

SENCO as career pathway

The journey from teacher to SENCO

What is the role of SENCO?

School SENCOs have a **strategic role** in schools to improve SEND provision and practice and to reduce barriers to learning

Statutory role within maintained schools (Section 67 of the Children and Families Act 2014)

Since 2009 all new SENCOs must complete with NASENCo within three years

NASENCO Qualification

Development of “Expertise”

- Any newly appointed SENCOs or any SENCOs in post for less than a year must achieve the NASENCO qualification within 3 years of appointment
- SENCO should have QTS and preferable to be included on SLT (but not mandatory)
- Post graduate qualification (level 7)
- Completion of nationally set learning outcomes
- Provider must be a HE institution or affiliated to one

New developments - timeline

2023

- Review ITT / ITE and ECT Frameworks
- Funding for EY-SENCo qualification (Level 3).

2024

- (August) EYSENCO Funding / training ends
- Consultation on new SEND Code of Practice

2025

- New leadership SENCO NPQ launched



[Link: SEND and AP Improvement Plan March 2023](#)

SENDCo Responsibilities

“The key responsibilities of the SENCO may include ...” DfE (2015) p108-109

**overseeing operation
of SEND policy**

**co-ordinating
provision for children
with SEND**

**liaising Designated
Teacher for CLA with
SEND**

**advising on the
graduated approach
to providing SEND
support**

**advising on
delegated budget and
other resources to
meet pupils' needs
effectively**

**liaising with parents
of pupils with SEND**

**liaising with other
settings,
professionals and
agencies**

**key point of contact
with external
agencies incl. LA and
its support services**

**Informing pupils and
parents about
educational steps
and a smooth
transition is planned**

**working with the headteacher and
school governors to ensure that the
school meets its responsibilities
under the Equality Act (2010) with
regard to reasonable adjustments
and access arrangements**

**ensuring that the
school keeps the
records of all pupils
with SEND up to date**



An insight into the SENDco role ... a day in the life

What motivated you to become a SENDCo?

What does it look like?

Where are you?

What does your day look like?

What does it feel like?

What do you do?

What are the good bits ... the bad bits?

How do you manage work/life balance?

Snapshot of SENDCO day-to-day tasks

**Support teachers
and staff to
Assess-plan-do-
review**

**Maintain and
update SEND
registers and
census**

**Oversee class and
SEN Assessment
Tracking Systems**

Maintain SEND File

**Monitor individual
support plans
(ISP)**

**Monitor Individual
provision maps
(IPM) / outcomes
on EHCPs**

**Support to write /
monitor individual
risk assessments /
behaviour plans /
health plans**

**Lead SEND staff
meetings**

**Feedback into SLT
/ Gobs regarding
SEND/I**

**Support ISP review
meetings with
parents**

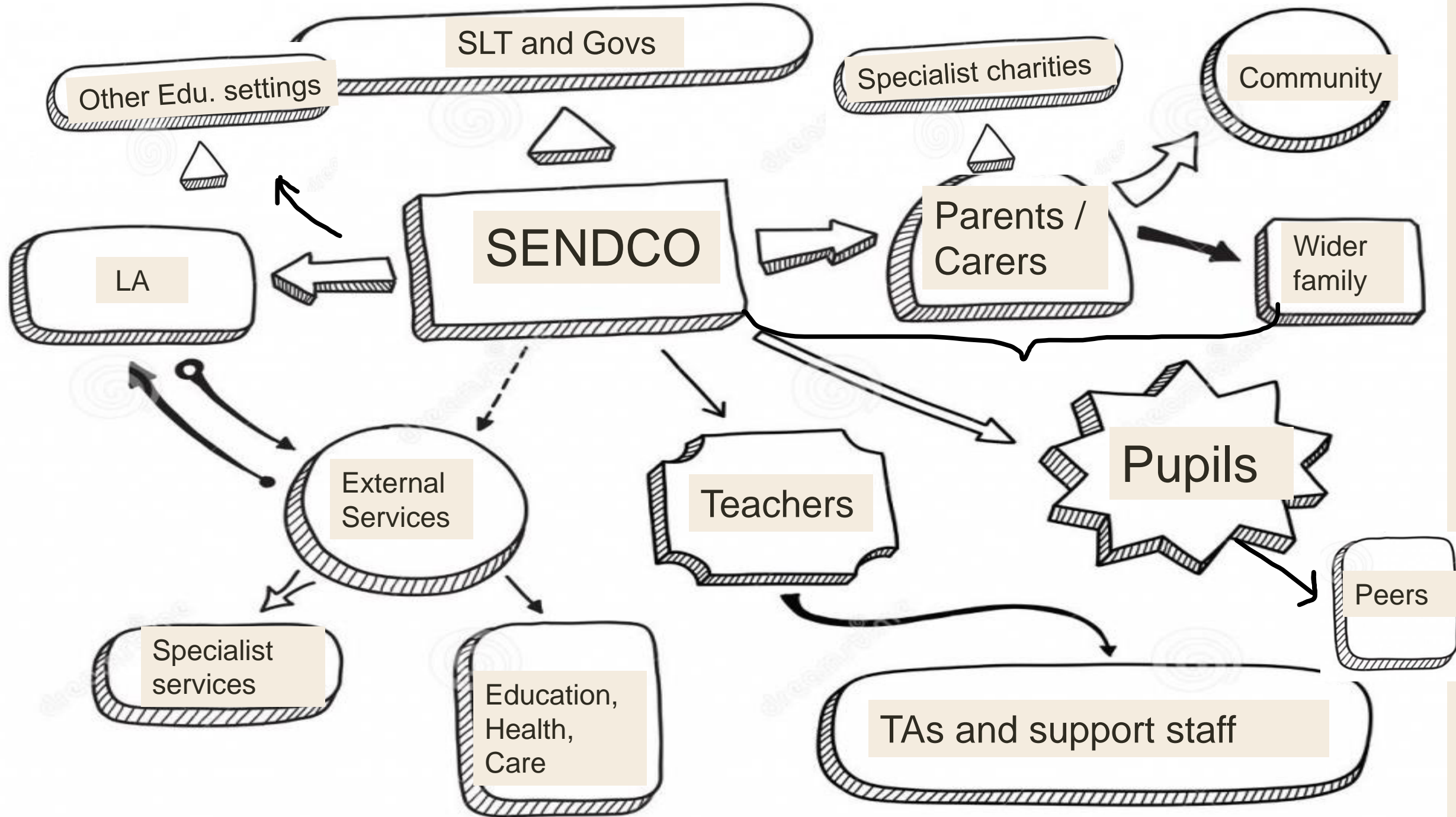
**Monitoring – e.g.
discussions,
observations,
L/walks, books,
running records**

**Ensure awareness
of all
SEN/EAL/CLA/PP
within the school**

**Monitor additional
and different
support –e.g.
interventions
running as
planned**

**Awareness of
national, local,
school context –
attending training
and cascading this**

OFSTED



External services – Education, Health, Care

Educational
Psychology
Services

Parent Support
Services
SENDIASS/
IPSEA

Specialist
teaching services

Speech and
Language
Therapy

Assistive
Technology

Personal Care

Child and
Adolescent Mental
Health Services
(CAMHS)

Occupational
Therapy

Physiotherapy

Nursing

Assistive
Technology
support

Highly specialist
services.

I want to become a SENCo!

How can I
get started?



Getting to know the SENCO Role

Read school's SEND policy and information report

Talk to your SENDCo to build a professional relationship

Spend time shadowing them and support where you can

Spend time with children on SEND register outside your class

Develop an understanding of school profile / needs and EHCPs / ISPs

Find out who your SEN governor is and ask to support a SENCo update

Find out if there is a SENCO cluster group

Contribute to SEND Coordination in a proactive and supportive way

Build your understanding of SEN and Disability through research, webinars, personal and professional resources.

NASEN

SEND Gateway

Local Networks

Specific charities' websites for different SEND

But start here ...

Spend time with pupils, parents, SENCO and professionals working with children with SEND.

These are your experts!

Managing your role

Clear job description – and stick to it!

Confirm and explain your role to colleagues

Spend time with the ‘experts’

Talking to families

Plan your year with key SEND deadlines

Use your protected time off TT for SEND and research

Plan regular time with staff – staff meetings, CPD, check-ins and 1:1s

Evidence; record – keep track of CPD

Grow your network (internally and externally)

Get organised ...

Know how to prioritise

NASENCO award – be selective



Postgraduate Course

National Award for SEN Coordination: Leading Effective, Inclusive Practice in SEN PG Cert

Gain greater Special Educational Needs insight while improving your specialist skill set.

POSTGRADUATE OPEN EVENINGS →



Special Educational Needs Coordinators (SENCOs) are vital in helping to provide teachers and advisory teachers with knowledge of issues relating to the 1.3 million children and young people in England who are identified as having Special Educational Needs or Disabilities (SEN/D). This National Certificate award aligns with this key strategic need in UK education.



York campus

Duration – 1 year part time
Start date – October 2023
School – School of Education, Language and Psychology

Minimum entry requirements

2:2 and **QTS**
honours degree in a related subject or QTLS status

Tuition fees

UK 2023-24	International 2023-24
£2,333 part time	£4,333 part time

NASENCo at York St John

A brief introduction

Programme Aims:

1. Cultivate your in-depth knowledge and understanding of special educational needs and inclusion which is informed by current practice, scholarship and research;
2. Develop your skills of reflection on practice with particular reference to special educational needs, personalised approaches, inclusion, leadership and collaborative outcomes
3. Engage you in intellectually rigorous ways with current policy issues and developments in the field of study of special educational needs and inclusion;
4. Provide you with the opportunity to add value and impact on the development of knowledge, understanding and skills within the context of leadership and effective practice within SEN with reference to positive outcomes for children and young people;
5. Support you in achieving a range of appropriate capacities, abilities and skills including the use of initiative, problem-solving, reflecting critically, learning independently and communicating effectively with colleagues/peers and a wider audience in a variety of media;
6. Enable you to develop curiosity, the skills of enquiry, advanced scholarship and research to support future progression in academic study at a higher level such as MA, PhD or professional doctorate

Learning Outcomes

Part A: Professional Knowledge and Understanding

1. The statutory and regulatory context for SEN and disability equality and the implications for practice in their school or work setting
2. The principles and practice of leadership in different contexts
3. How SEN and disabilities affect pupils' participation and learning
4. Strategies for improving outcomes for pupils with SEN and/or disabilities

Part C: Personal and Professional Qualities

10. Shape an ethos and culture based upon person-centred inclusive practice in which the interests and needs of children with SEN and/or disabilities are at the heart of all that takes place.

Part B: Leading and Co-ordinating Provision

5. Work strategically with senior colleagues and governors to improve practice and outcomes.
6. Lead, develop and where necessary, challenge senior leaders, colleagues and governors to improve practice and outcomes.
7. Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice and enable senior leaders and teachers to improve practice and outcomes
8. Draw on external sources of support to improve practice and outcomes.
9. Develop, implement, monitor and evaluate systems to improve practice and outcomes.

Programme Structure: Part Time – three terms

2 compulsory modules

A compulsory portfolio project throughout the whole year

Module	Description	Level	Credits
EDU7026M Leading and Evaluating Change in the SEN Context	Through this module you will develop your knowledge and understanding of SEN/D as a theoretical concept, and locate it within the wider statutory and regulatory frameworks. It will provide opportunities to critically appraise SEN/D policies at local and national levels and reflect on the complexity and range of debates.	7	30
EDU7025M Innovating Practice for Young People with Special Educational Needs	This module will enhance your understanding of the pedagogical principles and practices concerning teaching inclusively in educational settings. You will focus specifically on teaching children and young people with SEN/D, critically reflecting on how provision is led, supported and coordinated. You will also learn to form and maintain effective partnerships with external agencies, families and young people.	7	30
EDU7027M National SENCo Award Outcomes Portfolio	For your portfolio you will provide evidence of the range of essential knowledge, skills and experience you have gained prior to and during the SENCO course. The portfolio will be organised in line with the SENCO Learning Outcomes: Professional knowledge and understanding Leading and coordinating provision Personal and professional qualities	7	0

Our NASENCO Offer at YSJ

Approved provider by NASEN

Highly experienced and dedicated tutors

Synergy between the professional role and postgraduate learning.

Accessible and flexible - designed to accommodate those working full time

Range of teaching methods with emphasis on group work and critical questioning

Focus on building a network of support and opportunities to share good practice, problem-solve and build professional and personal relationships

Full access to NASEN, library resources and Moodle online

Face-to-Face and self-directed learning

Assessments which support professional role – not an additional burden

YSJ Alumni get a discount on fees (which are usually covered by school!)

Find out more!


Any Questions?

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HOME → COURSES → POSTGRADUATE → CHILDREN, YOUNG PEOPLE AND EDUCATION → INCLUSIVE PRACTICE IN SEN NATIONAL AWARD

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<https://www.yorks.ac.uk/courses/postgraduate/children-young-people-and-education/inclusive-practice-in-sen-national-award/>