# SENDCo Reflections

This section should be used by the SENDCo or Inclusion Leader to record key reflections and involvement for children with complex needs as an oversight document. This document provides space to record the information which informs the decision making between APDR cycles – the graduation of response to children and young people’s additional needs.

Examples to include here: in class observations; decisions made to refer to specialist agencies; reflections following outside agency meetings.

Use the additional guidance for SENDCo’s document and record additional information in this section when:

* APDR cycles delivered by class teachers indicates that expected progress has not been made
* When a child or young person has persistent difficulties and is on the SEND register. This document is where the SENDCO records observations and the rationale for graduation of support over time.

If information relating to the child is elsewhere in the document, it **does not** need to be repeated here.

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| SENDCo Reflections |
| **Date /** **Event****What happened?** | **Who did you talk to?** **What did you find out?**  | **Actions** |
| EXAMPLE:02/10/2023In class observation | Observed X in class. Despite adaptations to learning being well implemented [see this term’s plan], X appears to be experiencing some dysregulation. Class teacher and SENCo suspect some sensory needs that may be resulting in a barrier to learning. | * SENCo speak to parents about seeking advice from ASCT – gain consent: Consent gained 03/10/2023 by email.
* SENCo refer to ASCT for a CARM: referral made 06/10/2023.
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| EXAMPLE:01/12/2023X has not made expected progress in response to intervention.CT requested additional support.SENDCo attended APDR review meeting cycle 3Attendees included: | Additional information gained:* Further areas to explore (working hypothesis): is X’s ability to regulate impacting on engagement with intervention?
* Training needs: key worker needs further input on co-regulation, enabling X to be regulated and ready to learn
* Frequency/delivery of intervention: regulatory support needs to be included in adaptations to x’s curriculum to support learning
* Need for information sharing: information needs to be shared to ensure consistency of approach. Also shared at the end of the day with parents.
* Working with x, do they understand what they are working on and when?
 | * Continue monitoring using observational checklist. (Class teacher)
* Signs of X’s dysregulation to be shared with all key staff (TA, mealtime assistant)
* SENDCo to disseminate information on zones of regulation during next twilight session
* Increasing X’s awareness of signs of stress: Referral to ELSA for additional teaching on the link between physical feelings and emotions
* TA to model using lanyard to feedback on level of regulation to X
* ELSA to share focus of 1:1 time with CT and TA. Learning reinforced in class.
* Monitoring using ZoR. Information to be reviewed with X at end of day and shared with parent.
* End of day check in with X to feed back. Golden time given to celebrate and reinforce successes
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| Insert further rows as required |  |  |