Table 1
SENCO Research – Survey Analysis
59 Respondents

Section A: **Details of the Respondent Population**

Phase	frequency	%
primary	46	79
secondary	12	21

Gender	frequency	%
male	7	13
female	46	87

Age	frequency	%
below 30	3	6
30 to 39	10	20
40 to 50	20	39
above 50	18	35

Years teaching	frequency	%
0 to 5	3	6
6 to 10	12	24
11 to 15	8	16
16 to 20	4	8
21 to 25	9	18
over 25	15	29

Years in present school	frequency	%
0 to 5	18	37
6 to 10	9	18
11 to 15	7	14
16 to 20	10	20
21 to 25	1	2
over 25	4	8

Salary grouping	frequency	%
main scale	9	17
main scale plus allowance	20	38
head of dept./year	8	15
senor management	15	29

Employment status	frequency	%
full-time	37	71
part-time	15	29

Teaching commitment	frequency	%
0.1	2	4
0.2	1	2
0.3	2	4
0.4	4	8
0.5	9	18
0.6	7	14
0.7	3	6
0.8	3	6
0.9	3	6
full timetable	17	33

Section B: SENCOs' Responses - as percentages

Caveat: Not all respondents answered all questions

Q1: How do you feel about your wrork as SENCO?	%
always enjoy the work	47
mostly enjoy the work	37
often do not enjoy the work	8
rarely enjoy the work	0
would like to change role	7

Q2: How has the quality of schooling changed?	%
very much improved	25
slightly improved	39
the same	22
slightly worse	7
very much worse	3
don't know	3

Qs 3 to 8: Perceptions of school	strongly agree	agree	not sure	disagree	strongly disagree
school is well resourced	17	53	10	17	3
staff deal effectively with bullying	22	59	12	7	0
school is welcoming to parents	41	56	2	2	0
school gives pupils the chance to achieve	42	49	5	3	0
school involves parents in child's education	29	64	0	7	0
school has a distinct ethos	32	53	15	0	0

Qs 9 to 11: Support and Leadership	strongly agree	agree	not sure	disagree	strongly disagree
SMT provides good leadership	31	46	10	12	2
staff are fully supported with bad behaviour	32	44	12	12	0
communication is effective	7	49	24	19	2

Qs 12 to 16: Classroom practice	strongly agree	agree	not sure	disagree	strongly disagree
pupils are praised and encouraged	37	56	5	2	0
lessons are motivating and challenging	17	69	12	2	0
classroom control is good	32	56	10	2	0
teachers have high expectations of pupils	22	56	15	7	0
teaching styles are matched to pupils' needs	7	49	31	14	0

Qs 17 to 20: Pupils with SEN in your school	yes	no
receive the level of support you would wish	29	71
have funding to meet their needs	10	90
have delegated funding actually used on them	84	16
are actively involved in formulating their IEP	55	45

Qs 21 and 22: Parents/Carers	yes	no
school seeks to work with parent partnership service	64	36
school provides information about SEN procedures	84	16

Qs 23 to 25: SENCOs responsibilities	yes	no
any other school responsibility but SENCO?	57	43
does other responsibility hinder work as SENCO?	40	60
does teaching load hinder work as SENCO?	58	42

Section B (continued) – Responses as percentages

Qs 26 to 35: Important factors for SENCO moral	very important	important	no opinion	not very important	not at all important
more non-contact time	58	24	7	10	2
less change and more time for consolidation	53	36	2	10	0
less form filling	58	39	0	3	0
access to a phone line and interview room	59	22	7	10	2
opportunities for professional development	49	39	7	5	0
more teaching assistants	73	19	3	5	0
administrative support for work as SENCO	54	37	3	5	0
smaller classes	54	22	10	14	0
more support staff	76	15	2	7	0
better support from outside agencies	47	44	2	7	0

Qs 36 to 45: Perceptions of SENCO experience	strongly agree	agree	not sure	disagree	strongly disagree
other responsibilities allow sufficient time	5	25	14	36	20
you have skills and experience to fulfil role	27	54	14	5	0
you are sufficiently senior to influence SEN policy	36	32	14	15	3
use of IEPs enables pupils with SEN to progress	12	58	17	14	0
school has inclusive policy to support SEN pupils	53	39	3	5	0
colleagues are supportive of including SEN pupils	20	58	12	10	0
in-class support for SEN pupils is adequate	3	27	8	49	12
staff are sufficiently skilled to meet needs of SEN	5	37	25	31	2
school ethos values pupils with SEN	42	47	8	0	2
school is equipped to meet needs of EBD pupils	8	22	24	36	10

Qs 46 to 54: Revised SEN Code of Practice	strongly agree	agree	not sure	disagree	strongly disagree
ensures that SENCO is seen as lead professional	27	42	15	12	3
strengthens school support from other agencies	3	17	37	39	3
reduces time SENCO requires for bureaucracy	0	10	12	53	25
ensures that needs of pupils with SEN will be met	2	29	29	39	2
ensures the SEN pupils' views will be taken into account	14	66	12	9	0
encourages recognition of 'vital role' of parents	19	58	20	3	0
enables education of SEN pupils in mainstream schools	10	57	21	12	0
increases possibility of relevant education for SEN pupil	10	37	34	19	0
decreases areas of contention with parents	0	17	53	29	2

Qs 55 to 62: Priority given to 'key responsibilities	high priority	moderate priority	low priority
day to day operation of SEN policy	41	45	14
liaising with and advising fellow teachers	56	42	2
managing SEN team of teachers and support assistants	59	39	2
co-ordinating provision for pupils with SEN	76	24	0
overseeing the records of pupils with SEN	63	29	8
Liaising with parents of pupils with SEN	80	20	0
contributing to the in-service training of staff	34	46	20
liaising with external agencies	69	25	5

Section C: Free-text Comments

Additional information, **to which reference is made in this paper**, was gathered by means of free-text comments included in the SENCO questionnaire.

Section C contains the open-ended questions to which SENCO responses were directed.

1)   In what ways (if any) has the role of SENCO changed under the Revised SEN Code of Practice?

2)   Have any subsequent policies (since the Revised SEN Code of Practice) impacted on/altered your role as SENCO?

3)   What do you see as the main benefits and/or challenges of the Revised SEN Code of Practice for the support of pupils with SEN?

SENCOs were also invited – in the questionnaire - to contribute any other **'Additional Comments'** felt to be germane to an enquiry into the impact of the new Code of Practice,