SENCO skills audit

*The following skills and effective behaviours have been adapted from the* [*learning outcomes of the National Award for SENCOs*](https://www.gov.uk/government/publications/national-award-for-sen-co-ordination-learning-outcomes)*.*

**Name:**

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| **How long have you held the position of SENCO?** |  |
| **How long have you been SENCO in your current school?** |  |
| **Are you a member of the senior leadership team? If not, is there an SLT SEND link?** |  |

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| **Number and percentage of pupils currently identified with SEN in your school:** |  |
| **On average, how many hours of non-contact time are you given for the SENCO role per week?** |  |
| **Do you receive any administrative support? If so, how much?** |  |

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| **Feature of effective practice** | **Competency** | **Skills and effective behaviours** | **How confident are you in meeting this standard?  (Tick as appropriate)** | | | **Provide an example of when you have demonstrated this in the past 12 months** |
| **Not very confident** | **Confident** | **Very confident** |
| **Professional knowledge and understanding** | Knowledge and understanding of statutory and regulatory context for SEND and disability equality | Knows and understands the guidance in the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and how it is interpreted locally. |  |  |  |  |
| Is familiar with the Local Offer (including parental support and mediation services) and local funding models. |  |  |  |  |
| Has good knowledge of [Ofsted’s Education Inspection Framework](https://my.optimus-education.com/webinar-send-ofsted-inspection-framework), including the [Equality, diversity and inclusion statement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821069/Education_inspection_framework_-_equality__diversity_and_inclusion_statement.pdf), and its implications for SEND policy and practice. |  |  |  |  |
| Knows and understands the policy and legislative context for health and social care where this impacts on pupils with SEND. |  |  |  |  |
| Is familiar with disability equality legislation including the [Children and Families Act](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted) and [Equality Act](https://www.legislation.gov.uk/ukpga/2010/15/contents) and understands the implications on policy and practice. |  |  |  |  |
| Is familiar with the statutory [JCQ guidance](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/) on processes for agreeing and organising examination access arrangements. |  |  |  |  |
| Knowledge and understanding of the principles and practice of SEND leadership in different contexts | Knows the characteristics of [highly effective SEND leadership](https://my.optimus-education.com/topic/leading-send) within the context of a whole school approach. |  |  |  |  |
| Implements [leadership and management systems, processes](https://blog.optimus-education.com/send-provision-three-stage-plan-school-improvement) and tools that support sustainable change. |  |  |  |  |
| Understands the role of SEND leadership in promoting a culture of [continuous professional development](https://my.optimus-education.com/promoting-professional-development-through-inclusion) (CPD). |  |  |  |  |
| Is aware of own leadership strengths and areas for development. |  |  |  |  |
| Knowledge and understanding of how SEND affect learning and progress | Understands how a child’s development can be affected by SEND. |  |  |  |  |
| Has knowledge of high-incidence SEN and their implications for teaching and learning. |  |  |  |  |
| Is able to plan [high quality teaching](https://my.optimus-education.com/webinar-high-quality-teaching-practice-what-can-senco-do) and additional provision for children and young people at SEN support and those with more severe and complex SEND. |  |  |  |  |
| Knowledge and understanding of strategies for improving outcomes for pupils with SEND | Remains up to date with evidence-based research / teaching and learning theory, and uses this as the basis upon which to design an effective curriculum and [interventions](https://my.optimus-education.com/effective-ta-interventions-process-practice). |  |  |  |  |
| Uses a range of techniques, research methods and evaluation evidence to develop practice and implement interventions for children and young people with SEND. |  |  |  |  |
| [Removes barriers to participation](https://my.optimus-education.com/webinar-high-quality-teaching-practice-what-can-senco-do) and learning for children and young people with SEND. |  |  |  |  |
| [Addresses discrimination, stereotyping and bullying](https://blog.optimus-education.com/disablist-bullying-has-no-place-our-schools-so-why-it-rise) related to SEND. |  |  |  |  |
| Uses technology to support communication, teaching and learning for children and young people with SEND. |  |  |  |  |
| **Leading and coordinating provision** | Work strategically with senior colleagues and governors | Advises on and influences the [strategic development of an inclusive ethos](https://my.optimus-education.com/including-children-high-level-needs-mainstream-classroom) and practice as part of a whole school approach to SEND. |  |  |  |  |
| Promotes a [whole-school culture of high expectations](https://my.optimus-education.com/creating-culture-excellence-five-strategies) and [evidence-based pedagogy](https://my.optimus-education.com/webinar-evidence-based-approaches-classroom-send-provision) to improve outcomes for children and young people with SEND. |  |  |  |  |
| Ensures that the [school’s SEN policy](https://my.optimus-education.com/sen-model-policy) is embedded within the school’s performance management, self-evaluation and improvement planning. |  |  |  |  |
| Ensures that an up-to-date school [SEN information report](https://my.optimus-education.com/sen-information-report-template-0) is published, includes all statutory requirements and reflects the spirit of the SEND code of practice. |  |  |  |  |
| Establishes and effectively implements systems to collect, analyse and interpret data to inform policy and practice for SEND. |  |  |  |  |
| Commissions and deploys appropriate resources, including external professionals, to enhance provision for children and young people with SEND. |  |  |  |  |
| Evaluates and reports upon [the impact of resources on progress, outcomes and cost-effectiveness](https://my.optimus-education.com/demonstrating-impact-sen-funding). |  |  |  |  |
| Lead, develop and, where necessary, challenge senior leaders, colleagues and governors | Ensures others [fully understand and meet their statutory responsibilities](https://my.optimus-education.com/creating-inclusive-classroom-neurodiverse-pupils-10-tips) towards children and young people with SEND. |  |  |  |  |
| Encourages others to [promote improvement in teaching and learning](https://my.optimus-education.com/webinar-high-quality-teaching-practice-what-can-senco-do) to identify, assess and meet the needs of children and young people with SEND. |  |  |  |  |
| Leads professional development and supports [modelling of effective practice](https://my.optimus-education.com/ta-induction-developing-questioning-techniques) for SEND so all staff take responsibility for removing barriers to learning. |  |  |  |  |
| [Deploys and manages staff effectively](https://my.optimus-education.com/teaching-assistants-impact-toolkit) to ensure the most efficient use of resources to improve the progress of children and young people with SEND. |  |  |  |  |
| Oversees the [assessment and statutory processes for organising examination access arrangements](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/). |  |  |  |  |
|  | Draw on external sources of support and expertise | Engages with the local offer to develop effective working partnerships with professionals in other services and agencies to support a coherent and coordinated approach. |  |  |  |  |
| Interprets specialist information from other professionals and demonstrates how it has been used to improve outcomes for children and young people with SEND. |  |  |  |  |
| Ensures continuity of support and progression [at all transition points](https://my.optimus-education.com/managing-transition-vulnerable-pupils) for children and young people with SEND. |  |  |  |  |
| Critically evaluate evidence about the quality of education in relation to pupils with SEND | Supports staff to select, use and adapt approaches to personalise provision for children and young people with SEND. |  |  |  |  |
| Draws upon relevant research and evaluation evidence about pedagogy in relation to children and young people with SEND and supports staff to undertake small-scale practitioner enquiry. |  |  |  |  |
|  | Develop, implement, monitor and evaluate SEND systems | Develops effective systems and processes to [identify children and young pupils who may have SEND](https://my.optimus-education.com/webinar-initial-identification-and-assessment-send). |  |  |  |  |
| Communicates the needs, relevant strategies, targets and achievement of children and young people with SEND to all staff and parents effectively. |
| Develop systems to [ensure the graduated approach (assess, plan, do, review) is in place](https://my.optimus-education.com/assess-plan-do-review-cycle-practice), including the setting and reviewing of ambitious targets. |
| Makes effective use of data to evaluate and report upon the effectiveness of provision and its impact on progress and outcomes for pupils with SEND. |
| **Personal and professional qualities** | Demonstrate a range of personal and professional qualities and leadership skills to shape an inclusive ethos and culture | For example:   * high expectations * excellent communication and inter-personal skills * ability to articulate vision and goals and achieve buy-in from others * initiative and problem-solving skills * diplomacy and empathy * creativity, enthusiasm and innovation * organisation and resourcefulness * reflectiveness and responsiveness * flexibility * a commitment to learning independently and developing professionally * a commitment to improving outcomes for children and young people with SEND. |  |  |  |  |

**Summary**

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| **Key strengths** |  |
| **Key areas for development and next steps** |  |