Table 1SENCO Research – Survey Analysis59 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	
	f	0/	
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 39 slightly worse 7 very much worse 3 don't know 3 Q2 S to 8: Perceptions of school strongly agree agree not sure disagree school is well resourced 17 53 10 17 school is welcoming to parents 41 56 2 2 school iwokes parents in child's education 29 64 0 7 school iwokes parents in child's education 32 53 15 0 Qs 9 to 11: Support and Leadership strongly agree agree not sure disagree SMT provides good leadership 31 46 10 12 12 communication is effective 7 49 24 19 12 <t< th=""><th>strongly disagree</th></t<>	strongly disagree
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are actively involved in formulating their IEP 55 45	
Qs 21 and 22: Parents/Carers yes no	
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 verv 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	1	

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,