



Department  
for Education

# **National Professional Qualification for Special Educational Needs Co-ordinators**

**(NPQ for SENCOs)**

**September 2023**

## Acknowledgements

The National Professional Qualification Frameworks were developed in consultation with the following members of an Expert Advisory Group and in collaboration with a wide range of teachers, school leaders, academics and experts:

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## Summary

This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by teachers when they participate in the National Professional Qualification (NPQ) for SENCOs.

## Expiry or review date

This guidance will be reviewed as necessary.

## Who is this publication for?

This guidance is for:

- SEN Co-ordinators (SENCOs);
- school leaders;
- other teachers interested in developing expertise in SEND or undertaking the SENCO role in future; and
- organisations developing and delivering NPQs.

## Introduction

### Transforming the support and development offer for teachers and school leaders throughout their career

Teachers are the foundation of the education system – there are no great schools without great teachers and leaders. At the heart of great teaching and great school leadership is a shared, evidence-informed understanding of what works.

Delivering on the commitments set out in the [Teacher Recruitment and Retention Strategy](#), we have transformed our training and support for teachers at all stages of their career.

We have revised our Initial Teacher Training (ITT) Core Content Framework and, through the implementation of the Early Career Framework (ECF), are now supporting teachers in the first years of their career with a structured two-year induction into the profession.

Building on this, our priority is to help all our teachers and school leaders continuously develop their knowledge and skills throughout their careers so every child in every classroom in every school gets a world-class start in life.

The National Professional Qualifications (NPQs) provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.

The NPQ frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework. They complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.

The frameworks reflect the [Teachers' Standards](#) and [Headteachers' Standards](#) to ensure coherency with the requirements already used by the teaching profession.

### The suite of National Professional Qualifications

NPQs are a set of prestigious professional qualifications, already widely recognised by the sector. They are designed to support the professional development of teachers and school leaders at all levels, across primary and secondary schools.

The NPQs in Senior Leadership, Headship and Executive Leadership have been reformed to ensure they are underpinned by the latest and best evidence, and we have also introduced an NPQ for Early Years Leadership. Our NPQ in Middle Leadership has

been replaced with new NPQs for teachers and school leaders who want to broaden and deepen their expertise in specialist areas.

The NPQs currently comprise the:

- **National Professional Qualification for Leading Teacher Development (NPQLTD)** – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.
- **National Professional Qualification for Leading Behaviour and Culture (NPQLBC)** – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
- **National Professional Qualification for Leading Teaching (NPQLT)** – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
- **National Professional Qualification for Leading Literacy (NPQLL)** – for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.
- **National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
- **National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a head teacher or head of school with responsibility for leading a school.
- **National Professional Qualification for Executive Leadership (NPQEL)** – for school leaders who are, or are aspiring to be, an executive head teacher or have a school trust CEO role with responsibility for leading several schools.
- **National Professional Qualification for Early Years Leadership (NPQEYL)** – for leaders qualified to at least Level 3 with a full and relevant qualification who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, head teachers of school-based or maintained nurseries, or childminders with leadership responsibilities.

## Reforming the National Professional Qualification content frameworks

In collaboration with an Expert Advisory Group, we consulted extensively with the sector to design the reformed suite of NPQs. This has included invaluable input from teachers, school and trust leaders, academics and experts.

The frameworks set out two types of content. Within each area, key evidence statements (“Learn that...”) have been drawn from current high quality evidence from the UK and

overseas. This evidence includes high quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the NPQ frameworks provide practical guidance on the skills that teachers and school/trust leaders should be supported to develop. Practice statements (“Learn how to...”) draw on both the best available educational research and on additional guidance from the Expert Advisory Group and other sector representatives.

The EEF has independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity. References for evidence underpinning each section are provided at the end of the framework.

The NPQ frameworks have also been reviewed by a wide range of sector bodies including unions and special educational needs and disability experts.

## National Professional Qualifications available from 2024

From 2024, two further NPQs will be available. They build on the new pathway for teacher and leader development and progression, accessible at all stages of a teacher or leader’s career. The methodology for the development of these NPQs has been the same as for the 2021 / 2022 suite; the EEF has once again independently reviewed the content frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity.

These new qualifications are the:

- **National Professional Qualification for Leading Primary Mathematics** - for teachers who have, or are aspiring to have, responsibilities for leading primary mathematics teaching across a school, key stage or phase (available from Spring 2024); and the
- **National Professional Qualification for SENCOs** - a leadership level qualification, primarily for SENCOs, school leaders or aspiring SENCOs (available from Autumn 2024).

## The role of the SENCO

The SENCO role is a mandatory role in mainstream schools and maintained nursery schools. This framework recognises the statutory requirements of the role. Some specialist settings, such as special schools and Alternative Provision settings, may appoint SENCOs, but they are not required to do so and may fulfil the functions associated with the role through alternative structures and processes. This framework has been written to reflect the diversity of settings in which SENCOs work, with a recognition that some content, and underpinning evidence, may only apply to those in state funded mainstream schools. Line managers of SENCOs and other senior leaders are also likely to benefit from completing this qualification.

The SENCO is a vital leadership role within our schools. The SEND Code of Practice (2015) recommends that the SENCO is on the senior leadership team. Expectations of those in the SENCO role are set out in law (Children and Families Act 2014) and guidance on fulfilling these requirements is laid out in the SEND Code of Practice (2015). SENCOs need to have a strong understanding of their context, community and the pupils and adults they work with. They also need to have depth of expertise across a number of specialist areas related to their role (such as the statutory framework, identification of SEN and leading and managing provision). This will involve knowledge of effective approaches that enables the SENCO, through work with colleagues, to keep improving provision for all pupils and their families (including teaching, behaviour, professional development and implementation). SENCOs must understand the relationship between these different domains, how they can change over time and how to contribute to a culture and the conditions in which staff and all pupils are able to thrive.

An effective SENCO works alongside other leaders to build a school culture in which pupils with SEND can participate meaningfully in the full life of the school, achieve ambitious outcomes and make successful transitions to their next steps. At times the role is complicated and demanding. The remit of the SENCO is far broader than co-ordinating special educational provision. A key element of the role is to influence whole-school teaching, curriculum and behaviour policy and practices that ensure all pupils are prepared for their next step in education or adulthood. In developing and sustaining an inclusive environment, the SENCO needs to work with other leaders to embed reflective practice, whereby the enablers to full pupil participation are proactively identified and implemented on an ongoing basis. The end goal is to ensure that every child is valued, belongs and has the opportunity to realise their unique potential, regardless of starting point.

The SENCO role is both operational and strategic, and relies on effective distributed leadership approaches, working with and through colleagues (in particular, through other school leaders and teachers) as well as with families, the local authority, external agencies, and other education providers to ensure that every pupil identified with SEND attends school regularly and gets an excellent education. The SENCO must also be able to allocate resources strategically, monitor the impact of provision, critically evaluate evidence and advise colleagues.

This framework is a codification of essential knowledge, skills and concepts that underpin successful SEND leadership within a school. It sets out what those leading SEND provision or in another senior leadership role with responsibility for SEND should know and be able to do within the specialist areas related to their role and in relation to approaches that enable their school to keep improving.

Providers of this qualification will design a curriculum that draws on and blends together sections from across this framework and which is responsive to the needs of the participants who are taking the course, including those that are not based in mainstream schools.



The course curriculum should aim to develop expertise that is flexible and allows participants to respond to the challenges they will encounter in a range of contexts. It should develop expertise that can be applied to both identifying and addressing persistent and common challenges in leadership as a SENCO. It should also provide fellow professionals with a network, common language and access to a continuous debate through which the collective expertise of our education system can grow and develop in the best interests of all pupils.

## **Updating the National Professional Qualification content frameworks**

The NPQ frameworks will be kept under review as the evidence base evolves. As in any profession, the evidence base is not static and research insights develop and progress.



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# National Professional Qualification (NPQ) for SENCOs

National Professional Qualification for SENCOs – Primarily for SENCOs, school leaders or aspiring SENCOs.

## One – School culture

Learn that...	Learn how to...
<p>1.1 The SEND Code of Practice (2015) is underpinned by the social model of disability, whereby people are disabled by barriers in society, not by their impairment or difference.</p> <p>1.2 Attending school alongside pupils with SEND can have a positive impact on the attitudes of pupils without SEND towards their peers with SEND.</p> <p>1.3 High quality teaching has a long-term positive effect on pupils' life chances, including for pupils with SEND and particularly for pupils from disadvantaged backgrounds.</p> <p>1.4 Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND.</p> <p>1.5 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.</p> <p>1.6 Setting clear expectations can help communicate shared values that improve classroom and school culture.</p>	<p><b>Contribute to establishing and sustaining a positive and supportive culture across the school and for all pupils, including by:</b></p> <p>1.a Working with other leaders to develop, implement and monitor the effects of school policies and operational guidance to create an inclusive environment where everyone feels welcome, safe, and that they belong.</p> <p>1.b Articulating, modelling and promoting inclusive and ambitious attitudes and practices, anticipating and challenging stereotypes and addressing misconceptions.</p> <p>1.c Modelling the use of positive and strengths-based language for all pupils.</p> <p>1.d Enabling access to and encouraging active engagement in all curricular and extra-curricular activities for all pupils, supporting staff to implement reasonable adjustments as needed.</p> <p>1.e Working with other leaders to maintain a physical environment that accommodates those with physical and/or sensory needs.</p>

Learn that...	Learn how to...
<p>1.7 Adults in the classroom have the ability to affect the wellbeing, motivation and behaviour of their pupils.</p> <p>1.8 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</p> <p>1.9 Teachers can influence pupils' resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success.</p> <p>1.10 A culture of mutual trust and respect between colleagues fosters effective relationships and supportive professional environments.</p> <p>1.11 Building alignment of staff around the intended school culture can create coherence in a school and give direction and purpose to the staff's work teaching pupils, including pupils with SEND.</p>	<p>1.f Working with other leaders to enable improvements to attendance for pupils with SEND, wherever possible.</p> <p>1.g Working with other leaders to ensure a culture of co-production which captures and values pupil and family voice in all aspects of the curriculum, its delivery, and in wider whole school policies.</p> <p>1.h Working with governors and other leaders to foster a positive culture for all pupils, families and staff.</p> <p><b>Contribute to establishing and sustaining the school's strategic direction, including by:</b></p> <p>1.i Working with other leaders to ensure the school's strategic direction sets ambitious standards for all pupils, including those with SEND.</p> <p>1.j Working with other leaders to ensure that school practices and policies support all pupils to fulfil their potential and be prepared for adulthood.</p>

## Two – Statutory framework

Learn that...	Learn how to...
<p>2.1 The Children and Families Act (2014), Part 3, is the legal basis for the SEND Code of Practice (2015).</p> <p>2.2 The UK is a signatory to the UN Convention on the Rights of the Child (1989), Salamanca Statement (1994) and the UN Convention on the Rights of Persons with Disabilities (2006).</p> <p>2.3 All children are entitled to an appropriate education that should enable them to achieve their potential, become confident individuals living fulfilling lives, and make a successful transition into adulthood (SEND Code of Practice 2015).</p> <p>2.4 Pupils have a conditional right to be educated within a mainstream setting, where this is the family’s wish (Children and Families Act 2014).</p> <p>2.5 Pupils with specific needs may require additional arrangements and adjustments so that they can access national tests and examinations.</p>	<p><b>Support senior leaders to ensure staff and governors enact statutory guidance, including by:</b></p> <p>2.a Contributing to an accountability framework whereby teachers are responsible and accountable for the progress and development of all pupils.</p> <p>2.b Preparing and maintaining an accessible and detailed SEN Information Report and SEN Policy and contributing to the Accessibility Plan.</p> <p>2.c Working with other leaders to ensure that all school policies and practices take account of the requirements of the Equality Act (2010) to make reasonable adjustments for disabled pupils.</p> <p>2.d Working with the governing body or proprietor to facilitate oversight, support and challenge.</p> <p>2.e Monitoring implementation of SEND provision in the form of the graduated approach: a four-part cycle (assess, plan, do, review).</p>

Learn that...	Learn how to...
<p>2.6 Local authorities and schools are required to have regard to the SEND Code of Practice (2015) and must identify and correctly understand the relevant provisions that it sets out.</p>	<p>2.f Working with the examination officer and external organisations to ensure access arrangements are made, where appropriate.</p>
<p>2.7 The local authority is responsible for key elements of SEND provision including statutory assessment, commissioning and provision of local services (Children and Families Act 2014).</p>	<p><b>Work together with other leaders to assist the school in meeting its statutory duties toward families of pupils identified with SEND, including by:</b></p>
<p>2.8 Schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information (Equality Act 2010).</p>	<p>2.g Establishing and maintaining processes so that families experience high quality communication and meaningful co-production.</p>
<p>2.9 Schools must comply with statutory safeguarding guidance, with the recognition that additional vulnerabilities may increase risks for pupils identified with SEND (Keeping Children Safe in Education).</p>	<p>2.h Informing the family when making special educational provision for a pupil and agreeing with them what information is shared if a pupil moves to a new setting.</p>
<p>2.10 The school should ensure that the SENCO has sufficient time and resources to fulfil their role (SEND Code of Practice 2015).</p>	<p>2.i Setting outcomes for pupils identified with SEND and deciding on approaches to achieve them.</p>
<p>2.11 The governing body or proprietor are responsible for setting the strategic direction for SEND policy,</p>	<p>2.j Providing families with meaningful reports on progress.</p>
	<p><b>Work closely with other agencies and specialists including by:</b></p>
	<p>2.k Establishing communication channels between organisations.</p>

Learn that...	Learn how to...
<p>and for ensuring the school uses its best endeavours to secure special education provision to meet a pupil's need (SEND Code of Practice 2015).</p> <p>2.12 The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs (SEND Code of Practice 2015).</p> <p>2.13 The SENCO should work with the head teacher and governing body or proprietor in order for the school to contribute to statutory SEND activity within the local area (SEND Code of Practice 2015).</p> <p>2.14 Senior leaders and other staff should work with the SENCO and other agencies to ensure provision meets pupil needs (SEND Code of Practice 2015).</p> <p>2.15 Teachers are responsible and accountable for the progress and development of the pupils in their class (SEND Code of Practice 2015).</p>	<p>2.1 Ensuring teachers are aware of the full package of provision around a pupil.</p> <p>2.m Supporting alignment of external specialist support with school improvement priorities and policies.</p> <p><b>Support the delivery of effective provision across services to pupils with SEND and their families, including by:</b></p> <p>2.n Working collaboratively with the local authority to share and seek accurate information in a timely manner.</p> <p>2.o Contributing to wider community SEND initiatives, including the SEND Local Offer and local SENCO networks to disseminate and learn about best practice.</p> <p>2.p Pre-emptive planning with other providers where a pupil is transitioning into or out of the school.</p> <p>2.q Liaising with relevant careers leads to provide meaningful employability and work experience opportunities for pupils with SEND, as appropriate to the school's phase.</p>

## Three – Identification of need

Learn that...	Learn how to...
<p>3.1 The purpose of identifying a special educational need is to determine what action the school should take to address barriers to learning. Identification should not be intended to fit a pupil into a category (SEND Code of Practice 2015).</p> <p>3.2 The SEND Code of Practice (2015) sets out four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and physical and/or sensory needs.</p> <p>3.3 In practice, individual pupils with SEND will often have needs that cut across the four broad areas of need (SEND Code of Practice 2015).</p> <p>3.4 Identification of SEND should draw on regular and precise assessment information, including statutory test outcomes, and discussion with the pupil and their family. Identification of need should take in the holistic picture of a pupil's development and not focus solely on a single primary area of need (SEND Code of Practice 2015).</p>	<p><b>Implement an efficient SEND identification process across the school which ensures that barriers to learning are identified and addressed at the earliest opportunity, including by:</b></p> <p>3.a Constructing a record, such as a SEND Register, which reflects detailed and accurate identification of need; this will include core assessment data and record early indications of possible SEND.</p> <p>3.b Providing relevant staff with appropriate access to SEND records and structured opportunities to record early indications of possible SEND.</p> <p>3.c Recognising where issues with teaching or curriculum quality may manifest as SEND and working with other leaders to address these issues swiftly.</p> <p>3.d Engaging with the pupil and their family, drawing on their experiences and knowledge to inform the identification process.</p>



Learn that...	Learn how to...
<p>3.5 Pupils and their families should be involved in early discussions around SEND identification (SEND Code of Practice 2015).</p> <p>3.6 All identification of SEND must be recorded by the school and families must be notified formally of the decision to put SEND provision in place (SEND Code of Practice 2015).</p> <p>3.7 The SENCO should draw on specialists and external agencies, where necessary, to secure accurate identification (SEND Code of Practice 2015).</p> <p>3.8 A pupil's needs are likely to change over time, for example as a pupil develops or in response to effective intervention (SEND Code of Practice 2015).</p> <p>3.9 Following identification of SEND, progress should be reviewed regularly (SEND Code of Practice 2015).</p>	<p>3.e Working with other leaders across the school to ensure that where pupils' needs intersect across different pupil groups, e.g. pupil premium or child in need, their provision needs are considered holistically.</p> <p>3.f Analysing a range of data and evidence to support accurate identification, including information on behaviour, attendance and performance.</p> <p>3.g Agreeing with families what information will be shared and with whom during the identification process.</p> <p>3.h Working with teachers and leaders to put provision in place while assessment of need is underway.</p> <p>3.i Working with teachers and leaders to select and apply standardised assessment tools and commercial screeners with fidelity to their specific purpose, where it is appropriate to use them, with an understanding of the robustness of the evidence base which underpins them.</p> <p>3.j Where an EHCP might be required, ensuring that the school fully participates in the assessment</p>

Learn that...	Learn how to...
	<p>process, supports the family through the identification process and liaises proactively with the local authority.</p> <p>3.k Monitoring pupils who are no longer identified with SEND to ensure progress is sustained.</p> <p><b>Ensure school stakeholders and families understand the purpose of identifying SEND, including by:</b></p> <p>3.l Clearly articulating the school's identification process in the SEN Policy and SEN Information Report.</p> <p>3.m Reassuring families that removing SEND identification is recognition of progress made, providing the rationale for this decision.</p> <p>3.n Challenging the misconception that diagnosis of a condition is required in order for SEND to be identified.</p> <p>3.o Ensuring that when a pupil has achieved their desired outcomes their progress is authentically celebrated.</p>

## Four – Teaching

This framework focusses on the knowledge and skills SENCOs learn so that they can develop high quality teaching across their school. Participants on the NPQ for SENCOs will also draw upon and apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.

Learn that...	Learn how to...
<p>4.1 Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>4.2 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>4.3 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p>4.4 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.</p> <p>4.5 High quality teaching can transform pupils' knowledge, capabilities and beliefs about learning.</p>	<p><b>With other leaders, establish and sustain effective curriculum planning and preparation across the school, including by:</b></p> <p>4.a Communicating the information about pupils with SEND that enable teachers to plan, adapt and teach effectively for all pupils.</p> <p>4.b Articulating with other leaders, including subject leaders, how class teachers should approach adaptive teaching in their subject and/or phase.</p> <p>4.c Working with teachers and leaders to ensure accurate assessment across all curriculum areas, enabling teachers to plan for the teaching of foundational knowledge in line with pupils' starting points.</p> <p>4.d Supporting teachers to scaffold learning, reducing bespoke support as the pupil demonstrates</p>

Learn that...	Learn how to...
<p>4.6 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>4.7 High quality teaching for pupils with SEND is underpinned by positive interactions between pupils, their teachers and their peers.</p> <p>4.8 High quality teaching for pupils with SEND is based on strategies which are often already practised by teachers, and which can be developed through training and support.</p> <p>4.9 High quality teaching for pupils with SEND deploys explicit instruction and effective scaffolding as appropriate and develops cognitive and metacognitive strategies to support learning.</p> <p>4.10 High quality teaching for pupils with SEND groups pupils intentionally in relation to specific learning outcomes; care should be taken to monitor the impact of groupings on pupil attainment, behaviour, and motivation.</p> <p>4.11 Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND.</p>	<p>mastery in the domain and becomes increasingly independent.</p> <p>4.e Emphasising that all pupils should be taught to communicate effectively, to read fluently and to comprehend what they read, as appropriate to the pupil's developmental stage, using evidence-informed approaches.</p> <p><b>Support teachers and support staff to understand the importance of precise expert teaching for all pupils and to implement the graduated approach effectively, including by:</b></p> <p>4.f Enabling teachers and leaders to understand the graduated approach and utilise it in the classroom, subject or domain.</p> <p>4.g Strengthening teacher and support staff understanding of the four broad areas of need and how these might affect a pupil's learning.</p> <p>4.h Working with other leaders across the school to identify where effective teaching practices can remove barriers to learning.</p> <p>4.i Explaining that independent of identified need or diagnosis, pupils will have unique profiles of strengths and difficulties.</p>

Learn that...	Learn how to...
<p>4.12 Executive functioning skills have been linked to key developmental outcomes in domains such as reading, maths, mental and physical health, and wellbeing.</p> <p>4.13 An effective way to develop a pupil's executive function is the explicit modelling and teaching of metacognitive strategies.</p>	<p>4.j Advising teachers on how profiles associated with high incidence and lower incidence needs, as appropriate within a given setting, may affect learning, and how to anticipate and accommodate these needs in teaching practice.</p> <p>4.k Advising teachers on how to adapt teaching resources to cater to pupil need.</p> <p>4.l Advising teachers on how to maintain a classroom environment that attends to the needs of pupils with sensory and/or physical needs, including the use of assistive technologies and/or specialist equipment.</p> <p>4.m Supporting teachers to teach and model the social code so that pupils develop an understanding of and a fluency in adopting typically expected behaviours across the school environment and in wider society, where appropriate.</p>

## Five – Behaviour

Learn that...	Learn how to...
<p>5.1 A range of atypical behaviours, such as withdrawal and behaviour that challenges, may indicate an unmet SEND need which can be supported (SEND Code of Practice 2015).</p> <p>5.2 Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.</p> <p>5.3 A predictable and secure environment benefits all pupils but is particularly valuable for many pupils with SEND.</p> <p>5.4 While classroom level approaches can significantly affect pupil behaviour, consistency and coherence at a whole school level is key.</p> <p>5.5 Teaching typically expected behaviours will reduce the need to manage misbehaviour.</p> <p>5.6 Teachers should encourage and support pupils to reflect on their own behaviour.</p>	<p><b>Support the development of a calm, safe and supportive environment for pupils across the whole school, including by:</b></p> <p>5.a Contributing to the creation of a whole school behaviour culture built on strong relationships between pupils, their families and staff, where pupils are taught and supported to understand and adopt typically expected behaviours.</p> <p>5.b Communicating the importance of maintaining clear behavioural expectations in line with whole school policies and advising on how individual support and adjustments can be provided to help all pupils meet a school's behavioural expectations.</p> <p>5.c Developing teachers' ability to teach typically expected behaviours to pupils (including self-regulating behaviours) and their understanding that some pupils will engage in self-soothing behaviours, such as stimming.</p> <p><b>Motivate pupils, including by:</b></p>

Learn that...	Learn how to...
<p>5.7 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</p> <p>5.8 Pupils may be motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</p> <p>5.9 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p> <p>5.10 Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all of the time, including for pupils with SEND.</p> <p>5.11 If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs.</p> <p>5.12 Pupil behaviour has multiple influences. Teachers can manage some of these influences directly, some indirectly, and there are some that may be outside the purview of teaching staff.</p>	<p>5.d Encouraging colleagues to highlight to all pupils how the curriculum and extra-curricular activities relate to their aspirations.</p> <p>5.e Leading and modelling affirmative attitudes that celebrate difference and challenge negative stereotypes and assumptions which might limit pupil potential.</p> <p><b>Work in partnership with families, including by:</b></p> <p>5.f Communicating carefully to encourage positive dialogue about learning, focussing on building families' efficacy and avoiding stigmatising, blaming or discouraging families.</p> <p>5.g Co-producing individual behaviour plans, where these are required.</p> <p>5.h Communicating the school behaviour policy to families to ensure behaviour expectations are transparent.</p> <p>5.i Providing reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.</p>

Learn that...	Learn how to...
<p>5.13 While every person's behaviour and their motivations for it are complex and unique, pupils' age or their actual stage of development can affect their behaviour in ways that are predictable.</p> <p>5.14 Understanding a pupil's context will inform effective responses to complex behaviour or misbehaviour.</p> <p>5.15 SENCOs, pastoral leaders, subject leaders and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils.</p> <p>5.16 A key influence on a pupil's behaviour in school is being the victim of bullying.</p> <p>5.17 Pupils with SEND are more likely to experience bullying, including bullying related to their SEND, than their peers without SEND.</p>	<p><b>Contribute to a whole school approach in assisting pupils who need more intensive support with their behaviour, including by:</b></p> <p>5.j Emphasising that behaviour that challenges is not itself SEND and that all pupils should receive support and guidance to develop positive behaviour habits.</p> <p>5.k Liaising with families and specialists to better understand pupils' individual circumstances and how they can be supported to meet high expectations.</p> <p>5.l Ensuring any personalised interventions applied to support positive behaviour have a robust evidence base and are specifically targeted to individual pupils.</p> <p>5.m Supporting staff to proactively identify antecedents, such as sensory overload, and deploy de-escalation strategies, when needed.</p> <p>5.n With other senior leaders, providing a safe and open forum to debrief following serious behaviour incidents, to recognise root causes and inform personalised behaviour plans.</p>



Learn that...	Learn how to...
	<p data-bbox="1104 225 2022 304"><b>Prevent and respond to the increased safeguarding risks for pupils with SEND, including by:</b></p> <p data-bbox="1104 328 2022 488">5.o Working closely with the designated safeguarding lead to ensure that existing and planned safeguarding training reflects the SEND needs of the cohort.</p> <p data-bbox="1104 544 2022 791">5.p Contributing to the creation and implementation of a whole school anti-bullying approach including prevention work that encourages pupils to empathise with others, understand the harm caused by child-on-child abuse and play an active role in supporting all of their peers.</p> <p data-bbox="1104 847 2022 1007">5.q Working with other leaders to ensure that the whole school anti-bullying approach is communicated clearly to pupils, families, colleagues and the wider community.</p>

## Six – Leading and managing provision

Learn that...	Learn how to...
<p>6.1 The SENCO should work alongside the head teacher, and governing body or proprietor to ensure that the school's budget and delegated funding is strategically allocated to secure the most effective provision (SEND Code of Practice 2015).</p> <p>6.2 Removing and addressing barriers to learning can begin regardless of whether or not a pupil has a diagnosis (SEND Code of Practice 2015).</p> <p>6.3 Effective interventions are informed by a full understanding of pupils' needs and are well-matched to address barriers to learning.</p> <p>6.4 The conditions under which interventions are implemented are likely to influence their success. These conditions include appropriate timing and length of sessions, appropriate resources and delivery by trained professionals.</p> <p>6.5 Small group and one-to-one interventions provide the opportunity to apply effective teaching</p>	<p><b>Increase understanding of the nature and aims of different forms of SEND intervention across the school staff, including by:</b></p> <p>6.a Articulating and modelling with pastoral leaders and staff strategies that support pupils to thrive within the school environment.</p> <p>6.b Putting in place training, advice and quality assurance to enable staff to implement interventions effectively, where these are needed.</p> <p>6.c Quality-assuring the deployment of support staff.</p> <p>6.d Emphasising to all staff the longer-term aims of SEND provision in supporting all pupils to flourish, successfully transition into their next steps, and ultimately to live as independently as possible.</p> <p><b>Select appropriate interventions, with other leaders as required, that will support progress toward a specific outcome, including by:</b></p>

Learn that...	Learn how to...
<p>strategies with a more intense focus on a smaller number of learning goals and are likely to support pupil progress.</p> <p>6.6 Targeted academic support should be linked to the wider curriculum and pupils' learning in class and should not replace effective teaching in the classroom.</p> <p>6.7 Teaching assistants can have a positive impact on pupil progress when they are trained to deliver well-evidenced structured interventions to individual pupils or small groups.</p> <p>6.8 Support from teaching assistants in the classroom can help pupils to develop independence and organise their learning, but teaching assistant support should not replace teacher instruction.</p>	<p>6.e Developing an understanding of available interventions, critically evaluating their suitability in the specific school context.</p> <p>6.f Understanding how to interpret the evidence base for interventions and select intentionally for each individual pupil aligned to their specific needs.</p> <p>6.g Working with leaders and the local authority to enable timely implementation of EHCP provision, as appropriate.</p> <p>6.h Ensuring that desired pupil outcomes are clearly articulated within relevant documentation.</p> <p>6.i Ensuring interventions are implemented in line with the principles of effective intervention.</p> <p>6.j Minimising the time any pupil spends away from both their class teacher and peer group engaging in interventions.</p> <p><b>Implement SEN provision effectively, including by:</b></p> <p>6.k Embedding intervention processes around existing school structures.</p>

Learn that...	Learn how to...
	<p>6.l Working with other leaders to deliver strategic management of provision for pupils, for example through provision mapping.</p> <p>6.m Adopting person-centred planning approaches with pupils and families to ensure their views, aspirations and experiences are reflected in provision.</p> <p>6.n Enabling teachers to understand the remit of specialists and how they may work to support the whole school, department, phase, specific groups of pupils and individual pupils.</p> <p>6.o Supporting staff to use and facilitate pupil use of technology where this enables pupils to access and participate in learning and the wider life of the school.</p> <p><b>Monitor and evaluate the impact of SEND provision, including by:</b></p> <p>6.p Analysing pupil data, including attendance, behaviour and assessment outcomes, to inform evaluation of provision and progress toward outcomes.</p>

Learn that...	Learn how to...
	<p>6.q Evaluating the impact of provision during the annual review process, where a pupil has an EHCP, and updating targets accordingly.</p> <p>6.r Analysing the effectiveness of provision for individuals and identifying where to focus improvements.</p> <p>6.s Working with other leaders, such as the pupil premium or EAL lead, to deliver a coherent approach to monitoring and evaluation of interventions across the school.</p> <p>6.t Working with the head teacher to support regular and thorough school-wide reviews of SEND provision, to identify strengths and areas for improvement.</p> <p>6.u Working with the head teacher to ensure the outcomes of any evaluation of SEND provision are acted upon, for example in the school development plan.</p>

## Seven – Professional development

Learn that...	Learn how to...
<p>7.1 Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions and can narrow the disadvantage attainment gap.</p> <p>7.2 Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.</p> <p>7.3 Effective professional development is likely to involve a lasting change in teachers' capabilities or understanding so that their teaching changes.</p> <p>7.4 Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are and how these will</p>	<p><b>Stay abreast of relevant statutory guidance, research and evidence around SEND, inclusion and teaching, including by:</b></p> <p>7.a Engaging in ongoing professional learning, using the statutory framework as a starting point.</p> <p>7.b Engaging critically with research evidence by discriminating between more and less reliable sources, questioning the relevance of research, and understanding the warrant it provides for starting or stopping a practice or approach.</p> <p>7.c Understanding how to translate research findings and recommendations into actions within unique school contexts.</p> <p><b>With other senior leaders ensure that governors and staff are prepared to contribute to high quality SEND provision, including by:</b></p> <p>7.d Improving teachers' and support staff practice for pupils with SEND through high quality training, effective feedback and/or through mentoring and coaching.</p>

Learn that...	Learn how to...
<p>subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended.</p> <p>7.5 Whilst professional development may need to be sustained over time, what the time is used for is more important than the amount.</p> <p>7.6 More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants.</p> <p>7.7 The content of professional development programmes should be based on the best available evidence on effective pedagogies and classroom interventions and aim to enhance capabilities and understanding in order to improve pupil outcomes.</p> <p>7.8 Teachers and support staff are more likely to improve if they feel that they are working within a supportive professional environment, where both trust and high professional standards are maintained.</p> <p>7.9 Supportive environments include having the time and resource to undertake relevant professional</p>	<p>7.e Identifying the training needs of staff across the school to strengthen SEND provision, working in partnership with other leaders.</p> <p>7.f Integrating SEND professional development into the wider school professional development approach, working with other senior leaders.</p> <p>7.g Sharing evidence-informed strategies with all school staff.</p> <p>7.h Drawing on the experience and expertise of pupils and families to inform professional learning content.</p> <p>7.i Promoting use of well-designed and evidence-informed resources and frameworks.</p> <p>7.j Working with induction coordinators and mentors to ensure that Early Career Teachers are supported to develop their adaptive teaching and understanding of SEND.</p> <p>7.k Evaluating the impact of SEND related professional development to inform future planning.</p>

Learn that...	Learn how to...
<p>development and collaborate with peers, and the provision of feedback to enable teachers to improve. They also include receiving support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.</p> <p>7.10 Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise.</p> <p>7.11 Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups, and structured interventions. However, these activities do not work in all circumstances, and the model should fit the educational aims, content and context of the programme.</p> <p>7.12 All schools with early career teachers undertaking statutory induction must adhere to the regulations and relevant statutory guidance.</p> <p>7.13 Disabled staff may require reasonable adjustments. Working closely with these staff to</p>	<p><b>Conduct and support colleagues to conduct regular, expert-led conversations (which could be referred to as mentoring or coaching) about teaching, including by:</b></p> <p>7.l Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).</p> <p>7.m Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans), listening, facilitating reflection and discussion through the asking of clear and intentional questions, and receiving actionable feedback with opportunities to test ideas and practise implementation of new approaches.</p>



Learn that...	Learn how to...
understand barriers and identify effective approaches is essential.	

## Eight – Implementation

Learn that...	Learn how to...
<p>8.1 Implementation is an ongoing process that must adapt to context over time, rather than a single event. It involves the application of specific implementation activities and principles over an extended period (e.g. implementation planning, ongoing monitoring).</p> <p>8.2 Successful implementation requires expert knowledge of the approach that is being implemented and the related area of practice (e.g. behaviour), which is shared amongst staff.</p> <p>8.3 Implementation should involve repurposing existing processes and resources (e.g. governance, data collection) rather than creating a separate set of procedures.</p> <p>8.4 Effective implementation begins by accurately diagnosing the problem and making evidence-informed decisions on what to implement.</p> <p>8.5 Thorough preparation is important: time and care spent planning, communicating and resourcing</p>	<p><b>Plan and execute implementation in stages, including by:</b></p> <p>8.a Ensuring that implementation is a structured process, where school leaders actively plan, prepare, deliver and embed changes.</p> <p>8.b Prioritising appropriately by making a limited number of meaningful strategic changes and pursuing these diligently.</p> <p>8.c Reviewing and stopping ineffective practices before implementing new ones.</p> <p><b>Make the right choices on what to implement, including by:</b></p> <p>8.d Identifying a specific area for improvement using a robust diagnostic process, focusing on the problem that needs solving, rather than starting with a solution.</p> <p>8.e Providing credible interpretations of reliable data, which focus on pupils' knowledge and understanding.</p>

Learn that...	Learn how to...
<p>the desired changes provides the foundation for successful delivery. Teachers and leaders should keep checking how ready their colleagues are to make the planned changes.</p> <p>8.6 Implementing an approach with fidelity (i.e. as intended) increases the chance of it impacting positively on school practices and pupil outcomes. Any approach should specify which features of the approach need to be adopted closely and where there is scope for adaptation.</p> <p>8.7 A combination of integrated activities is likely to be needed to support implementation (e.g. training, monitoring, feedback) rather than any single activity. Follow-on support (e.g. through high quality coaching) is key to embedding new skills and knowledge developed during initial training.</p> <p>8.8 Delivery of a new approach is a learning process – expect challenges but aim for continuous improvement. Monitoring implementation is an essential tool in identifying, and acting on, problems and solutions.</p> <p>8.9 The confidence to make good implementation decisions is derived, in part, from confidence in</p>	<p>8.f Examining current approaches, how they need to change and the support required to do so.</p> <p>8.g Adopting new approaches based on evidence of what has (and has not) worked before, using both internal and external evidence (e.g. pupil outcome data and research-based guidance).</p> <p>8.h Ensuring it is suitable for the school context, recognising the parameters within which the change will operate (e.g. school policies) and where the school is in its development trajectory (e.g. addressing any significant behaviour problems would be an immediate priority).</p> <p>8.i Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation, expertise, training and development).</p> <p><b>Prepare appropriately for the changes to come, including by:</b></p> <p>8.j Being explicit about what will be implemented, and the overall desired outcomes.</p> <p>8.k Specifying the elements of the approach that appear critical to its success (i.e. the ‘active</p>

Learn that...	Learn how to...
<p>the data on which those decisions are based. Reliable monitoring and evaluation enable schools to make well-informed choices, and to see how their improvement efforts are impacting on teacher knowledge, classroom practices and pupil outcomes.</p> <p>8.10 A school's capacity to implement an approach is rarely static (e.g. staff leave, contexts change). Sustained implementation requires leaders to keep supporting and rewarding the appropriate use of an approach and checking it is still aligned with the overall strategy and context.</p> <p>8.11 Implementation benefits from dedicated but distributed school leadership. Senior leaders should provide a clear vision and direction for the changes to come. At the same time, implementation is a complex process that requires feedback from staff and shared leadership responsibilities.</p> <p>8.12 Implementation processes are influenced by, but also influence, school climate and culture. Implementation is easier when staff feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with</p>	<p>ingredients') and communicating expectations around these with clarity.</p> <p>8.l Developing a clear, logical and well specified implementation plan, and using this plan to build collective understanding and ownership of the approach.</p> <p>8.m Using an integrated set of implementation activities that work at different levels in the school (e.g. individual teachers, whole school changes).</p> <p><b>Deliver changes, including by:</b></p> <p>8.n Managing expectations and encouraging 'buy-in' until positive signs of changes emerge.</p> <p>8.o Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).</p> <p>8.p Reinforcing initial training with expert follow-on support within the school.</p> <p>8.q Prioritising the 'active ingredients' of the approach until they are securely understood and</p>

Learn that...	Learn how to...
<p>resources, training, and encouragement to keep improving.</p>	<p>implemented, and then, if needed, introducing adaptations.</p> <p><b>Sustain changes, including by:</b></p> <p>8.r Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with school improvement priorities.</p> <p>8.s Continuing to model, acknowledge, support, recognise and reward good practice.</p> <p>8.t Treating scale-up of an approach as a new implementation process (e.g. from one department to another).</p>

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