

SENCO Needs Analysis – Module 2 (printable version)

Use this printable version as a review copy to discuss with your mentor – **you must submit your completed Needs Analysis (Module 2) using the separate online form** located on the main SENCO Pre-course Forms Area web page.

With your mentor and/or tutors, identify three statements that you would like to extend your professional knowledge and expertise in.

	Statement	Learning Outcome from Module
2-1	I can provide examples of where I have contributed to the strategic development of SEN provision within our school	2
2-2	I am responsible for coordinating the provision for pupils with SEN in my school.	2
2-3	I regularly liaise with and advise other teachers in my school with regard to SEN policy and practice.	2
2-4	I am responsible for liaising with parents or carers of pupils with SEN and/or disabilities in my school.	2
2-5	I know and understand the laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice.	1,2
2-6	I know and understand the implications of the policies and procedures of the SEN Code of Practice for the school and the SENCO.	1,2
2-7	I know and understand how to put the policies and procedures of the SEN Code of Practice into practice within a school setting.	2
2-8	I have experience of disseminating information to all staff at my school about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities.	2
2-9	I have experience of helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities.	2
2-10	I help colleagues to set appropriately challenging behaviour targets for pupils with SEN and/or disabilities.	2
2-11	I know how to develop and monitor systems to record the progress of pupils with SEN and/or disabilities.	2
2-12	I liaise with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer.	2
2-13	I make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise.	2
2-14	I promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities.	2
2-15	I encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEN and/or disabilities.	2
2-16	I actively help staff to achieve constructive working relationships with pupils with SEN and/or disabilities.	2

2-17	I actively help staff to achieve constructive working relationships with the parents/carers of pupils with SEN and/or disabilities.	2
2-18	I know the range of professional development opportunities that are available for staff to improve their practice in working with pupils with SEN and/or disabilities.	2
2-19	I have experience of giving feedback and providing support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities.	2
2-20	I model effective practice and coach and mentor colleagues.	2
2-21	I advise on, contribute to, and where appropriate, coordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities.	2
2-22	I support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.	2
2-23	I understand the role and values of families and carers of pupils with SEN and/or disabilities.	2
2-24	I know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support.	2
2-25	I know the principles of multi-agency working, building a 'team around a child' and the Common Assessment Framework, and how to use it, where appropriate for pupils with SEN and/or disabilities.	2
2-26	I know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision.	2
2-27	I have developed effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated approach to supporting pupils with SEN and/or disabilities.	2
2-28	I ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them.	2
2-29	I communicate effectively with parents and carers of pupils with SEN and/or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children.	2

Briefly identify how you intend to develop in these areas and what evidence you might use to identify how successful this was. At the end of the module, you will have the opportunity to reflect on your work towards these with your tutors or mentor.

Three areas I feel confident in:

(contd.)

Three areas where I would like to extend my knowledge and understanding:

This version is designed to be printed off and used for discussion purposes. You can only submit your final Needs Analysis forms using the online forms located on the SENCO Pre-course Forms Area web page: <https://www.leadershiplearningcentre.com/course/view.php?id=384>