# SENCOs (Secondary)

# - making your life easier throughout the year

- Saving you time and money
- Rescuing you from the paperwork
- Systems that demonstrate the impact

#### Whole School Provision Strategy

This simple product will help you justify your spending consultation advice they always end up saving large

#### **Pupil Premium Handbook**

The authoritative step by step guide on implementing the Pupil Premium.

· Review KS3 data with HoDs and HoYs, then present to SLT.

· Hold final exam coaching sessions for KS4.

Invite year 6s to school.

- · Visit feeder schools to look at year 5 cohort.
- · Re-assess impact of interventions.
- Re-implement interventions.

· Visit feeder schools with appointed TA for the year 6

· Intervention and resource planning for September.

Review 4th half term progress data with HoDs and re-establish

Prepare Annual Inclusion Report for SLT, Governors and

- · Liaise with HoY7 to discuss year 6 cases.
- Timetable TA support for supporting students with Access

# Arrangements in May and June.

#### **FEBRUARY**

#### **Provision Map**

**SEN CoP Pack** 

Use our free download to help you communicate the differentiation needs of each student to all your teachers.

#### **JANUARY**

- Remind staff about top concern students and strategies that will help.
- Send invitations for year 7 ARs to take place in March.
- Review 2nd half term progress data with HoDs and re-establish targets, then present to SLT.
- · Implement access arrangement support. Re-implement interventions.
- · Year 10 Annual Reviews: look at initial KS4 data.
- Ask for specific feedback from staff regarding year 8 students' progress for AR in February.

**JUNE** 

- **APRIL**

- · Look at year 6 concerns with SEBD team for planning.
- Meet with Social Services, CAMHS and agencies for year 6
- · Ask HoDs to ensure appropriate differentiation is happening
- for specific students with a review date.

- Spot-check interventions.
- · Assess for access arrangements.
- · Re-assess impact of interventions.
- Re-implement interventions. Year 8 Annual Reviews.
- Ask for specific feedback from staff regarding year 7 students' progress for AR in March.
- · Ask HoDs to ensure appropriate differentiation is happening for specific students with a review date.
- · Call feeder primary schools to plan visits throughout spring and summer.

#### JULY

- Timetable TAs
- Book calendar for following year, including ARs and
- Discuss planning and developments for next year with HoDs.
- Publish Annual Inclusion Report for SLT, Governors and Ofsted. Plan September SEBD support for top concern students.

# Consultancy

Many schools invite us to do an assessment of their Inclusion systems - to help prep for Ofsted or simply to work out how we can save you time, money and make your life

#### Advice to teachers

#### **Financial Provision Map**

This simple template helps you get to grips with all of your

#### **MARCH**

- · Submit all access arrangement facilities.
- Year 7 Annual Reviews.
- Review 3rd half term progress data with HoDs and re-establish targets, then present to SLT.

**OCTOBER** 

Invite to ARs

**DECEMBER** Brief staff about year 9 students and how to best support them.

#### IE Consultancy assessing the impact of your interventions

Review all provisions and interventions for impact.

Access arrangements for winter term exams

**Access Arrangements consultancy** 

Obtain background information

Assessments run on: Lucid Exact

• Begin provisions and interventions

• Brief staff again about new year 7s

· Submit applications by end of October

Year 6 transitions and proposed statements:

- · Re-strategise interventions. · Prepare timetables for access arrangement support.
- Year 9 Annual Reviews (14-19 planning and KS4 choices invite Connexions and HoY).
- · Ask for specific feedback from staff regarding year 10 student's progress for AR in January. • Send invitations for year 8 ARs to take place in February.

#### **Engaging stakeholders section of the Pupil Premium Handbook**

· Liaise with exam officer to identify which students need testing

• Assess paperwork that is given to the school by the borough for

Intervention strategy section of the Pupil premium Handbook

• Ask for specific feedback from teachers regarding year 7s and year 11s • Send out invitations for year 9 ARs (taking place in December)

HoY to have discussions with year 11 students about choices and options in preparation for AR

· Helping individual teachers with understanding specific students, seating plan and differentiation

• Invite year 6 parents to the school for planning purposes

Additional booster intervention for year 9 and 11 students

Invite Social Services, CAMHS and agencies for year 6 students planning meetings in April.

### Consultancy

lany schools invite us to do an assessment of their Inclusion systems - to help prep for Ofsted or simply to work

### **Access Arrangements**

"Allow our access arrangements team to take this off your hands and save you all the time and headache".

### **NOVEMBER**

Brief staff about year 11 students and how to



differentiate. Transition review for new year 7s.

Year 11 Annual Reviews.

# Financial provision map

#### · Spot-check interventions.

- Review 1st half term progress data with HoDs and establish targets - then present to SLT.
- Ask for specific feedback from staff regarding year 9 student's progress for AR in December.

#### **New EHC planning section of the SEN CoP Pack**

- Send out invitations for year 10 ARs.
- Ask HoDs to ensure appropriate differentiation is happening for specific students with a review date.
- · Help individual teachers with understanding specific students,

#### seating plans and differentiation.

# **Pupil Premium Consultancy**

calendar. We like to stay in touch with our schools by phone

### **SEPTEMBER**

Providing successful transition for year 7 students



- **Provision map** · Make staff aware of new students with statements and serious concerns
- Baseline assessments • e.g. NFER (reading Comprehension ages) • Spelling test (English department to use one that gives standardised score)
- Whole school CATS (or equivalent) · Assess students against criteria for intervention
- · Plan interventions and timetables and then send letters home. Interventions to begin by half term
- Send invitations for Year 7 Transition Review, to take place in November • Send invitations for Year 11 ARs (transitions – invite Connexions and HoY)

#### 360 assessment

- Implement SEBD support for top concerns
- · Remind all staff about differentiation needs for current year 8s

#### **Support strategies**

• Ask HoDs to ensure appropriate differentiation is happening for specific students with a review date

#### Whole school differentiation training

• Help individual teachers understanding specific students, seating plans and differentiation

#### Consultancy

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# SENCOs (Primary)

# - making your life easier throughout the year

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#### Whole School Provision Strategy

#### **Pupil Premium Handbook**

The authoritative step by step guide on implementing the Pupil Premium.

#### **JUNE**

- Re-assess impact of interventions
- · Re-implement interventions.
- · Complete assessments for any completed interventions
- Complete Early Years Langauge Links assessment.
- Meet with secondary SENCOs re: smooth y6 transitions.
- Organise visits from secondary schools' appointed TAs.
- · Send SEN files and data to relevant secondary schools.
- Review progress of reception children for support for next year.
- · Intervention and resource planning for September.
- Review 5th half term progress data and re-set targets. Prepare Annual Inclusion Report for SLT, Governors and Ofsted.

## JULY

- Timetable TAs Review reception children's progress with staff.
- Book calendar for following year, inc. ARs and assessments.
- Discuss planning and developments for next year with HoDs.
- Publish Annual Inclusion Report for SLT, Governors and Ofsted. Plan September SEMH support for top concern students.

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Advice to teachers

#### **MAY**

- Spot-check interventions.
- Review provision map targets from spring term & set new targets.
- · Year 1 Annual Reviews.
- Meet with key link person regarding SEN and vulnerable pupils.
- Monitor teaching & learning: focus on inclusive classroom. Review KS2 data with classroom teachers, then present to SLT.

#### **APRIL**

**FEBRUARY** 

· Spot-check interventions.

Year 3 Annual Reviews.

· Re-implement interventions.

· Assess for access arrangements.

· Re-assess impact of interventions.

- Update Provision Map: review needs & progress of
- Review and analyse assessment data for all pupils with SEN.
- · Review 4th half term progress data and re-set targets.
- · Re-assess impact of interventions.
- Re-implement interventions.
- · Implement enhanced transition plan with high schools.

· Meet with key link person regarding SEN and vulnerable pupils.

· SAT Support: discuss with y6 staff & develop timetable of support.

• Ask for feedback from staff re: y2 student progress for AR in Mar. · Ask HoDs to ensure differentiation for students with review date.

• Identify year 6 pupils that may need additional SATs support.

· Monitor teaching & learning: focus on inclusive classroom.

· Call feeder primary schools to plan visits (spring and summer).

- Meet with Social Services, CAMHS and agencies for y6 students.
- Ask for feedback from staff re: y1 student progress for AR in May. Ask HoDs to ensure differentiation for students with review date.
- · Timetable TA support for students with Access Arrangements.

#### **MARCH**

**Financial Provision Map** 

- · Submit all access arrangement facilities.
- · Year 2 Annual Reviews
- · Hold meeting with staff to monitor focus children's progress. · Review 3rd half term progress data and re-set targets.
- Review Individual Needs targets from spring term & set new targets.

Use our free download as your reference for advising your

This simple template helps you get to grips with all of your

· Complete assessments for any completed interventions.

### **SEN CoP Pack**

### **JANUARY**

- · Remind staff about top concern students and helpful strategies. • Update Provision Map: review needs & progress of pupils.
- Update Individual Student Needs Analyses
- Send invitations for year 2 ARs to take place in March. • Review 2nd half term progress data and re-set targets.
- · Re-implement interventions.
- · Review impact of additional Early Years support.

# • Conversations with class re: key children on the register.

- Hold meetings with outside agencies • Identify pupils needing review of progress or initial assessment.
- Speech and language meeting. · Learning support team meeting.
- · Educational psychologist meeting.

**SEPTEMBER** 

· Identify pupils for interventions

• Map out and Implement CPD.

Early years provision

 Map out annual review schedule. Send invitations for Year 6 ARs.

Plan interventions and timetables.

- · Year 5 Annual Reviews.
- · Ask for feedback from staff re: y3 student progress for AR in Feb.

**Provision Map** 

· Make staff aware of new students with ECH Plans and

• Update Provision Map: review needs & progress of pupils.

• Conversations with class re: key children on the register.

· Use results (EY S&L screening) to identify Language Links pupils.

• Early years: implement support for the 1st term to aid transition. • Ask HoKSs to ensure differentiation for students with review date. · Help individual teachers understanding specific students.

· Assess students against criteria for intervention.

• Implement SEMH support for top concerns.

· Early years speech and language screening.

• Baseline assessments, e.g. NFER (reading Comprehension ages).

Use our free download to help you communicate the

differentiation needs of each student to all your teachers.

### **DECEMBER**

- Complete assessments for any completed interventions. Review all provisions and interventions for impact.
- · Re-strategise interventions.
- · Review provision map targets from autumn term & set new targets. Prepare timetables for access arrangement support.
- Year 4 Annual Reviews • Ask for feedback from staff re: y5 student progress for AR in Jan.
- Send invitations for year 3 ARs to take place in February. • Help individual teachers understanding specific students.

**OCTOBER** 

## **Access Arrangements consultancy**

- · Liaise with exam officer to identify which students need
- · Obtain background information.
- · Assessments run on: Lucid Exact.
- · Submit applications by end of October.
- · Complete Individual Student Needs Analyses for each pupil. · Begin provisions and interventions.
- · Ask for specific feedback from teachers re: Reception and y6s. • Send out invitations for year 4 ARs (taking place in December).
- Hold meetings with outside agencies
- · Identify pupils needing review of progress or initial assessment.
- · Speech and language meeting.
- · Learning support team meeting. · Educational psychologist meeting.
- · Meet with key link person regarding SEN and vulnerable pupils. • Additional booster intervention for year 4 and 6 students.
- Monitor teaching & learning: focus on inclusive classroom.
- · Help individual teachers understanding specific students.

Consultancy

# **NOVEMBER**

- Review assessment data and implement any action as necessary
- Review 1st half term progress data and set targets.
- · Year 6 Annual Reviews.
- Spot-check interventions.
- Review 1st half term progress data and set targets. • Teachers to review pupil progress against individual targets.
- Ask for feedback from staff re: y4 student progress for AR in
- · Send out invitations for year 5 ARs.
- Ask HoDs to ensure differentiation for students with review
- · Help individual teachers understanding specific students.

### **Pupil Premium Consultancy**

dentifying what is working and what you need to do, followed with a step by step guide and an implementation calendar. We like to stay in touch with our schools by phone

#### Consultancy

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