



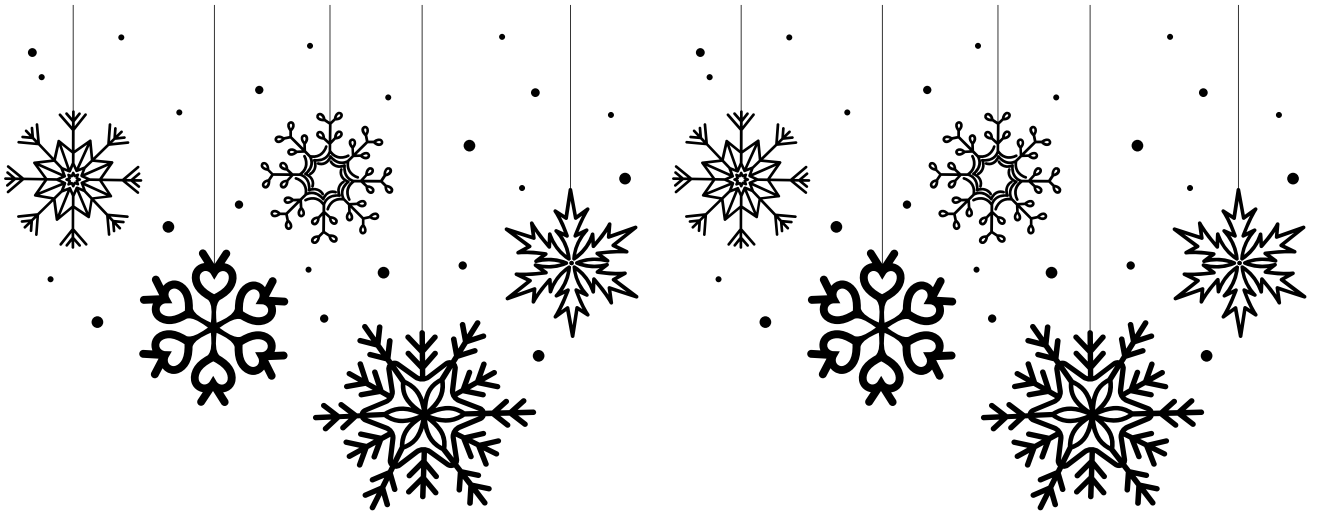
SENDCO

Spring Term

planner



January



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2025

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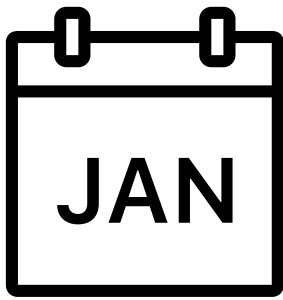
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Focus: Review and Reset

First Week Back:

Meet with Staff: Hold briefing sessions to update teaching and support staff on key SEND priorities and individual pupil needs.

Communicate with Parents: Share term plans and discuss concerns or worries from parents.

Mid-January:

Review EHCPs, ISPs and APDRs: Ensure they are updated based on progress data from the autumn term. Adjust strategies and provisions as needed.

Analyse Data: Review progress and attainment data for SEND pupils from the previous term and identify areas for improvement or intervention.

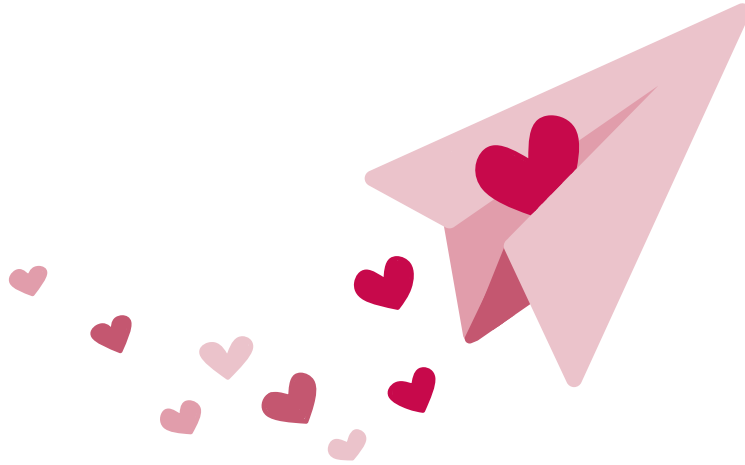
End of January:

Training: Organise a CPD session for staff on inclusive practices, differentiation, or a specific SEND focus, such as autism strategies or dyslexia support.

Referrals: Process any outstanding referrals to external agencies (e.g., speech and language therapists, educational psychologists).



February



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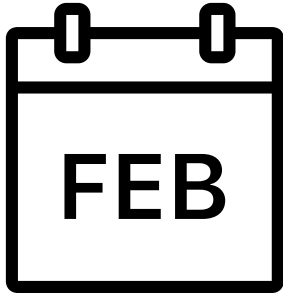
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Focus: Interventions & Planning

Early February:

Intervention Reviews: Evaluate the effectiveness of current interventions and adjust as necessary for the spring term.

Transition Planning: For Year 6, begin discussions with secondary schools regarding SEND transition plans. Gather initial pupil information to share with future settings.

Wellbeing Checks: Conduct emotional and mental health check-ins for pupils, especially those with known vulnerabilities.

Mid-February (Before Half-Term):

Annual Reviews: Schedule and begin holding EHCP annual review meetings. Ensure all relevant documentation is prepared and evidence of progress is gathered.

SEND Information Report: Update the school's SEND Information Report to ensure compliance and transparency.

Around Half-Term Break:

Reflect on SEND progress so far and plan for next half term.



March



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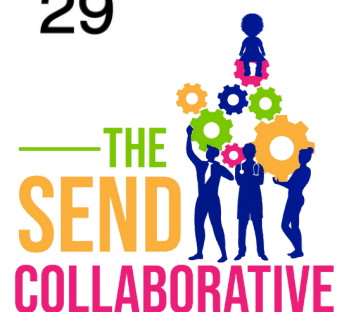
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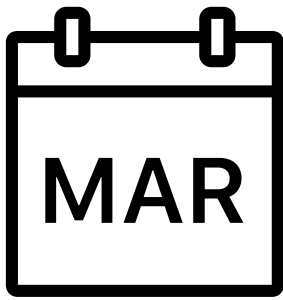
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Focus: Collaboration & Preparation

Early March:

Staff Consultations: Meet with class teachers to discuss specific strategies for SEND pupils.

Parent Engagement: Organise a parent event to explain interventions, progress, and transition plans.

Transition Planning: Liaise further with secondary schools or post-16 providers for pupils with SEND. Arrange transition visits or meetings as appropriate.

Mid-March:

Resource Planning: Identify any additional resources (e.g., assistive technology, sensory equipment) needed.

External Professionals: Follow up on pending assessments or recommendations for pupils.

End of March:

EHCP Deadlines: Ensure any statutory deadlines for annual reviews or new EHCP applications are met.

Pastoral Coordination: Work closely with class teachers and leadership to review emotional wellbeing within school, with particular focus on vulnerable pupils.



April



APRIL

2025

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Focus: Consolidation & Readiness

Early April:

Preparation for Transitions: Finalise documentation for pupils/students moving to secondary schools or post-16 settings. Ensure they are fully prepared for smooth transitions.

Progress Reviews: Meet with staff to evaluate pupil progress against spring term targets.

Budget Review: Assess the allocation of SEND funding and plan for the summer term's needs.

Mid-April (Pre-Easter Break):

Celebrate Successes: Recognise and celebrate achievements of SEND pupils, whether academic, social, or personal.

Easter Holiday:

Support Parents & Families: Send home tailored resources or strategies for parents to support SEND pupils over the Easter school holiday.

Take A Well-Deserved Break: Recognise the positive impact you've made on the pupils you support and then fill your cup back up over the holidays!

