



This work has been submitted to **NECTAR**, the **Northampton Electronic Collection of Theses and Research**.

Conference or Workshop Item

Title: A SENCO for all seasons

Creator: Qureshi, S.

Example citation: Qureshi, S. (2011) A SENCO for all seasons. Poster presented to: *8th Annual Cambridge Kaleidoscope Conference, University of Cambridge, Faculty of Education, 01 June 2011.*

Version: Presented version

Official URL: <https://sites.google.com/site/cambridgekaleidoscope2011/home>
<http://nectar.northampton.ac.uk/6999/>





1. Working Title

An investigation into the impact of Special Educational Needs Coordinators (SENCOs) on teachers' abilities to address Special Educational Needs (SEN) in English mainstream primary schools

2. Researcher's Background

Pre-2009

From Kenya – heard of SENCOs for the first time when in the UK

Post-2009

MA Ed. research on SENCO challenges in Primary Schools in Northamptonshire

3. Who is a SENCO?

The role was established in the 1994 SEN Code of Practice. This stated that schools must have a SENCO responsible for:

- coordinating services around children with SEN in mainstream schools
- helping teachers to develop and implement appropriate individual education plans, resources and provisions for children with SEN. (DfE, 1994)

4. Why study SENCO Impact?

- No specific documents regarding the measures of SENCO impact on teachers' abilities to address SEN
- Increasing need for teachers to address SEN as inclusion becomes widespread



5. Research Aims

- To investigate how SENCOs are able to successfully motivate teachers to confidently manage the needs of children with SEN
- To consider the factors through which SENCOs contribute to teachers' skills of dealing with students who have SEN and the perceived success of such skills
- To identify which elements (interventions, resources, training, etc) most impact the success of SENCO-teacher interactions

Reference: Department for Education (DfE). (1994) *Code of Practice for the Identification and Assessment of Special Educational Needs*. London: HMSO.

6. Research Sampling and Methodology

Phase One

Purposive, cross-sectional survey of about 200 -220 SENCOs on the Post Graduate Certificate in SEN Coordination Course

Phase Two

Data collection through semi-structured interviews of about 40 SENCOs from two Local Authorities

Phase Two

Selection of 3 schools, each with minimum 10 teachers who teach at least 1 student with SEN. Data collection through semi-structured interviews of SENCOs and teachers and headteachers; and document scrutiny of the work of students with SEN

7. Future Considerations

Research outcomes will inform the nature of support mechanisms for SENCOs, teachers and headteachers, who will be able to utilise the findings to facilitate effective initiatives and exchanges which meet the needs of children with SEN.

8. Acknowledgements

- Prof. Richard Rose (Director of Studies)
- The researcher is affiliated with CeSNER (Centre for Education and Research) within the School of Education.