

So you line lead SEND? What you need to know:

SIR: The school information report is a statutory report that needs to be clearly written and available on the school website. There are statutory guidelines about what the report needs to contain.

Is yours there? Is it up-to-date? Is it accessible?

Reviews: The SEND Code of Practice is clear about the requirement for three review meetings per year for children with SEND. These reviews should incorporate pupil and parent voice and assessment.

Are these happening? Do you have evidence?

EHCPs: These are legal documents that outline provision and support for the named child. This provision and support must happen.

Are you sure children are getting what they are entitled to?

Senco: The Senco should be on SLT as theirs is a strategic role that ensures all staff members are supporting pupils with SEND on a daily basis.

Is your Senco on SLT? If not, why not?*

Senco and T&L: Your Senco is the senior leader employed to monitor and support teaching to ensure it meets the needs of children with SEND.

Is your Senco leading on quality first teaching? Is your Senco part of your CPD and school improvement programme?

Behaviour: Children who are repeatedly in trouble – how do you know that this is not a result of an unmet or unrecognised need?

What is the assessment framework within your school?

Data: The Senco should know current and year on year trends of progress and attainment of children the SEND, and the difference between SEND and non-SEND.

Will Ofsted get a good answer to questioning of this? What are you doing about it?

Impact: Interventions need to be evidence based and monitored to ensure they are having impact and adaptations have clear rationale.

Is there entry and exit data? Can the Senco measure the impact?

Information systems: All teachers (including you) are responsible for the learning and outcomes of children with SEND. Teachers (including you) can only do this if they have access to clear information about children's needs and suggested strategies and support.

Is this information clearly available? How do you know teachers are using this information effectively?

*There may be a very good reason but make sure it's good!

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