**SEND year planner 2018–2019**

After a seven-year change cycle, the formal SEND reforms transformation process ended on 1 April 2018. There should be no more statements of SEN in the system, as all should have been converted to education, health and care plans (EHCP).

This is a working document designed to support SENCOs and SEN leaders in planning for the year ahead, building on the changes to embed systems and achieve sustainability. The underpinning intent is to help SENCOs and SEN leaders develop the skills, knowledge and tools they need to do their jobs well. In addition, SENCOs and SEN leaders need to [keep in mind value for money and social value](http://my.optimus-education.com/demonstrating-impact-sen-funding) when allocating funding or commissioning services.

You can adapt this year planner to meet the needs of your setting. This version builds on previous year planners published on the Knowledge Centre during the SEND reforms implementation period (2014-2018). By now settings should have in place robust systems and structures, and the 2018-19 year planner should act as a strategic tool for planned development.

**Reflective question:** *What is your focus in the coming year to improve provision and outcomes for pupils with SEND? Identify no more than three priorities.*

Alongside this planner, SEN leaders are advised to map out their parents’ meetings and annual reviews for the coming year, as well as their CPD slots. In recording key dates for parents’ meetings and reviews, include planning activities that take place as part of the preparation and as follow-up. SENCOs tell us that this works best when shared with the senior leadership team.

To help you maintain control of your time throughout the year, we have created a free eBook of [time management activities](http://try.optimus-education.com/taketime/). You can also follow [#senco5aday](https://twitter.com/hashtag/senco5aday?vertical=default&src=hash) on Twitter for advice on improving your wellbeing.

The annual recording of K data ([SEN Support](http://my.optimus-education.com/sen-register-pupils-who-dont-receive-additional-support)) is in January. However, some local authorities are asking for detailed analysis of the previous year in the summer term to support their Local Offer accountability (see [SEND Code of Practice 2015](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)). Check with your local authority, as this is not consistent across the country.

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|  | By Aug 2018 | By Dec 2018 | By Apr 2019 | By Jul 2019 | By Dec 2019 |
| SEND review(link to Monitoring) | The ideal time to undertake a SEND review depends on several factors.* What type of review are you carrying out? There are more than 10 different models of SEND reviews. Take time to research the market and make an informed choice. Involve your governors and senior leaders in determining the criteria for an effective review.
* What is the purpose of the review? Is it about collating evidence, benchmarking or driving change?
* How does the review feed into the school’s strategic development and capacity building? Who is involved and how?
* What (human, monetary or time) resources do you need to carry out a review?
* How often do you intend to repeat the review process?
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| Local offer | Contribute to Local Offer and user feedback/LA evaluationEnsure link to Local Offer on school website is active and easily accessible (maximum of three clicks) | **Question:** *What activities have you undertaken to signpost parents/carers to the Local Offer? (e.g. newsletter, notice boards, coffee mornings)* |  |  | Update Local Offer per revised/updated [SEND information report](http://my.optimus-education.com/how-create-your-sen-information-report) |
| Policies |  | Do your policies meet the requirements of the SEND Code of Practice? Use the examples below to help you when reviewing and updating:* [Teaching and learning policy](http://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements)
* [Assessment](http://my.optimus-education.com/send-assessment-toolkit) / [Behaviour](http://my.optimus-education.com/behaviour-model-policy-0) policy / [Wellbeing](http://my.optimus-education.com/how-develop-resilience-children-and-young-people)
* [Accessibility plan](http://my.optimus-education.com/accessibility-plan-model-policy)
* [SEND policy](http://my.optimus-education.com/sen-model-policy)
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| Systems and structures |  | Review assessment processes: [ensure they are school-wide and intervention-based](http://my.optimus-education.com/holistic-assessment-poster)[P-scales:](http://blog.optimus-education.com/send-assessment-your-top-questions-answered) look out for developments from the [government’s response to the Rochford Review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644729/Rochford_consultation_response.pdf) and trials (2018-19)* [Pre-key stage 1](https://www.gov.uk/government/publications/interim-pre-key-stage-1-standards)
* [Pre-key stage 2](https://www.gov.uk/government/publications/interim-pre-key-stage-2-standards)
 | [Slim down SEND paperwork/systems](http://blog.optimus-education.com/streamline-your-send-paperwork) | [End-of-year review to inform SEND information report](http://my.optimus-education.com/writing-report-governors-checklist-sencos) and develop new action plan |  |
| Reports/Reporting | [SEN information report](http://my.optimus-education.com/sen-information-report-template) on setting websiteDated and annotated version (based on Schedule 1 of SEND Regs in file)**Question**: *Do you keep the previous year’s report on your website for comparison and to demonstrate development?* | November: Workforce data (PLASC)Meet SEN governor and take minutes to share in wider governor meetings: use the [SENCO-SEN governor relationship toolkit](http://my.optimus-education.com/senco-and-governor-relationship-toolkit) for guidance | January: Census info (PLASC)Meet SEN governor and take minutes to share in wider governor meetings | SEND information reportSENCO to present [SEND information report](http://my.optimus-education.com/sen-information-report-template) to governors and parents | Meet SEN governor and take minutes to share in wider governor meetings |
| Monitoring | Ensure SEND and the effective use of support staff and resources are part of [whole-school monitoring](https://blog.optimus-education.com/send-provision-three-stage-plan-school-improvement), including [effective deployment of support staff](http://my.optimus-education.com/effective-use-teaching-assistants-classroom)and continuing review of interventions |
| Development work | Review [SEND register](http://my.optimus-education.com/sen-register-who-should-be-it) and monitor approaches, including finance trackingLook at annual review dates for 2017-2018. Inform parents of local authority conversion plan, and using whole-school diary look at ways of informing parents regularly | Sept: revisit Wave 1 | [QFT](http://my.optimus-education.com/high-quality-teaching-meet-needs-all-case-study) | [Graduated approach](http://my.optimus-education.com/assess-plan-do-review-cycle-practice)**Question*:*** *What is it you do for every child who walks through the door?** *Across the school?*
* *In certain key stages?*
* *In certain departments (secondary)?*

Evaluate QFT through dialogue with teachers, teaching assistants. Feed findings into action plan/SIP and school evaluation form | Review Wave 2 and 3 interventions (incl. SEN Support)Provision management (feeds into local offer review and SEND information report)Evaluate [the scale of independence](http://my.optimus-education.com/principles-encouraging-independent-learning) in teaching and learning | Consider value for money and reflect findings in [SEN information report](http://my.optimus-education.com/sen-information-report-sen-policy-and-local-offer-what-are-differences-and-requirements) | September: revisit Wave 1**Question**: *What is it you do for every child who walks through the door?** *Across the school?*
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Evaluate QFT through dialogue with teachers, teaching assistants. Feed findings into action plan/SIP and school evaluation form |
| Parent engagement |  | In line with the Code of Practice, revisit the core principles of SEND provision and [determine how well they align with your school’s values](http://my.optimus-education.com/involving-parents-and-pupils-your-sen-support)Use newsletters etc. to inform parents of Local Offer portalIssue [end-of-term questionnaire](http://my.optimus-education.com/parentcarer-questionnaire) | Gather feedback on reporting mechanisms | Meet with parents to review Local Offer contribution/provision or use questionnaire – feed into SEN information report | Hold a focus group with parents |
| Pupil engagement |  | Talk to [school council](http://my.optimus-education.com/school-council-making-it-count) or a specific focus group: how can you better involve pupil voice? | Gather feedback on reporting mechanisms | Meet pupils to review Local Offer contribution or use questionnaire – feed findings into SEN information report | Talk to [school council](http://my.optimus-education.com/school-council-making-it-count) or a specific focus group |
| Staff development | Carry out [new staff induction](http://blog.optimus-education.com/new-school-staff-induction-don%E2%80%99t-forget-send)(This could be linked to the SEND review Process; see page 2) | SENCO performance management: link to SEND development plan(*NB: No more than three main priorities per year)*Revisit Wave 1 values/principles and [graduated approach](http://my.optimus-education.com/assess-plan-do-review-cycle-practice)Draft an [enhanced/specialist training/CPD plan](http://my.optimus-education.com/headteachers-how-support-your-senco)[Carry out performance management for TA/LSAs](http://my.optimus-education.com/performance-management-teaching-assistants)  | Train staff on leading parent meetings/working with parentsProvision management – Wave 2 and 3 | Audit staff knowledge, skills and impact on classroom | Revisit Wave 1 values/principles |