Coordinating SEN provision

This chapter covers the following TDA SENCO learning outcomes:

- Developing and using SEN systems: SEN Framework and the DDA to:
  - identify pupils with SEN and/or disabilities, including underachievers
  - removing barriers to learning and participation
- Common entitlement: including:
  - personalised learning and quality first teacher
  - assessment for learning and pupil progress
- Using tools for collecting and analysing data
- Ensuring Access by:
  - applying for examination concessions for pupils
  - addressing SEN and disability stereotyping and bullying
  - coordinating the effective deployment of teaching assistants
  - transfer and transition of pupils with SEN and/or disabilities

Developing and using SEN systems: the SEN Framework and the DDA

Figure 3.1 illustrates the four key components relating to the coordination of SEN provision across the school. This chapter traces the journey of the SENCO putting each piece of the jigsaw into practice.

Identification of pupils who may have SEN and/or disabilities

The identification of pupils who may have a special educational need (SEN) requires the use of a range of methods to gather the necessary evidence that a child is functioning at a level below that of their peers of the same age.

The SENCO will liaise closely with the class teacher to collect evidence of the pupil’s learning difficulties through:
Observation of the child in lessons
- Discussion with teachers, parents/carers of the pupil, and with the child
- (where appropriate), to gather qualitative information
- Completion of checklists
- Samples of the pupils work from across the curriculum
- Attainment and progress data (teacher assessment and test)
- Attendance data and behaviour records
- Results from any screening or diagnostic assessments.

Assessment (diagnosis) of a pupil’s special educational needs, assists the SENCO and class teacher in identifying the particular areas of learning difficulty; it provides a measure and record of the child’s attainment and progress, which informs the planning of additional interventions and provision. The use of such evidence supports any external professional observations and assessments, for example, those undertaken by the educational psychologist.
Screening a pupil on entry to school to establish a baseline of their strengths and needs provides an objective means of confirming a teachers/SENCOs own observations in identifying children who require more extensive assessment and examination. Examples of standardised screening tests include: the Group Reading Tests, Cognitive Abilities Test (CAT), Suffolk Reading Scale. Standardised tests are uniformly developed, administered and scored.

Diagnostic assessment follows on from initial screening in order to provide more in-depth evidence on the particular aspects and severity of learning or behaviour in which the pupil is experiencing difficulties. Examples of diagnostic tests include: the Neale Analysis of Reading Ability, the Connors ADHD Rating Scale, the Aston Index, the British Picture Vocabulary Scale (BPVS).

The SENCO will need to build up a bank of basic screening and diagnostic assessment tools. They can seek advice on which to use by networking with other SENCOs locally, or asking the educational psychologist. The main companies who publish these tests are GL Assessment www.gl-assessment.co.uk, Hodder Education www.hoddertests.co.uk, and Pearson Education www.pearson-uk.com.

High incidence SEN and practical approaches to meet needs

Quality first teaching, as an aspect of personalised learning is promoted by the National Strategies as being the most effective approach to utilise in meeting High incidence SEN in mainstream schools.

The National Strategies Inclusion Development Programme (IDP) provides an essential resource to support teaching colleagues in meeting the needs of SEN pupils in mainstream schools and early years settings. This can be accessed at: http://nationalstrategies.standards.dcsf.gov.uk/node/116691

The IDP covers the high incidence special educational needs: speech, language and communication needs (SLCN), including dyslexia; autistic spectrum disorders (ASD); moderate learning difficulties (MLD); and, behavioural, emotional and social difficulties (BESD). It offers guidance on effective classroom strategies, and signposts teachers to other sources of information.

The SENCO will need to signpost teaching and learning support staff to the IDP, in addition to delivering a session on this resource to all staff, to introduce them to the wealth of materials available which focus on identification and removing barriers to learning.

Identifying and addressing SEND pupil underachievement

Underachievement refers to a mismatch between current levels of attainment and potential, which results in a pupil not achieving the national expectation at the end of a key stage. Pupils are considered to be underachieving when standards in attainment, pupil progress or attendance fall below the national averages. High levels of school exclusions, pupil absences, truancy, poor behaviour, or high rates of pupil
mobility are other indicators of underachievement. Recent government statistics on SEN found that these pupils were one of the vulnerable underachieving groups of children and young people.

The causes of underachievement
The main causes of underachievement are summarised in Table 3.1.

Strategies to address underachievement
The government has invested heavily in addressing underachievement among vulnerable groups of children and young people, which includes those with SEN and/or disabilities. For example, through the children’s centre initiative, extended services, catch-up programmes, summer school activities, anti-bullying strategies and improving transfer between primary and secondary schools.

How the SENCo can check if pupils with SEN and/or disabilities are underachieving
Undertaking work scrutiny and sampling of SEND pupils work across the curriculum is a valuable way of identifying potential underachievement.

The SENCo should look for:

- Variations in the presentation of written work – legibility, untidiness
- Unfinished pieces of work and homework
- Poor written expression and work lacking clarity or sense
- Inaccurate work with misunderstandings and irrelevance
- Poor quality diagrams
- Patchy or no evidence of transference of learning from additional
- Literacy or numeracy interventions across the curriculum
- Erratic performance from subject to subject, and/or over time.

The SENCo needs to seek the pupils views about the variation, and cross-check these with subject teachers or class teacher perceptions and comments. Work scrutiny needs to be supported by other contextual evidence relating to pupil attendance, ability, dual or multiple exceptionality, behaviour, emotional well-being, nature of SEN and disability. The entire process will help to identify SEN pupil underperformance, the reasons for it, and the strategies to address issues.

Some pupils with disabilities may underachieve as a result of not having the appropriate resources to access the curriculum, or because teachers don’t give them extra time to complete tasks. Therefore, it cannot be assumed that all pupils with disabilities necessarily have inherent special educational needs.
Removing barriers to learning and participation

The SEN Code of Practice in paragraph 5:6 and the government in *Removing Barriers to Achievement*, paragraph 2:1 identify what causes pupils with SEN and/or disabilities to experience barriers to learning and participation. OFSTED in their HMI report *Special educational needs and disability. Towards Inclusive schools* found from inspection evidence that some SEN pupils face barriers to participation and achievement, due to inaccessible premises and a shortage of sufficient adult support.

The SENCO needs to ensure that teachers and learning support staff are aware of these barriers; are able to identify them within the classroom; and, know what approaches to utilise in order to remove or minimise them.

There is an excellent table in the Primary National Strategy resource entitled Learning and teaching for children with special educational needs in the primary years on pages 39 to 42 which provides practical strategies for removing barriers to learning. The Key Stage 3 booklet Part 1: *Using data – target setting and target getting* on page 8, in the resource *Maximising progress: ensuring the attainment of pupils with SEN*, also provides a comprehensive list of practical approaches the SENCO can advise class and subject teachers to adopt in order to ensure pupils with SEN and disabilities reach their optimum potential.

Appropriate strategies to remove barriers to learning and participation

The government promotes personalised learning as being an effective approach to adopt for all pupils, including those with SEN and/or disabilities. Similarly, the National Strategies Inclusion Development Programme (IDP) emphasises and reinforces a generic strengthening of quality first teaching and personalised learning in order to meet a diversity of high incidence SEN in mainstream schools, as well as helping to address any underachievement.

The SEN Code of Practice referred to personalisation indirectly when it stated:

*Effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements can help prevent some special educational needs arising and minimise others.* (DfES 2001 pages 47 & 62, paragraphs 5.18 and 6.18)

Common entitlement

Personalised learning

Personalised learning embraces every aspect of school life including teaching and learning strategies, ICT; curriculum choice, organisation and timetabling; assessment arrangements and relationships with the local community. It takes a highly structured and responsive approach by tailoring and matching teaching and learning around the way different learners learn, in order to meet individual needs, interests and aptitudes and enable every pupil to reach their optimum potential.
Paragraphs 3:1 and 3:2 in *Removing Barriers to Achievement*, illustrates how teachers can deliver personalised learning. The SENCO may find it helpful to disseminate this information to those teaching staff who require additional support and guidance in relation to this aspect.

In 2008, the DCSF published *Personalised Learning – A practical guide*, which provided a useful framework comprising of nine interrelated features making up a pedagogy of personalised learning. These are summarised on pages 54 and 54 of the document. SENCOs play a key role in supporting other colleagues in meeting the needs of pupils with SEN and/or disabilities through modelling personalised learning approaches.

**Quality first teaching**

Effective teaching for children with SEN and/or disabilities shares most of the characteristics of effective teaching for all pupils. Quality first teaching (QFT) for all pupils is the daily repertoire of teaching strategies and techniques that ensures pupils’ progression in learning. It includes guided work for small groups integrated into whole-class teaching where work is pitched at appropriate levels for differing groups within the class; and curriculum differentiation where the teacher stages work by level of support, by open-tasking, by extension, enrichment and enhancement activities.

Page 12 in the DCSF document entitled *Personalised Learning – A Practical Guide* provides further information about the features of quality first teaching, and the SENCO will wish to signpost staff to view this information.

As part of the SENCOs role in coordinating and monitoring provision for pupils with SEN and/or disabilities across the school, in partnership with the senior leadership team, they would expect to see the following aspects of QFT in practice.

- Lessons differentiated and personalised to match learners needs, which make reasonable adjustments for those pupils with SEN and/or disabilities
- Pupils as active participants and cooperative learners in the learning process
- Staff having high enough expectations of SEN pupils
- Learning which builds on prior knowledge and understanding.
- Links made to and transfer of learning across the curriculum
- Teachers using a range of teaching approaches
- Utilising ICT effectively to enhance curriculum access and learning opportunities
Understanding assessment for learning

Assessment for learning (Afl) is defined as the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go next and how best to get there. Afl, as part of personalised learning, is essential to use because it helps to guide classroom practice for all pupils, including those with SEN and/or disabilities. The SENCO will need to ensure that class/subject teachers are engaging these pupils in assessing their own learning and progress, wherever possible.

The National Strategies have further strengthened Afl by introducing assessing pupil progress (APP). This process entails class/subject teachers tracking the progress of at least three pupils in a class periodically, over a year, to ensure that they are on track and making the appropriate rate of progress, and not falling behind or underachieving.

The SENCO will be able to check if Afl and APP is enabling teachers to identify:

- what is helping or hindering pupils with SEN and/or disabilities to access and participate in the curriculum and learning;
- the impact of teaching and learning support on SEN pupils learning;
- the strengths, talents SEN pupils have;
- any gaps, misconceptions or misunderstandings in SEN pupils learning;
- the appropriate level of challenge to set in relation to SEN pupils targets;
- what the views of SEN pupils are in relation to their learning and progress.

The SENCO will find the table on page 15 in Part 2: Approaches to learning and teaching in the mainstream classroom, which is in the Key Stage 3 National Strategy series Maximising progress: ensuring the attainment of pupils with SEN very useful to share with teaching and learning support staff, as it offers a range of strategies to support assessment for learning.

The progress of SEN pupils

SENCOs should refer to paragraphs 5:42 and 6:49 in the SEN Code of Practice, which describes adequate progress holistically for pupils with SEN. This is important information for the SENCO to share with teaching and learning support staff in relation to raising expectations about the progress of pupils with SEN and/or disabilities.

The DCSF/National Strategies Progression Guidance 2009-2010 clarifies what constitutes good progress for pupils with SEN in English, Mathematics and Science. They emphasise three key principles:
• High expectations are key to securing good progress

• Age and prior attainment inform expectations of pupil progress

• Moderation is key to improving the reliability of teacher assessment.

The government’s expectation for learners identified as having SEN, who are working within age-related expectations is that they should make at least two levels of progress across a Key Stage.

OFSTED (2006) confirmed that good progress for pupils with SEN was usually a gain of two National Curriculum levels or two P levels, dependent on a pupils starting point across a key stage.

Two levels of progress equates to six sub-levels and 12 points in National Curriculum terms. Pupils on average are expected to achieve 1 point in a term and one sub-level in two terms. One value added point is equivalent to one sixth of a level or one term’s progress. (Value added looks at attainment as well as progress).

Progress measured on the basis of age and prior attainment enables more objective comparisons and judgements to be made as to what constitutes good progress for pupils with SEN. This information also helps to inform the setting of more stretching targets for SEN pupils.

The DCSF/National Strategies Progression Guidance can be accessed at: www.standards.dcsf.gov.uk/nationalstrategies/inclusion/specialeducationalneeds Table 3.2 provides a guide to what constitutes good and outstanding progress for pupils with SEN at the primary and secondary phases of education, from Key Stage 2 through to Key Stage 4.

SENCOs will find it useful to use Table 3.2 in conjunction with Annex B of OFSTED’s report entitled Special Educational Needs. Towards inclusive schools, where supporting criteria for evaluating whether pupils with SEN make good good progress in relation to their starting points, compared with pupils with similar difficulties and circumstances, is offered. For example:

• At least 80% of pupils make the nationally expected gains of two levels at Key Stage 2 and one level at Key Stage 3

• 78% of pupils who begin Key Stage 2 at level 1 in English achieve level 3 by the end of Key Stage 2

• At least 34% of pupils below level 2 in English in Year 7 make a one-level gain by the end of Key Stage 3 and 55% of pupils at level 2 make this gain

• Pupils withdrawn for substantial literacy support make an average of double the normal rate of progress

• The attendance of pupils with special needs is good (above 92%) and unauthorised absence is low.

• (OFSTED 2004, page 25)
The revised OFSTED inspection schedule (September 2009), also provides clear criteria for judging the quality of SEN pupils learning and progress. SENCOs will find this on page 14 in OFSTED’s *The evaluation schedule for schools*, and it is well worth sharing with teachers and learning support staff.

OFSTED inspectors during inspections will be examining SEN pupil progress data over the last three years within schools to explore whether these children are reaching challenging targets.

The DCSF (2009) in their analysis of children with special educational needs progression between Key Stage 2 and Key Stage 4 found that:

- Pupils with statements of SEN generally made more progress than those pupils at School Action Plus
- Pupils at School Action Plus made the least progress
- Pupils with SEN born earlier in the academic year performed better at Key Stages 2 and 4 than those SEN pupils born in the summer (August)
- Pupils born in the summer (August) at Key Stage 2 were 1.5 times more likely to have SEN, and at Key Stage 4, 1.2 times more likely to have SEN.

The SENCO needs to consider the progress of the SEN pupils in their school, in light of these national findings, particularly the summer birth issue and the School Action Plus issue.

Further detailed information about the rates of SEN pupil progress can be found in the DCSF document with accompanying data annexes, entitled: *Children with special educational needs 2009: an analysis*, which can be downloaded at: http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml

**P levels**

Where there are pupils working below National Curriculum level 1, the use of the P levels enables schools to measure progress, set targets and evaluate the impact of their provision for these SEN pupils. Table 3.3 provides a point score conversion for the P levels, which will assist SENCOs, core subject coordinators and class teachers to measure the progress of pupils with more complex SEN.

The P levels are differentiated performance criteria for assessing the attainment of those SEN pupils aged between 5 to 16, who are working below National Curriculum level 1. There are P levels in every National Curriculum subject, Including Religious Education (RE), and Personal, Social and Health Education (PSHE). P1 to P3 relate to the early levels of general attainment P4 to P8 relate to subject attainment.

The P levels support summative assessment at the end of an academic year or Key Stage. They help to track and identify linear and lateral pupil progress. They provide
a best-fit judgement on SEN pupil performance, as a pupil may not demonstrate every element of a P level descriptor.

QCDC provide a DVD pack *Using the P Scales* to support teacher moderation of P levels in English, Mathematics and Science. This is available from: http://www.qcda.org.uk

In addition, there are a series of recently revised curriculum P level booklets, which provide guidance on how to respond to pupils learning needs; how to modify the programmes of study; how to improve access to the specific curriculum subject; and examples of activities that pupils can do in Key Stage 1, Key Stage 2 and Key Stage 3. These booklets can be downloaded from the QCDA website.

**Using tools for collecting and analysing data**

**Analysing and using SEN pupil-level data**

The effective use of data helps to improve teaching and learning and support the development of a strategic approach to the management of SEN. According to the National Strategies, data collection and analysis are essential elements in developing a more ‘forensic’ approach to removing barriers to learning, raising expectations and supporting the setting of realistic and stretching targets for SEN pupils.

The analysis of SEN pupil-level data, can provide a deeper understanding of the performance of individual and groups of SEN pupils over time; help to inform the appropriate additional interventions required to ensure SEN pupils make the necessary two levels of progress across a key stage, including securing the progression of those SEN pupils with significant learning difficulties and/or disabilities who are operating at very low levels of the National Curriculum and P levels, and who are likely to make one level, or smaller-stepped progress over a key stage.

SEN data analysis also offers the SENCO a better understanding of the impact of the additional and different types of additional interventions and provision on SEN pupils’ progress. Effective strategic analysis and interpretation of robust SEN data, helps to inform teaching and learning at the classroom level. The SENCO needs to reflect on the following aspects, which are essential to using and analysing SEN pupil-level data.

- The criteria being used to determine whether SEN pupils are under-achieving
- The strategies and approaches being used to address any SEN pupil under-achievement and to narrow the attainment gap.
- The key national indicators and SEN data sets essential to monitoring SEN pupil progress
- The systems and approaches being used across the school to assess, target set and evaluate SEN pupils rates of progress
- What constitutes good progress for SEN pupils within the school, which takes account of linear and lateral progress
The effectiveness of the SENCO working with subject leaders and Key Stage coordinators in the school to jointly analyse and interpret SEN pupil-level data in order to identify strengths and gaps in subject coverage, or aspects of a subject that require further development and improvement.

Why analyse SEN data?
The SENCO, in partnership with the assessment coordinator in the school, will need to interrogate SEN pupil-level data in RAISEonline and Fischer Family Trust (FFT), in addition to the information in their own internal data sets in order to:

- Contribute evidence to the school’s OFSTED self-evaluation form (SEF) on how well pupils with SEN and/or disabilities are progressing.
- Evaluate the impact of additional intervention programmes and in-house provision on SEN pupils outcomes, and in relation to providing good value for money.
- Evaluate the progress towards meeting the targets set for SEN pupils.
- Make informed decisions about the deployment of SEN resources
- Evaluate the support and interventions provided by external agencies, including the impact of any extended school activities SEN pupils have accessed.
- Identify trends over three years
- Compare the school’s SEN pupil performance with that of similar schools, locally and regionally.
- Identify any gaps existing in SEN provision.
- Identify any SEN pupils who may be underachieving.

What data should the SENCO be using and analysing?
The SENCO needs to gather qualitative as well as quantitative evidence to gain a secure view about the progress of SEN pupils. The following questions provide some useful prompts:

1. What does SEN pupil data tracking tell me about their progress?
2. What are the SEN pupils’ views about their progress?
3. What are the views of staff and external professionals about SEN pupils’ progress?
4. What do observations from lessons indicate about pupils’ progress?
5. What does the scrutiny of SEN pupils work across the curriculum indicate about their progress?
The SENCO will need to give careful consideration to the type of SEN data that will be most useful to collect and analyse, and how and when the SEN data should be used. The following list suggests the types of data the SENCO could analyse.

- Contextual value added data, which looks at what is expected of each SEN pupil in relation to progress in the context of a range of factors such as: prior attainment, SEN status, free school meals (FSM), LAC, EAL, ethnicity, gender, age, mobility, economic deprivation, summer births, and question level on SATs.

- Value added data which compares each SEN pupil’s result with the median result for all pupils nationally with the same average point score at an earlier key stage, i.e. the difference between a pupil’s actual result and the expected result at the end of a key stage.

- Attendance data, particularly persistent absenteeism data and absence of SEN pupils taking holidays in term time.

- Exclusions data (fixed term and permanent exclusions)

- Every Child Matters (ECM) well-being outcomes data

- Rewards and sanctions data

- Extended services data – which activities SEN pupils access and how frequently.

- Health and emotional well-being data from annual surveys such as TellUs Survey, Health Related Behaviour Questionnaire (HRBQ), Pupil Attitude to Self and School (PASS), or the QCDA emotional and behavioural development scales.

Analysis of the SEN pupil-level data should help to demonstrate the impact additional provision is making; identify any gaps in provision; and if particular groups of SEN pupils are making better progress than others.

**Understanding RAISEonline and Fischer Family Trust data**

RAISEonline and Fischer Family Trust are two data packages used by schools, local authorities, school improvement partners and OFSTED inspectors. Both packages use contextual data gathered from the School Census within their contextualised value added (CVA) models to compare attainment and progress linked to levels of interventions for pupils at School Action, School Action Plus, and for pupils with a statement of SEN.

SENCOs are expected to be able to use and analyse SEN pupil-level data in both of the data packages, as well as interpret and compare their school-level SEN data with the national data sets for SEN/LDD, which can be found on the SEN/LDD area of the DCSF Standards website.

Online guidance is provided for RAISEonline and Fischer Family Trust, which can be downloaded from the respective websites: http://www.raiseonline.org and http://www.fischertrust.org
The SENCO would be advised to book a session with the school’s assessment coordinator and/or the headteacher to take them through the operational aspects of accessing different data sets within each package, if they are new to this aspect of their role. In addition, the local authority data team or school improvement team often provide training on the use of these data packages. Another option is for the SENCO to spend half a day with another local skilled SENCO who is conversant with both data packages.

**Table 3.5** Practical strategies to prevent stereotyping and bullying of SEND pupils in schools

<table>
<thead>
<tr>
<th>Whole school strategies</th>
<th>Classroom strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Displays of positive images of successful disabled people</td>
<td>• The SEAL bullying related materials are utilised</td>
</tr>
<tr>
<td>• School drama productions include disabled pupils, and have a theme on disability in some productions</td>
<td>• Alternative methods of recording are available to enable SEND pupils to report bullying and their feelings in a range of ways</td>
</tr>
<tr>
<td>• School assembly on inclusion has a focus disability</td>
<td>• SEND pupils views are listened to by staff</td>
</tr>
<tr>
<td>• Pupils with SEND have an opportunity to meet with the governors to present their views</td>
<td>• Staff know which agencies to seek further information from about anti-bullying and SEND pupils</td>
</tr>
<tr>
<td>• Parents of disabled pupils contribute their knowledge and expertise on disability at staff INSET</td>
<td>• The DDA and Disability Equality Duties are displayed in a pupil-friendly format within the classroom</td>
</tr>
<tr>
<td>• A consistent system for recording bullying incidents is in place which is followed by all staff</td>
<td>• Staff work in partnership with special school staff to further develop their inclusive practice and knowledge about the needs of disabled pupils</td>
</tr>
<tr>
<td>• Robust whole school behaviour and anti-bullying policies are in place which are kept under regular review and involve key stakeholders, including SEND pupils</td>
<td>• Promote positive images of disability across the curriculum</td>
</tr>
<tr>
<td>• A good range of extended school activities are fully accessible to those with disabilities, including wheelchair users</td>
<td>• Each class has a nominated pupil anti-bullying representative</td>
</tr>
<tr>
<td>• An anti-bullying week takes place annually</td>
<td>• Class teachers use three positive statements for every one negative statement</td>
</tr>
<tr>
<td>• The school has a Quiet Zone in school for pupils who need a safe haven</td>
<td>• Teachers analyse SEND pupil-level attendance data to look for any correlation between absences of these pupils from school and bullying incidents, and follow any issues up.</td>
</tr>
<tr>
<td>• There is a system of peer supporters and playground buddies operating</td>
<td>• Anti-bullying interventions are evaluated for effectiveness</td>
</tr>
<tr>
<td>• Circle time provides a forum for discussing bullying</td>
<td>• Visible staff are around school and out at break times and lunchtimes</td>
</tr>
<tr>
<td>• Anti-bullying interventions are evaluated for effectiveness</td>
<td>• Counselling provision is available in school and as an electronic service for pupils to access to report and discuss bullying issues</td>
</tr>
</tbody>
</table>
Coordinating the effective deployment of teaching assistants

OFSTED commented:

Support by teaching assistants can be vital, but the organisation of it can mean pupils have insufficient opportunity to improve their understanding, skills and independence. (OFSTED 2004: page 5)

The role of teaching assistants (TAs) is more effective when they work in partnership with the teacher on joint planning for the inclusion and engagement of SEN pupils in lessons. In order to maximise the full potential of the teaching assistant, teachers need to inform them of the expected learning objectives, outcomes and of the activities and tasks planned, well in advance of the lesson.

The effectiveness of additional TA support is dependent on good two-way open communication, existing between the teacher and the teaching assistant, who both keep the SENCO informed about the progress of SEN pupils, and of any barriers to learning and participation they may face.

The role of the SENCO in coordinating the effective deployment of TAs

The SENCOs role in coordinating the effective deployment of learning support entails:

- producing a clear up-to-date job description for teaching assistants recruiting, inducting, training and managing the team of teaching assistants, with the support of the senior leadership team
- planning the allocation of in-class teaching assistant support across the school and the curriculum to meet the needs of SEN pupils, in light of the SEN budget available
- identifying the teaching assistants and other additional supporting adults e.g. SEN teachers, learning mentor, following provision mapping, who will deliver targeted Wave 2 and Wave 3 additional intervention programmes
- devising timetables for teaching assistants and other support staff, and keeping these under review
- planning the annual programme for learning support team meetings
- negotiating non-contact time for teaching assistants to enable them to differentiate curriculum materials in school time, and also to liaise with subject/class teachers and other professionals from external agencies
- providing access to relevant ongoing professional development for TAs and others in the learning support team
- providing coaching and mentoring to newly appointed teaching assistants and other new staff joining the learning support team
monitoring and evaluating the effectiveness and impact of teaching assistants support and interventions

undertaking annual appraisals and professional development reviews with teaching assistants, which link to the National Occupational Standards for supporting teaching and learning.

Figure 3.2 provides a model job description for a teaching assistant, working in a 21st century school. This can be tailored or customised to suit the context of the school or other educational setting.

Points to remember

- Effective teaching for SEN pupils shares most of the characteristics of effective teaching for all pupils.
- SEN pupils in mainstream schools should make two levels of progress across a key stage.
- Qualitative and quantitative approaches should be utilised to identify SEN.
- Applications for examination access arrangements must be made in good time.
- Ensure SEN pupils are offered a range of methods for reporting bullying.
- Give consideration to involving SEN pupils in the recruitment and appointment of teaching assistants.
- Consider planning for the transfer of SEN pupils to secondary school earlier in Year 5.

Further activities

The following questions, focused on aspects covered in this chapter, meet the requirements of the National Award for Special Educational Needs Coordination, and support reflection and professional development.

- Which two barriers to learning and participation for pupils with SEN and/or disability present the greatest challenge in your school or setting? Describe how you will minimise and remove these barriers.

- After analysing the summative SEN pupil-level attainment data, you notice there is a cohort of SEN pupils who have underachieved. Describe the action you would take to address the issue.

- As SENCO, what evidence would you collect to demonstrate the impact teaching assistant support is having on improving SEN pupils learning and progress?

- Identify one issue relating to SEN pupil transfer or transition that requires improvement. Describe the actions you will take, working in partnership with other colleagues, to address the issue.

- Which aspects of the SENCO coordination role do you consider you require further support and/or development in, and who can enable you to acquire the required knowledge, skills and understanding?
Downloadable Materials

For downloadable materials for this chapter visit http://www.sagepub.co.uk/ritacheminais

Figure 3.2 Teaching Assistant job description

Figure 3.3 Annual Survey on teaching assistant support

Table 3.2 Good and outstanding progress for learners with SEN/LDD