

## SENCo Calendar

This list is intended to support SENCos in organising their timetables for the academic year. Some of the activities will require several dates and others only one. The intention is that working through the list at the beginning of the Autumn term will provide a scaffold to identify the time needed to complete the role. However, as each SENCos post is unique to them some items will not be needed and others will so five lines have been left blank to fill in activities you wish to include in your planning. This guide, provided with support from Ruth Newbury, a SENCo forum subscriber, hopefully provides a starting place.

Activity	Dates
Support assessment of pupils to identify progress and inform intervention via IEP.	
Consult with teachers and teaching assistants to write/manage IEPs.	
Collate IEPs for all pupils requiring additional or different support.	
Organise interviews with parents of pupils with IEPs.	
Collate data regarding pupils with SEN to provide evidence for the SEF.	
Timetable all additional internal interventions for pupils with SEN.	
Timetable all externally initiated interventions for pupils with SEN (SaLT, OT etc).	
Arrange dates for LEA agencies to support pupils moving to school action +	
Collation and send documents to LEA for pupils requiring statutory assessment.	
Agree dates for all Annual Reviews.	
Update SEN/vulnerable children register.	
Monitor the impact of Wave 3 interventions in literacy.	
Monitor the impact of Wave 3 interventions in numeracy.	
Monitor the impact of Wave 3 interventions in behaviour.	
Identify dates for action required to implement points from school accessibility plan.	

<b>Activity</b>	<b>Dates</b>
Audit/identify gaps in skills for supporting pupils with SEN/disability and arrange P.D.	
Organise regular liaison meetings with SMT and SEN Governor	
Complete statutory information for Governors on SEN/disability.	
Arrange dates for pyramid/network meetings to share good practice	
Arrange subject/dept meetings to identify solutions to access/differentiation.	
Arrange sampling of pupils work to identify whole school effectiveness in SEN support.	
Analyse data to identify best value indicators of TA/mentor/individual support.	
Assess progress of vulnerable groups and identify action to increase progress.	
Identify exclusions, monitor effectiveness of IBPs, identify action to reduce.	
Review policies: SEN, Inclusion, Behaviour, Anti-bullying, Equality and Medical Policy.	
Obtain and read exam board annual information regarding access arrangements.	
Arrange screening of pupils likely to need access arrangements for exams/NC tests.	
Plan with exam officer, the arrangements for administration for access arrangements.	
Arrange consultations with pupils to collate their perceptions of SEN support.	
Consult on dates for Appraisal/Professional Development Review of teaching assistants.	
Organise time for the management and mentoring of TAs.	
Review induction processes for their impact upon SEN pupils learning.	
Complete and justify financial planning.	
Monitor effectiveness and use of IEPs.	
Audit the involvement of pupils in deciding and achieving their IEP targets.	
Monitor effectiveness and expansion of ICT to increase pupil success.	

Activity	Dates
Review assessment results for indicators of unmet/unidentified special needs.	
Arrange personal PD – shadowing, courses etc.	
Organise and arrange additional assessment of pupils as necessary.	
Organise and provide update training for schools staff as required.	
Organise increased parental partnership/awareness training.	
Identify impact of interventions to support the ECM outcome be healthy.	
Identify impact of interventions to support the ECM outcome staying safe.	
Identify impact of interventions to support the ECM outcome enjoying & achieving.	
Identify impact of interventions to support the ECM outcome positive contribution.	
Identify impact of interventions to support the ECM outcome economic wellbeing.	
Respond to LA requests for pupil information e.g PLASC returns.	
Plan in regular time for administration tasks.	
Plan in regular time for liaising with parents.	
Plan in regular time for liaising with LEA, Heath and Social Service professionals.	
Audit resources for SEN to identify gaps in provision.	
Complete accessibility audit to ensure planning is on track.	
Organise input from LEA officers to support challenging areas e.g truancy, LAC.	
Arrange meetings to complete transition arrangements for pupils with SEN.	
Organise dates of induction for pupils with SEN from feeder schools.	
Organise feedback from parents on their views of SEN provision.	
Undertake annual review of SEN policy and provision to evaluate effectiveness.	

<b>Activity</b>	<b>Dates</b>