**Your Wider SEND Team**

It’s fair to say that the SENCo is a good place to go for advice on SEND. It’s also important to recognise and celebrate the knowledge that others have.

When a SENCo teaches as well as their leadership role, they’re not always available. Even when they are, there may well be other places to go for an even better answer (e.g. because an adult knows a specific child really well or because information has been put together by experts).

It’s not that you’re getting less from taking advice from other places – it can still be medal-winning guidance. Also, it isn’t always teachers… after all, support staff and parents see things that teachers sometimes didn’t get chance to see.

Some of it is incredibly easy to access (e.g. whilst eating lunch in the staffroom), whilst some of it means picking up the phone or sending an email. Either way, these are sources of SEND CPD that are medal winning.

Sometimes, it’s not the expertise of the SENCo you need – it’s just a chance to talk it through. In those cases, year group staff can be especially helpful as they probably take learning away (about the individual child) that they’ll be able to use at some point this year too.

This reminds you of the big network of SEND support to draw upon. It’s nothing new – but by looking at this were reflecting on what we do and how we might be even better.

Here’s a first look at alternative options to the SENCo.

**Other staff in my team**

**You**

**Other Leaders**

(as all leaders are leaders of SEND)

**Reliable Reading**

**Parents**

**Previous Schools or settings**

**Staff who teach younger years**

**The Child**

Now, here’s the same chart with some examples to illustrate the points (e.g. conversations with subject leaders, reliable written info etc).

written info etc).

I’ve not used much in the way of visuals before – Please can you show me how you use them?

J is working at a much lower lever in maths – Could look thru your books to see if there’s ideas I could pinch?

Aargh! Help!

“PE & visual impairment… Please could we chat?”

“11 years old + dyslexic tendencies in... What would you expect me to have in place?

You tell me what will work?

‘I’m keen to do the best for J, so want to see if I can tweak things even more by picking your brain.’

Reputable web info (e.g. Shire ADHD guide)

SEND Policy / Info Report on our website

Kinda things do you do for C in your class? I was wondering if any might help J in mine?

When you look at this handwriting, what would you target first?

**Other staff in my team**

**You**

**Other Leaders**

(as all leaders are leaders of SEND)

**Reliable Reading**

**Parents**

Apart from family, it’s you who knows J best. He’s started with us but I wanted to pick your brains about the things you found worked well?

When J gets dysregulated, what did you find was the best way to manage him.

**Previous Schools or settings**

Please can I pick your brains?

“J…. What do you know?”

**Staff who teach younger years**

**The Child**

‘If we can learn from each other that helps with consistency – that might help him make even more progress.’

‘You’re the world’s leading expert on J.’

‘I wish my teacher knew‘ template

A pupil views questionnaire

The Three Schools template

**And the SENCo?**

The SENCo is still here, but our provision is even better when she’s just one option amongst the many incredible team players. After all, SEND is everyone’s responsibility and so everyone has valuable expertise and insights. When we draw down on all of that, we are stronger as a team and that will help us reach for the stars for every single one of our pupils who have SEND.