking at how best to present this information to SLT, governors and Ofsted.</li></ul> |

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| Session | SEND Tracking and Monitoring |
|---------|------------------------------|
| **5** | • **IDSR** – how to analyse the IDSR and use the information for strategic planning.<br><br>• **Internal Moderation** – the SENCOs role in ensuring consistency of data and assessment for pupils with SEND.<br><br>• **Alternative Data** – a detailed look at any sources of alternative data you can use to demonstrate progress of pupils with SEND other than standards progress and attainment data.<br><br>• **Target Setting** – best practice target setting for pupils with SEND and how to use targets to best effect.<br><br>• **Attainment** – how to measure attainment and progress for pupils with SEND. Also looking at how best to present this information to SLT, governors and Ofsted. |

| Session | Supporting Class Teachers to Improve Practice |
|---------|----------------------------------------------|
| **6** | <ul><li>**SENCOs Role in CPD** – best practice in identifying training and support needs. Most effective CPD for teachers and staff working with SEND pupils and how to measure impact of CPD.</li><li>**Effectiveness of TAs** – how to evaluate the effectiveness of TAs and strategies to improve their effectiveness at supporting pupils with SEND in class and outside of class.</li></ul> |

| Session | Effective Partnerships |
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| **7** | <ul><li>**Effective Partnerships** – best practice ideas and strategies for developing partnerships with professionals, agencies, children, and governors.</li><li>**Impact of Partnerships** – how to evidence impact of effective partnership working.</li></ul> |

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| Session | Preparation for Ofsted/Accountability |
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| **8** | This session will provide SENCOs with all the information, knowledge, and questions they may encounter during inspection. It will cover the following areas specifically in relation to how SENCOs need to prepare:<br><br>• Presenting Data/Internal Data<br>• Interventions<br>• SEFs/90 min call/SIP<br>• Case Studies<br>• Consistency of Practice<br>• Behaviour and Attitudes<br>• Personal Development<br>• Safeguarding<br>• EYFS<br>• SEND and whole school curriculum design |