



SENDCO Support

Frequently Asked Questions

Question	Answer	Further support links
<p>I am new to the SENDCO role.....what should I do first?</p>	<p>First of all – take a deep breath!</p> <ul style="list-style-type: none"> - Begin by completing a SENDCO diary for the year ahead and schedule all your annual review meetings for children who have Education, Health and Care Plans. (EHCPs) - Look at your setting's SEN register – which children are SEN Support and which children have an EHCP in place? - The SEN Policy for your setting must be updated annually and published onto your school/college website – action this as soon as possible and share with all the staff in your setting. - The SEN Information Report and your setting's Local Offer also need to be reviewed and updated annually. Once complete, share with all staff and publish onto your website - All legislation and law linked to Special Educational Needs and Disabilities is taken from the SEND Code of Practice (January 2015.) This document details all legal requirements that must be followed with exception along with statutory guidance. 	<p>Forms and guidance on Education and Health Care Needs assessments can be found here</p> <p>Forms and guidance for Annual Reviews can be found here</p> <p>Guidance on writing your SEN Information Report can be found here</p> <p>Guidance on your Local Offer can be found here</p>



	<ul style="list-style-type: none"> - Complete the New to Post SENCO training 	<p>Download the Code of Practice (January 2015) from the Department for Education website here</p>
<p>What do the different bandings require? For example, E2, E3</p>	<ul style="list-style-type: none"> • See chapter 10 within this Inclusion Toolkit 	<p>Detail regarding the type of support expected at each banding level can be found via the Lancashire Banding document. This document also outlines the support expected at SEN Support.</p> <p>Lancashire Banding document</p>
<p>What should be published on the website?</p>	<ul style="list-style-type: none"> • The school/setting SEND Policy – reviewed and updated annually • The Local Offer for the school/setting and a clear link to the Lancashire Local Offer – reviewed and updated annually • SEN Information Report – reviewed and updated annually • Good practice to include information such as the FIND Newsletter for parents and carers to access easily • Cross reference with recommendations from DfE 	<p>Further information and support on writing your SEN Information Report can be found here</p> <p>Subscribe to the FIND Newsletter</p>
<p>EHCP reviews: How often do I need to hold them? E.g. Reception/KS1/KS2 Who can call an early review?</p>	<ul style="list-style-type: none"> • The Code of Practice (2015) clearly states that annual reviews must be reviewed by the Local Authority as a minimum every 12 months. Children under 5 years of age must have consideration for a review of their EHCP every 3 to 6 months. (See 9.166, page 193 – Code of Practice (DFE, 2015)) 	<p>Code of Practice – DfE, January 2015</p> <p>Further guidance on Annual Reviews – please click here</p>



When must you have a year 6 review done in preparation for transition to high school?

- For children and young people transitioning between settings, their EHC plan must be reviewed and amended in sufficient time prior to them moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.

See Chapter 9 for key transition dates regarding annual reviews

- The key transfers are:
 - early years provider to school
 - infant school to junior school
 - primary school to middle school
 - primary school to secondary school, and
 - middle school to secondary school

See 9.179, page 198 - Code of Practice (DFE, 2015)

What is the engagement model?

The engagement model is an assessment tool for teachers to use for pupils working below the standard of national curriculum tests. The guidance for the engagement model was published by the DFE in July 2020 and is expected to become statutory from September 2021, replacing P Scales 1 to 4.

Further information and guidance on the engagement model can be found via the [Department for Education website](#).



	<p>The engagement model focuses on 5 areas of engagement and allows teachers to assess pupil's engagement in developing new skills within these core areas.</p> <ul style="list-style-type: none">• exploration• realisation• anticipation• persistence• initiation	
<p>How much 1:1 TA support does each banding require?</p>	<p>The banding document does not specific how much 1:1 support a child will require. Specific provision linked to a child's outcomes will be stipulated within their Education Health and Care Plan.</p> <p>The banding document (see attached via link) is guidance of the types of provision you can expect to see at each banding level. E.g. ½ termly support from Specialist teacher.</p> <p>Schools and settings should always refer to a CYP's EHCP to clear identify the outcomes and provision that are required.</p>	<p><u>Lancashire Banding document</u></p>
<p>What support should I be getting in school as the SENDCO?</p>	<p>The Code of Practice (January 2015) clearly states that all maintained mainstream schools, mainstream academy schools and free schools must have a qualified teacher designated as SENDCO for their school.</p> <p>The SENDCO must be a qualified teacher and must achieve a National Award in Special Educational Needs Coordination within</p>	<p>For further guidance on the roles and responsibilities of SENDCO, refer to the <u>Code of Practice (January 2015)</u></p>



three years of their appointment, unless they have already completed the qualification within a previous school/SENDCO role.

The SENDCO has an important role to play alongside the head teacher and governing body in developing and guiding SEND policy and provision within the educational setting.

The Code of Practice does not stipulate **how much** support or time SENDCOs should be allocated in order to carry out their roles and responsibilities but highlights:

"The school should ensure that the SENDCO has sufficient time and resources to carry out these functions.

This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school." (6.91, Page 109 – Code of Practice – January 2015)

Speak with your head teacher to discuss your SENDCO responsibilities and plan out your SENDCO diary for the year ahead to identify your key priorities, meetings and tasks.

The National Award in Special Educational Needs all demands a significant amount of your time in order to complete tasks, a portfolio and assignments. Additional SENDCO time is recommended from the Universities and discussions with your head teacher are advised.



What is the National Award for Special Educational Needs Coordination (NASC) and where can I complete it?

Since 2008, new SENDCOs must complete the National Award for Special Educational Needs Coordination (NASC) within 3 years of their appointment to role. The Code of Practice (January 2015) stipulates this within the statutory guidance.

The programme can be completed at a number of universities across England with most of them running for 1 year on a part time study basis.

The programme varies in price depending on the University and the academic year with tuition fees from £2,040 - £2,700.

A wide range of universities are running the programme including:

Edge Hill University
University of Birmingham
University of Winchester
Manchester Metropolitan
University of Cumbria

Online programmes of study are also available

Google NASC or National Award for Special Educational Needs Coordination to find out further information regarding the post graduate programme.

Where can I receive additional SENDCO training, resources and guidance?

The Lancashire SEND Specialist Teaching Service have developed a suite of bespoke training sessions for new and current SENDCOs. Within each training session, SENDCOs will receive practical tools to support them with their role, resources, templates and up-to-date guidance of current SEND legislation.

Termly SENDCO Seminars have replaced the SENDCO cluster meetings within Lancashire. The Seminars provide up-to-date

All SENDCO training sessions can be found via the [LPDS website](#)



	<p>guidance and advice to all SENDCOs across the Primary, Secondary and Special schools and take place once a term.</p> <p>The Lancashire SEND Specialist Teaching Service provide packages of support to settings range from EYFS to Post -16, all of which can be found via this link.</p> <p>To request Specialist Teacher involvement from the Lancashire SEND Specialist Teaching Service, please complete the relevant forms and ensure parental consent is gained before any involvement takes place.</p>	<p>Lancashire SEND Specialist Teaching Service – packages of support</p> <p>Lancashire SEND Specialist Teaching Service – request for involvement forms</p> <p>Booking onto SENDCO Seminars – visit LPDS website</p>
<p>Who can I ring for support and advice?</p>	<p>The SEND Inclusion Service – please see contact details in further support links</p> <p>Support links and contact details for other professional services can be found within this Inclusion toolkit via the relevant chapters</p> <p>The Lancashire Local offer provides additional support and guidance for professionals and parents/carers</p>	<p>The Inclusion Service (previously the Special Educational Needs and Disabilities or SEND Service) is split into 3 area teams:</p> <p>North - Fylde, Wyre and Lancaster</p> <ul style="list-style-type: none">• Tel: 01524 581 200• Email: Inclusion.North@lancashire.gov.uk <p>South - Chorley, South Ribble, West Lancashire and Preston</p>



- Tel: 01772 531 597
- Email:
Inclusion.South@Lancashire.gov.uk

**East - Hyndburn, Ribble Valley,
Rossendale, Burnley and Pendle**

- Tel: 01254 220 553
- Email:
Inclusion.East@lancashire.gov.uk



15.1. SEND Acronyms

SEND Acronym	What does it mean?
ASD/ASC	Autistic Spectrum Disorder or Autistic Spectrum Condition
AWPU	Age Weighted Pupil Unit
CAF	Common Assessment Framework - The Common Assessment Framework (CAF) is an 'Assessment and Planning Tool' to support children with significant and complex additional needs who require specialist support from across education, health and social care.
CAHMS	Child and Adolescent Mental Health Service
CPD	Continuing Professional Development
CYP	Children and Young People
C & L	Cognition and Learning
C & I	Communication and Interaction
DCO	Designated Clinical Officer
DAF	Disability Access Fund
DfE	Department for Education
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FE	Further Education
FEEE	Free Early Education Entitlement
HI	Hearing Impairment
LA	Local Authority
LD	Learning Disability
MLD	Moderate Learning Difficulties



MSI	Multi-sensory impairment
OT	Occupational Therapist
PCHR	Personal Child Health Record (or red book)
PD	Physical Difficulties
PfA	Preparing/Preparation for Adulthood
QFT	Quality First Teaching
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disabilities Co-ordinator
SENDO	Special Education Needs District Officer
SEMH	Social and emotional mental health needs
SLCN	Speech, Language and Communication Need
SLD	Severe Learning Difficulties
STOD	Specialist Teacher of the Deaf
STVI	Specialist Teacher for Visual Impairment
TAF meeting	Team around the family meeting - as part of the CAF process, regular TAF meetings should be held to support the family, talk about what is working well for the family, and what professionals and services need to help the family with
VI	Visual Impairment