



Manchester
Metropolitan
University

National Award in SEN Coordination

Learning Outcomes Framework

UNIT 1 – Professional Development Portfolio

UNIT 2 – Professional Contexts – Working in Partnership

UNIT 3 – Coordinating Provision and Developing Strategy

UNIT 1 – Professional Development Portfolio

- 1.1 Providing professional direction to the work of others
- 1.2 Leadership and development of staff

UNIT 2 – Professional Contexts – Working in Partnership

- 2.1 Statutory and Regulatory frameworks and relevant developments at local and national level
- 2.2 High incidence SEN and disabilities and how they can affect pupils' participation and learning
- 2.3 Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice
- 2.4 Working in partnership with pupils, families and other professionals
- 2.5 Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement

UNIT 3 – Coordinating Provision and Developing Strategy

- 3.1 Developing, using and evaluating systems
- 3.2 Using tools for collecting, analysing and using data
- 3.3 Deploying staff and managing resources
- 3.4 Strategic development of SEN policy and procedures
- 3.5 Strategic financial planning, budget management and use of resources in line with best value principles
- 3.6 Strategies for improving outcomes for pupils with SEN and/or disabilities

Unit 1 Professional Development Portfolio

1.1 Providing professional direction to the work of others

Learning Outcomes Training should enable SENCOs to know and understand:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promoting collective responsibility for their implementation	1.1.1							
take a leadership role in promoting a whole school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities	1.1.2							
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	1.1.3							
encourage all members of staff to recognise and fulfill their statutory responsibilities towards pupils with SEN and/or disabilities, and	1.1.4							
help staff to achieve constructive working relationships with pupils with SEN and their parents/carers.	1.1.5							

Unit 1 Professional Development Portfolio

1.2 Leadership and development of staff

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities	1.2.1							
give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities	1.2.2							
model effective practice and coach and mentor colleagues	1.2.3							
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	1.2.4							
support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.	1.2.5							

Unit 2 Professional Context Working in Partnership

2.1 Statutory and Regulatory frameworks and relevant developments at local and national level

Learning Outcomes Training should enable SENCOs to know and understand:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School-Based Task	Verified by: Signature & Date
laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice; their implications for the school, the SENCO and others; and how to put them into practice	2.1.1							
laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities; and how they might best be carried out.	2.1.2							
local interpretations of national guidance	2.1.3							
relevant guidance on data protection and confidentiality, health and safety	2.1.4							
the principles and outcomes of <i>Every Child Matters</i> and how the school can help pupils with SEN and/or disabilities to achieve those outcomes, and	2.1.5							
the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities.	2.1.6							

Unit 2 Professional Context Working in Partnership

2.2 High incidence SEN and disabilities and how they can affect pupils' participation and learning

Learning Outcomes Training should enable SENCOs to know and understand:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
how children's development can be affected by SEN and/or disabilities and a range of other factors including the physical and social environment in which they are taught	2.2.1							
causes of under achievement, including those related to SEN and/or disabilities.	2.2.2							
the four areas of need set out in the SEN Code of Practice and the educational implications of these, and	2.2.3							
the high incidence disabilities and the implications of these for teaching and learning and inclusive practice.	2.2.4							

Unit 2 Professional Context Working in Partnership

2.3 Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others' practice	2.3.1							
identify and develop effective practice in teaching pupils with SEN and/or disabilities, e.g. through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses.	2.3.2							
have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities	2.3.3							
have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities.	2.3.4							

Unit 2 Professional Context Working in Partnership

2.4 Working in partnership with pupils, families and other professionals

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
know the role and value of families and carers of pupils with SEN and/or disabilities	2.4.1							
know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support	2.4.2							
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	2.4.3							
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	2.4.4							
can develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16	2.4.5							
know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information.	2.4.6							

Unit 2 Professional Context Working in Partnership

2.5 Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them	2.5.1							
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.	2.5.2							

Unit 3 Coordinating provision and developing strategy

3.1 Developing, using and evaluating systems

Learning Outcomes Training should enable SENCOs develop, monitor evaluate review systems for:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)	3.1.1							
informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities	3.1.2							
helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them	3.1.3							
planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning	3.1.4							
recording and reviewing the progress of pupil with SEN and/or disabilities towards learning targets	3.1.5							
assessing the effectiveness of provision for pupils with SEN and/or disabilities	3.1.6							
ensuring appropriate arrangements are put in place (in classroom practice and for the examinations/tests themselves) for pupils sitting national tests and examinations, and	3.1.7							
liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer.	3.1.8							

Unit 3 Coordinating provision and developing strategy

3.2 Using tools for collecting, analysing and using data

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
know how school, local authority and national data systems work, including RAISE online	3.2.1							
analyse and interpret relevant, local, national and school data to inform policy and practices, expectations, targets for improving the learning of pupils with SEN and/or disabilities.	3.2.2							

Unit 3 Coordinating provision and developing strategy

3.3 Deploying staff and managing resources

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
delegate tasks appropriately, deploy and manage staff effectively to ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities	3.3.1							
make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise	3.3.2							

Unit 3 Coordinating provision and developing strategy

3.4 Strategic development of SEN policy and procedures

Learning Outcomes Working strategically with senior colleagues and governors Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School-Based Task	Verified by: Signature & Date
work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices	3.4.1							
work with senior colleagues and governors to ensure the objectives of the school's SEN policy are/can be reflected in the school improvement plan and school self-evaluation form (SEF)	3.4.2							
work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness	3.4.3							
develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.	3.4.4							

Unit 3 Coordinating provision and developing strategy

3.5 Strategic financial planning, budget management and use of resources in line with best value principles

Learning Outcomes Training should enable SENCOs to know:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
the ways in which funding for pupils with SEN and/or disabilities is provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities,	3.5.1							
how funding for pupils with SEN and/or disabilities is used in their school	3.5.2							
how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision	3.5.3							

Unit 3 Coordinating provision and developing strategy

3.6 Strategies for improving outcomes for pupils with SEN and/or disabilities

Learning Outcomes Training should enable SENCOs to:	Code	APL	APEL	Unit 1 Assignment	Unit 2 Assignment	Unit 3 Assignment	School- Based Task	Verified by: Signature & Date
have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities	3.6.1							
know strategies for addressing stereotyping and bullying related to SEN and disability	3.6.2							
understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities	3.6.3							
draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school	3.6.4							



Manchester
Metropolitan
University

Jessica Berrigan
Centre for Innovation and Enterprise
MMU
799 Wilmslow Road
Didsbury
Manchester
M20 2RR
0161 247 6425