

SENCo ACADEMIC YEAR PLANNER

Academic Year	SEND OPERATIONAL TASKS	SEND MONITORING and EVALUATION	SEND DEVELOPMENT / CPD ACTIVITIES
Autumn Term 1	<p><i>Tasks you may wish to plan for here could be:</i></p> <ul style="list-style-type: none"> • Annual Reviews • Planned meetings with External Agencies • Reviews of pupils on the SEND Register • Review and update SEND Information Report with parent group • Transition meetings • Updating Provision Map • Updating SEND Register • Support Staff Meetings • Termly review meetings with Class teachers / HoD • Meetings with SEND Governor • Meetings with SLT • Assessment week • Access Arrangement key dates • Annual SEND report to the Governing Body 	<p><i>Tasks you may wish to plan for here could be:</i></p> <ul style="list-style-type: none"> • Termly review of SEND pupil progress, attainment, intervention and attendance data. • Annual Parent Questionnaire • Self-evaluation activities e.g. <ul style="list-style-type: none"> - Observations (QFT and targeted interventions) - Pupil interviews - Work Scrutiny • Audit of TA CPD needs • Review progress of Accessibility Plan actions 	<p><i>Key actions for improving provision and practice for CYP with SEND can be planned in here. For example:</i></p> <ul style="list-style-type: none"> • Staff training on Working Memory • Introducing Pupil Profiles • Developing resources to support CYP with dyspraxia • Implementing a new (evidenced based) intervention • Introduce use of Task Management boards • Training for TAs in effective use of questioning
Autumn Term 2			
Spring Term 1			
Spring Term 2			
Summer Term 1			
Summer Term 2			

SENCo TERM PLANNER

Week Beginning	SEN OPERATIONAL TASKS	SEN MONITORING and EVALUATION TASKS	SEN DEVELOPMENT / CPD ACTIVITIES
1.	<p>Guidance</p> <p>Before this termly timetable can be completed, SENCO's need to have a clear idea of the non-contact time they will have to carry out the management of their role. When this is decided, plot the dates for the term's non-contact time down the left-hand column of the timetable.</p> <p>The example provided is for a SENCO receiving non-contact time once a week, however, a SENCO receiving less or more, can adapt this column as necessary. To complete it, reference can be made directly to the Annual Planner (above) completed at the beginning of the academic year and updated as needed.</p> <p>As with the Annual Planner, deciding when to plan in Monitoring and Evaluation or SEN Development/CPD tasks depends largely upon the how the SENCO's work-load looks having first plotted the term's SEN Operational Tasks.</p> <p>Flexibility within structure!</p> <p>A certain amount of flexibility is always needed, for example, a pupil with SEND transferring to your school out of normal transition times is likely to generate previously unplanned for work. In such cases, the timetable will have to be adjusted. However, having the timetable there in the first place at least enables you to see which tasks are priorities and which can be postponed, crucially allowing you to stay in control.</p> <p>Remember to share these planners with your head teacher and SEND Governor to ensure they recognise the full scope of what your role entails. If it is proving difficult to manage the role within the non-contact time you have been allocated, sharing this document may be a way of demonstrating the additional time you are likely to need and why, either on a short term or longer-term basis. It can also be a starting point to consider your need for Admin Support (as outlined in Para 6.91 of the SEND Code of Practice) and also encourage the drive to ensure that leadership for SEND is part of every leaders' role i.e. which of the 'tasks' outlined in your self-evaluation of SEND and SEND Development columns could and should be shared with other leaders.</p>		
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