

TTA Standards for
Special Educational Needs
Co-ordinators Self Evaluation

A I am confident I do this well

B I do this satisfactorily but there are aspects I could improve

C I need to improve on this area

1. Core purpose of the SENCO

Standard	A	B	C
a) Support staff in recognising the importance of planning lessons that will encourage the full participation and learning of all pupils e.g. including clear differentiation			
b) Collaborate with subject leaders to ensure the learning of all pupils is given equal priority			
c) Ensure available resources are used efficiently across the curriculum			
d) Disseminate examples of effective practice in relation to pupils with SEN			
e) Ensure any pupils identified as a cause for concern are placed on the SEN register			
f) Inform the headteacher of the operation of the SEN policy			
g) Develop effective working relationships with parents			

2. Key outcomes of SEN co-ordination

Standard	A	B	C
a) Provide evidence of pupils with SEN making improvements in literacy, numeracy and I.T. skills / meeting IEP targets			
b) Ensure pupils with SEN are helped to access the wider curriculum			
c) Ensure pupils with SEN are motivated to learn and develop self-esteem and confidence in their ability as learners			
d) Ensure teachers are familiar with and implement the school's SEN policy			
e) Ensure teachers identify pupils who may need special provision			
f) Help teacher's prepare IEP's, as appropriate			
g) Ensure teachers communicate effectively with other adults involved with the pupil, including parents, other staff and those from external agencies			
h) Ensure teachers have high expectations of pupils' progress and set realistic yet challenging targets			
i) Ensure teachers monitor, review and provide appropriate support for reaching targets			
j) Ensure learning support assistants understand their role in the school in relation to pupils with SEN			
k) Ensure learning support assistants work collaboratively with all those involved with the pupil			
l) Ensure learning support assistants help pupils maximise their levels of achievement and independence			
m) Ensure parents understand the targets set for their children and their contribution towards achievement of targets			

n) Liaise with headteachers and other senior management			
p) Liaise with governors to update them on the implementation of the SEN policy			
q) Ensure appropriate information is sent to LEAs and other responsible bodies about the progress made by pupils with SEN e.g. annual review forms			

3. Professional knowledge and understanding

Standard	A	B	C
<i>Have knowledge and understanding of...</i>			
a) effective teaching strategies and how these strategies can be used to support pupils with SEN			
b) how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN			
c) the purpose, formulation, implementation and review of IEP's			
d) effective SEN resources			
e) the use of I.T. as a means of access, communication and as an aid to teaching and learning			
f) relevant legislation, including the SEN Code of Practice			
g) relevant research and national inspection evidence and the implications for SEN			
h) the requirements to communicate effectively to LEA's, external agencies and other educational establishments			
i) the role of external agencies			
j) the implications of information and guidance documents from national and specialist bodies e.g. DfEE			
h) how to contribute to the professional development of other staff			

4. Skills and attributes

Standard	A	B	C
a) Is able to create and foster commitment and confidence among staff to meeting the needs of pupils with SEN			
b) Is able to set standards and provide examples of best practice for other teachers			
c) Have the competence and expertise to command credibility and use their SEN expertise to influence others			
d) Provide professional direction to the work of others			
e) Make informed use of specialist resources			
f) Disseminate and encourage the effective application of good practice in other areas of work in the school to the provision for pupils with SEN			
g) Develop record systems which support the work of school staff			
h) Make appropriate judgements over issues of confidentiality			
i) Contribute to senior management team decision-making in respect to issues involving pupils with SEN			
j) Make decisions based on analysis, understanding and interpretation of relevant data and information			
k) Judge when to make decisions, and when to consult with others, including external agencies			
l) Communicate effectively, orally and in writing			

m) Negotiate and consult with parents and external agencies			
n) Explain to pupils the objectives of any interventions			
o) Chair reviews, case conferences and meetings effectively			
p) Assist in the development of the use of I.C.T. as a means of gathering and disseminating information about pupils with SEN			
q) Prioritise and manage own time effectively			
r) Take responsibility for own professional development			
s) Draw upon personal attributes in the context of their leadership and management roles e.g. adaptability, self-confidence, enthusiasm, commitment			

5. Key areas of SEN co-ordination

A Strategic direction and development of SEN provision in the school

	A	B	C
a) Contribute effectively to the development of a positive ethos in the school			
b) Support staff in understanding the needs of pupils with SEN			
c) Ensure that objectives of the SEN policy are reflected in the school development plan and that effective systems are in place to meet the needs			
d) Monitor progress of pupils with SEN			
e) Advise on the level of resources required for SEN			
f) Liaise with and co-ordinate the contribution of external agencies			
g) Analyse and interpret relevant SEN related national, local and school data			

B Teaching and Learning

	A	B	C
a) Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN			
b) Collect and interpret specialist assessment data and use it to inform practice			
c) Ensure realistic expectations of behaviour and achievement are set			
d) Monitor the effective use of resources, teaching and learning of pupils			
e) Develop systems for monitoring and recording progress made by pupils			
f) Support the development of improvements in literacy, numeracy and I.T. skills			
g) Develop study skills to support pupils in working independently			
h) Support staff in developing pupils' understanding of being a citizen			
i) Recognise and deal with stereotyping in relation to disability or race			
j) Maintain effective partnerships between parents and the school's staff			
k) Develop effective liaison between schools to ensure smooth transfer			

C Leading and managing staff

	A	B	C
a) Help staff to achieve constructive relationships with SEN pupils			
b) Encourage all staff to recognise and fulfil their statutory responsibilities to pupils with SEN			
c) Ensure the establishment of opportunities for staff to review the needs, progress and targets of pupils with SEN			
d) Provide regular information to the headteacher and governing body on the effectiveness of SEN provision			
e) Advise and contribute to the professional development of staff to increase their			

effectiveness in responding to pupils with SEN			
--	--	--	--

D Efficient and effective deployment of staff and resources

	A	B	C
a) Establish staff and resource requirements to meet the needs of pupils with SEN			
b) Deploy, or advise the headteacher on the deployment of staff involved in working with SEN pupils			
c) Organise and co-ordinate the deployment of learning resources, including I.T.			
d) Maintain existing resources and explore opportunities to develop new resources			

**Needs Audit based on TTA Standards for
Special Educational Needs
Co-ordinators**

Consider the following statements, which are based on the TTA Standards for SENCO's, in relation to your own role within your school. Indicate your response to each statement by ticking the appropriate box:

- A I am confident I do this well
- B I do this satisfactorily but there are aspects I could improve
- C I need to improve on this area

Professional knowledge and understanding

Standard	A	B	C
<i>Has knowledge and understanding of...</i>			
a) effective teaching strategies and how these strategies can be used to support pupils with SEN			
b) how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN			
c) the purpose, formulation, implementation and review of IEP's			
d) effective SEN resources			
e) the use of I.T. as a means of access, communication and as an aid to teaching and learning			
f) relevant legislation, including the SEN Code of Practice			
g) relevant research and national inspection evidence and the implications for SEN			
h) the requirements to communicate effectively to LEA's, external agencies and other educational establishments			
i) the role of external agencies			
j) the implications of information and guidance documents from national and specialist bodies e.g. DfEE			
h) how to contribute to the professional development of other staff			

Skills and attributes

Standard	A	B	C
a) Creates and fosters commitment and confidence among staff to meeting the needs of pupils with SEN			
b) Sets standards and provides examples of best practice for other teachers			
c) Has the competence and expertise to command credibility and use expertise to influence others			
d) Provides professional direction to the work of others			

e) Makes informed use of specialist resources			
f) Disseminates and encourages the effective application of good practice in other areas of work in the school to the provision for pupils with SEN			
g) Develops record systems which support the work of school staff			
h) Makes appropriate judgements over issues of confidentiality			
i) Contributes to senior management team decision-making in respect to issues involving pupils with SEN			
j) Makes decisions based on analysis, understanding and interpretation of relevant data and information			
k) Judges when to make decisions, and when to consult with others, including external agencies			
l) Communicates effectively, orally and in writing			
m) Negotiates and consults with parents and external agencies			
n) Explains to pupils the objectives of any interventions			
o) Chairs reviews, case conferences and meetings effectively			
p) Assists in the development of the use of I.C.T. as a means of gathering and disseminating information about pupils with SEN			
q) Prioritises and manage own time effectively			
r) Takes responsibility for own professional development			
s) Draws upon personal attributes in the context of their leadership and management roles e.g. adaptability, self-confidence, enthusiasm, commitment			

Key areas of SEN co-ordination

i) Strategic direction and development of SEN provision in the school

Standard	A	B	C
a) Contributes effectively to the development of a positive ethos in the school			
b) Supports staff in understanding the needs of pupils with SEN			
c) Ensures that objectives of the SEN policy are reflected in the school development plan and that effective systems are in place to meet the needs			
d) Monitors progress of pupils with SEN			
e) Advises on the level of resources required for SEN			
f) Liaises with and co-ordinates the contribution of external agencies			
g) Analyses and interprets relevant SEN related national, local and school data			

ii) Teaching and learning

Standard	A	B	C
a) Supports the identification of, and disseminates the most effective teaching approaches for pupils with SEN			
b) Collects and interprets specialist assessment data and use it to inform practice			
c) Ensures realistic expectations of behaviour and achievement are set			
d) Monitors the effective use of resources, teaching and learning of pupils			
e) Develops systems for monitoring and recording progress made by pupils			
f) Supports the development of improvements in literacy, numeracy and I.T. skills			
g) Develops study skills to support pupils in working independently			
h) Supports staff in developing pupils' understanding of being a citizen			
i) Recognises and deals with stereotyping in relation to disability or race			
j) Maintains effective partnerships between parents and the school's staff			
k) Develops effective liaison between schools to ensure smooth transfer			

iii) Leading and managing staff

Standard	A	B	C
a) Helps staff to achieve constructive relationships with SEN pupils			
b) Encourages all staff to recognise and fulfil their statutory responsibilities to pupils with SEN			
c) Ensures the establishment of opportunities for staff to review the needs, progress and targets of pupils with SEN			
d) Provides regular information to the headteacher and governing body on the effectiveness of SEN provision			
e) Advises and contributes to the professional development of staff to increase their effectiveness in responding to pupils with SEN			

iv) Efficient and effective deployment of staff and resources

Standard	A	B	C
a) Establishes staff and resource requirements to meet the needs of pupils with SEN			
b) Deploys, or advises the headteacher on the deployment of staff involved in working with SEN pupils			
c) Organises and co-ordinates the deployment of learning resources, including I.T.			
d) Maintains existing resources and explores opportunities to develop new resources			

Individual Development Plan

Consider the statements you have identified as needing to improve on (C). Prioritise these and identify key areas for your own development. Set targets for each of these areas and identify the action needed in order to achieve each of the targets.

1. Key area / standard:

<i>Target (s)</i>	<i>Action required</i>

2. Key area / standard:

<i>Target (s)</i>	<i>Action required</i>

3. Key area / standard:

<i>Target (s)</i>	<i>Action required</i>