

SENCOs, ALNCOs AND PRINCIPAL TEACHERS (SfL/ ASN): CO-ORDINATING SPECIAL AND ADDITIONAL LEARNING NEEDS

SURVEY REPORT 2025

Introduction

NASUWT conducted parallel surveys of members about their experiences of Special Educational Needs and Disabilities (SEND) in England, Special Educational Needs (SEN) in Northern Ireland, Additional Learning Needs (ALN) in Wales, and Additional Support Needs (ASN) in Scotland, and inclusion. The surveys ran through February and March 2025. We received more than 3,300 responses to the surveys including 477 responses from Special Educational Needs Co-ordinators (SENCOs), Additional Learning Needs Co-ordinators (ALNCOs) and Principal Teachers (Support for Learning (SfL)/ASN).

We have produced four reports that draw together the findings from those surveys. This report focuses on SENCOs in England and Northern Ireland, ALNCOs in Wales and Principal Teachers (ASN or SfL) in Scotland.

The other three reports focus on:

- Schools: Support for SEN, ALN, ASN and inclusion;
- Class teachers: Special and additional learning needs and inclusion; and
- Teachers of Special and Additional Learning Needs and behaviour incidents.

The reports:

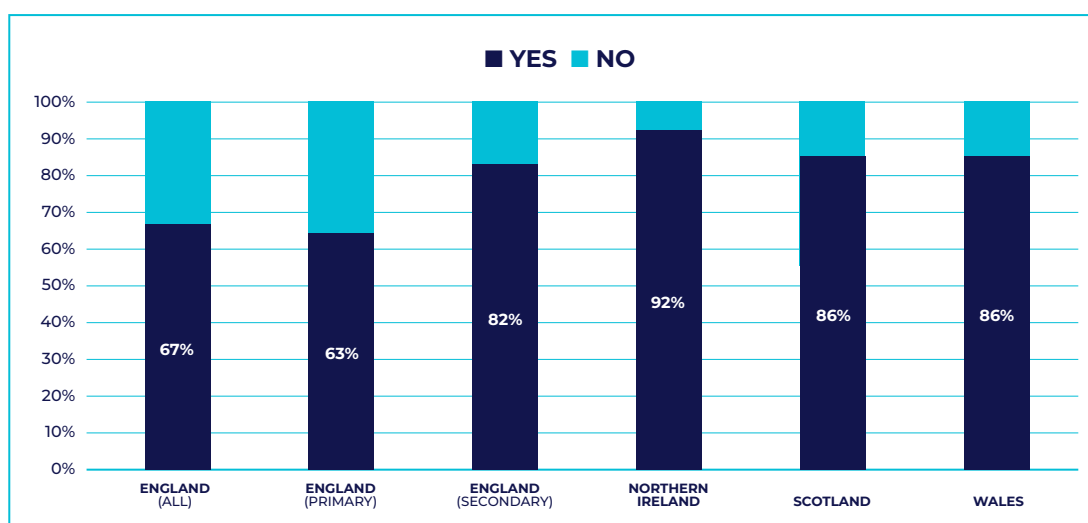
- summarise the main findings from the surveys;
- outline the voices and lived experiences of teachers; and
- highlight key issues and challenges facing schools.

The reports will inform our work with schools and settings, employers and education authorities and governments to secure changes to SEN, ALN and ASN systems and practices that both meet the needs of learners and protect the rights of teachers and leaders.

A separate *Issues and Actions* document outlines key issues raised in the survey reports and some of the actions NASUWT will take to respond to the issues and challenges that teachers, leaders and schools are facing.

The vast majority of SENCOs, ALNCOs and Principal Teachers (ASN/SfL) have a timetabled teaching commitment:

Responses to the question: Do you have a timetabled teaching commitment?

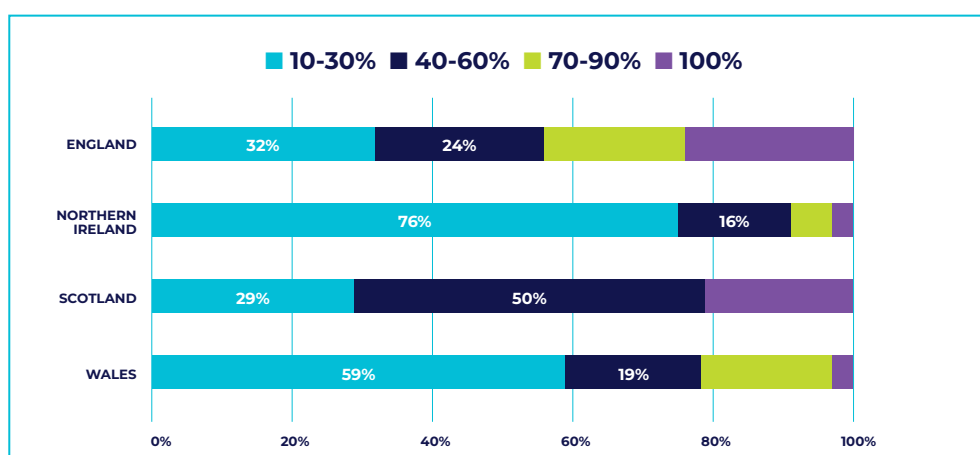


In Northern Ireland, 92% of SENCOs have a timetabled teaching commitment. In Scotland, 86% of Principal Teachers (ASN/SfL) have a timetabled teaching commitment and in Wales, 86% of ALNCOs have a timetabled teaching commitment.

In England, 67% of SENCOs have a timetabled teaching commitment, but there are notable differences between SENCOs working in primary schools and secondary schools. In the case of primary SENCOs, 63% have a timetabled teaching commitment while 82% of secondary SENCOs report that they have a timetabled teaching commitment.

Many SENCOs, ALNCOs and Principal Teachers (ASN/SfL) have very little timetabled time to fulfil their SEN, ALN or ASN duties:

Responses to the question: What proportion of your timetabled time is allocated for SENCO/ALNCO/Principal Teacher (ASN/SfL) duties?



In England, almost a third (32%) of SENCOs report they have just 10-30% of their timetabled time allocated for SENCO duties, 24% have 40-60%, 20% have 70-90%, and 24% have 100% of their timetabled time for SENCO duties.

In Northern Ireland, more than three-quarters (76%) of SENCOs said that they have just 10-30% of their timetabled time allocated for SENCO duties, with 16% saying they have 40-60% of their time allocated for SENCO duties.

In Scotland, 29% of Principal Teachers (ASN/SfL) reported that they have 10-30% of their timetabled time allocated for ASN duties, 50% have 40-60% of their time, and 21% have 100% of their timetabled time allocated for ASN duties.

In Wales, 59% of ALNCOs reported they have just 10-30% of their timetabled time for ALN duties, 19% have 40-60%, 19% have 70-90%, and 3% have 100% of their timetabled time for ALN duties.

The proportions of SENCOs in Northern Ireland and ALNCOs in Wales that have 30% or less of their timetabled time for SEN and ALN duties are particularly stark. However, it is also important to note that over half (56%) of SENCOs in England and over three-quarters (79%) of Principal Teachers (ASN/SfL) in Scotland have less than 60% of their timetabled time allocated for SEN and ASN duties.

...and some report that their SEN/ALN/ASN time is not protected or that the time allocated for these duties is negligible...

'No protected time for the SENCO role. Time often gets removed and never replaced. No support from anybody else in school to fulfil this role. There is very little awareness and respect for the pressures of the SENCO role' (SENCO, England).

'I don't have dedicated ALN time on my timetable. My management time is inclusive of all roles, including DSL and other duties that arise' (ALNCO, Wales).

'I get 80 minutes per week to fulfil my role as SENCO. I am replying to emails during my lunch and break, doing SEN work during my PPA for my class' (SENCO, Northern Ireland).

'I am supposed to get two days a week for SENCO [duties], but due to staff illness this rarely happens. Even if I had the two days, the role is unmanageable. I stay late several afternoons and all day Sunday to try and keep on top of things' (SENCO, Northern Ireland).

'I am the SENCO in a school with 380 children and three specialist provisions. I get one day a month to fulfil my role as SENCO' (SENCO, Northern Ireland).

'Not enough time allocated for duties. One hour per week is not reflective of the role and responsibility' (SENCO, Northern Ireland).

'[I am] supposed to be given two days out of class for SENCO duties. This was recorded on my time budget. Some weeks I get no time and other weeks I only receive three hours' (SENCO, Northern Ireland).

'I have just 1hr 45 mins per week to complete ALN duties in a school of approx. 170 pupils. I have to use my PPA time, my lunch hour and after-school hours to keep on top of the ALN workload... I have to conduct person-centred reviews during my ALN time which then means I miss the ALN allocated time for the week' (ALNCO, Wales).

'PT [Principal Teacher] ASN is supposed to be a no class-contact role. We do, however, cover RCCT [reduced class contact time] each week and in the past three years we have spent long stretches in class fulfilling SLA [Support Learning Assistant] and teaching roles due to staff shortages and pupil need' (principal teacher (ASN), Scotland).

Most SENCOs and ALNCOs undertake their SENCO and ALNCO roles alongside other roles and responsibilities...

In England, SENCO respondents reported that they are also:

- a class teacher – 45% of primary and 38% of secondary SENCOs;
- an Assistant Head or Deputy Head – 21% of primary and 24% of secondary SENCOs;
- a subject leader or head of department – 15% of primary and 8% of secondary SENCOs; and
- a SEN teacher – 14% of secondary and 3% of primary SENCOs.

In Northern Ireland, SENCO respondents reported that they are also:

- a class teacher – 61%;
- Principal or Vice-Principal – 14%;
- a SEN teacher – 26%; and
- subject leader or head of department – 18%.

In Wales, ALNCO respondents reported that they are also:

- a class teacher – 63%;
- an Assistant, Deputy or Headteacher – 19%; and
- a subject leader or head of department – 8%.

...and some hold responsibilities across a number of schools...

'Responsibilities include SENCO, pupil premium, medical, senior mental health leader and DDSL [Deputy Designated Safeguarding Lead] on 1.5 days a week across three schools' (SENCO, England).

'[I am] working across two schools – one of which really needs a full-time SENCO on its own' (SENCO, England).

'I cover two schools with minimal support. [I provide] five hours support in one school, outside of school time and ten hours for the other school. I complete all reviews, paperwork, referrals, assessments etc.' (SENCO, England).

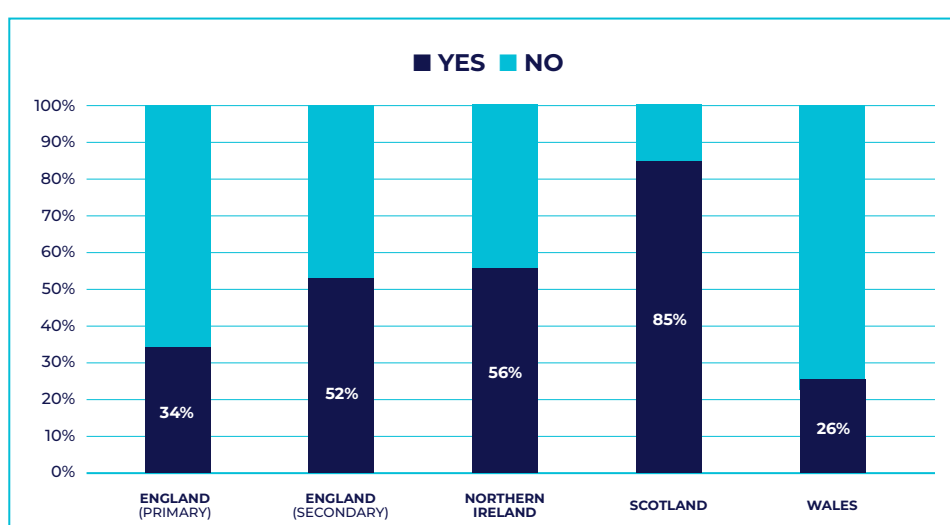
...or work in a small school...

'Being a full-time class teacher and being in a small, one-form entry school, there are many hats I have to wear.' (ALNCO, Wales)

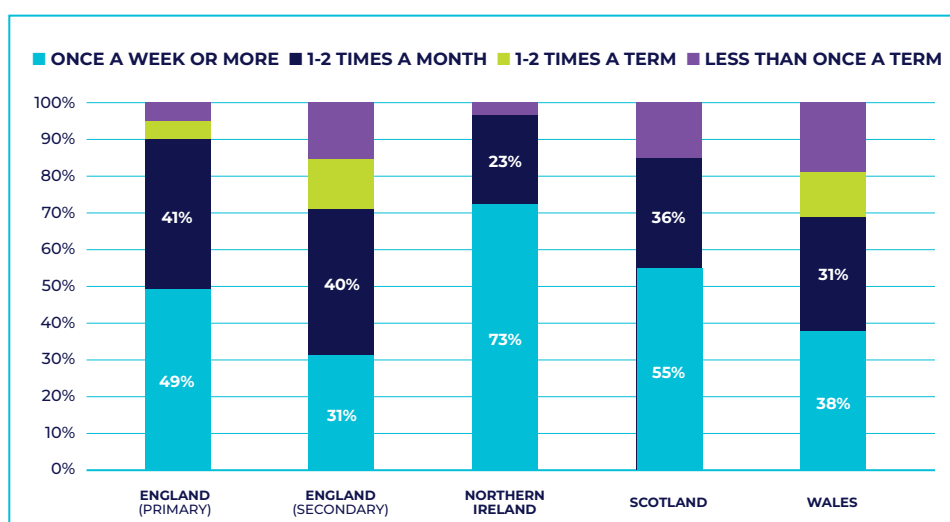
'We are a small village school with approx. 80% SEND. I teach full time and have to complete SEND admin tasks in my PPA (e.g. during this week's PPA, I had a meeting to complete an EHA). The headteacher is willing to give me time if I need it, but she also has teaching responsibilities. Everyone in the school has multiple roles' (SENCO, England).

Many SENCOs, ALNCOs and Principal Teachers (ASN/SfL) provide cover for other teachers on a regular basis

Responses to the question: Do you provide cover for other teachers?



Responses to the question: If you provide cover for other teachers, how often do you provide cover?



In England, 52% of secondary SENCOs and 34% of primary SENCOs provide cover for other teachers. Of those who provide cover, just under one-third (31%) of secondary SENCOs and almost half (49%) of primary SENCOs provide cover once a week or more.

In Northern Ireland, 56% of SENCOs provide cover for other teachers. Of those who provide cover, almost three-quarters (73%) provide cover once a week or more often. In Scotland, 85% of Principal Teachers (ASN/SfL) said that they provide cover for other teachers. More than half (55%) of those who provide cover do so once a week or more. In Wales, 26% of ALNCOs said that they provide cover for other teachers, with 38% of those who provide cover reporting that they do so once a week or more.

Respondents provided examples of their other roles and responsibilities which compete with and limit their time to carry out SEN, ALN and ASN duties...

'[I am] SLT, SENCO, Designated Teacher, MH Lead, ECT, Mentor etc.' (SENCO, England).

'[I am] DDSL, designated teacher for LAC, attendance champion, mental health lead, PSHE lead' (SENCO, England).

'I am also the DSL, which has a significant impact on the time I have allocated to ALN' (ALNCO, Wales).

'[I am the] Safeguarding officer, SLT and Foundation Phase Lead' (ALNCO, Wales).

'In addition to the SEND role, also DSL, family liaison, mental health lead, reading lead. [I run] early help for families, liaison with social services as well as SEND services' (SENCO, England).

'I lead five subjects, diversity and wellbeing, SEND, PP, G&T etc.' (SENCO, England)

'In addition to being a teacher, I manage the largest department in the school as the ALN team has nine staff. [My management responsibilities include] doing timetables, CPD offers, performance management and day-to-day management' (ALNCO, Wales).

'As well as teaching, I also have SLT duties and meetings on my timetable as well as an expectation to complete weekly learning walks. I manage a team of 25 and this also takes time as staff absence can be high, and there are lots of return-to-work meetings' (SENCO, England).

...including roles that do not require the professional expertise and judgement of a teacher...

'[I] have to cover lunch duties, attend SLT meetings, cover staff absence, and take on subject leadership responsibility' (SENCO, England).

'Three periods of corridor duty per week, reduce time spent on the SENCO role' (SENCO, England).

'Also allocated for lunch and break duties' (SENCO, England).

SENCOs, ALNCOs and Principal Teachers (ASN/SfL) are bogged down by paperwork...

'The role has become very paperwork-heavy when I need and want to be in classes and working with staff to improve practice and outcomes for children' (SENCO, England).

'A very large amount of time spent on admin and the school cannot afford admin support for this' (SENCO, England).

'Inability to get into classrooms due to overbearing paperwork' (SENCO, England).

'Much of the time in school is taken [with] meetings etc. This leaves a mountain of paperwork to get through – I have no choice but to do this in my own time to keep on top of it. Even then, I cannot complete it all' (SENCO, England).

'Constant paperwork, referrals, meetings. Just not enough hours in the day. Time pressure from the authority who also expect paperwork to be completed during school holidays' (SENCO, England).

'An EHCP annual review meeting takes two hours, plus another 2-3 hours to complete the paperwork that goes with it, plus another hour of general admin connected with emailing staff etc. – so six hours of work in total and we have 60 EHCPs. The role is so much that admin is impossible to keep up with' (SENCO, England).

'Working under constant stress and unrealistic paperwork' (SENCO, Northern Ireland).

'As a teaching SENCO, all I do is paperwork. I teach three days each week and get one day out of class per fortnight for the above paperwork, so I end up completing it on one of my days off' (SENCO, Northern Ireland).

'An exponential increase in paperwork and demands on the time and specialism of ALNCOs. [The] increase in demands is not reflected in the time allocated to ALN duties.' (ALNCO, Wales)

'Average 13-hour days in the school building in order to respond to emails and return phone calls each day. Additional paperwork is often completed outside these hours.' (SENCO, England)

...and insufficient staffing, including cuts to staffing, increases the pressures on them...

'Had two days admin previously, keeps being reduced so TA can cover as and when, as well as regular slots, which leaves little support left.' (SENCO, England)

'I have five TAs covering eight EHCP students, one of which has 100% alternative curriculum and the others in total need 90 hours of 1:1 a week, so I sometimes do TA work or do the alternative curriculum.' (SENCO, England)

'Our SEND need has increased by 40% since I became SENCO in 2022. However, during that time, my teaching time has doubled. I have one day a fortnight to work on admin and paperwork at home, but this is not enough.' (SENCO, England)

'No assistant ALNCO or HLTA. Sixteen TAs, so no support with admin, and 16 people to manage on a day-to-day basis.' (ALNCO, Wales)

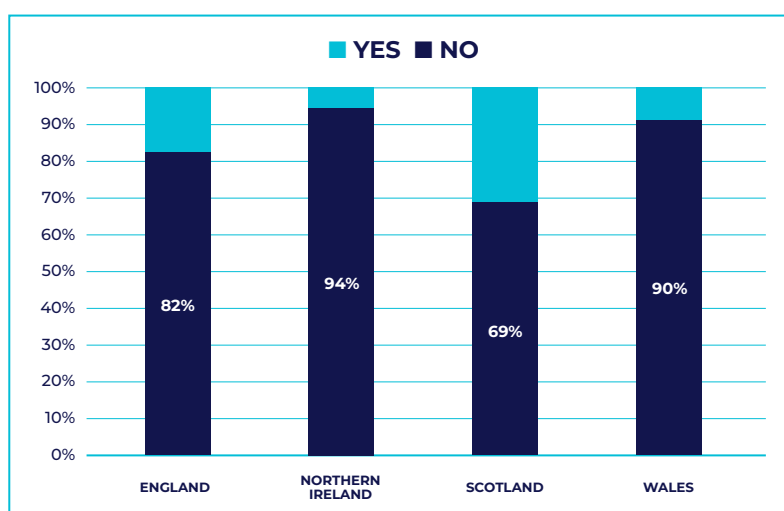
Some report that they are isolated, are not treated with respect, and are not supported...

'I am not on SLT and am a lone worker really. I have nowhere allocated to work and have to find places to work in the school when I am on SENCO time. I have to use the phone in the school office or go to someone else's office to use a phone. I feel like SEND and the SENCO are not thought of as important.' (SENCO, England)

'My headteacher's advice when I was snowed under was: "Oh just press delete on all your emails." If I don't do the SEN statutory duties, no one else will. The Bath report says I should be a SENCO five days a week, plus admin support. It's just me. I'm not even paid a TLR, just an inappropriate SEN allowance.' (SENCO, England)

The overwhelming majority of SENCOs, ALNCOs and Principal Teachers (ASN/SfL) do not have sufficient time to fulfil their SEN, ALN or ASN duties

Responses to the question: Do you have sufficient time to fulfil your SEN/ALN/ASN duties?



More than four-fifths (82%) of SENCOs in England reported that they do not have sufficient time to fulfil their SEN responsibilities. In Northern Ireland, 94% of SENCOs said that they do not have time to fulfil their SEN responsibilities. In Wales, 90% of ALNCOs reported that they do not have time to fulfil their ALN duties. In Scotland, well over two-thirds (69%) of Principal Teachers (ASN/SfL) said that they do not have time to fulfil their ASN responsibilities.

Many complete their SEN, ALN and ASN work in their own time including in the evenings, at weekends and in the holidays...

'I am a full-time class teacher (children's centre nursery) and I do all the SENCO paperwork in my own time (at home). I had to go part time as I could not manage all the paperwork and it was making me ill. I am also key worker for a large number of SEN children.'
(SENCO, England)

'Having to work most evenings and days off and still not meeting workload demands.'
(SENCO, England)

'Much of the time in school is taken on meetings etc. This leaves a mountain of paperwork to get through – I have no choice but to do this in my own time to keep on top of it. Even then, I cannot complete it all. As another week begins, more flows my way so it feels impossible to manage. I am part time (three days with two-and-a-half days to do the role).'
(SENCO, England)

'The job feels virtually impossible at times. We deal with significant SEND on a daily basis, including extreme behaviour. This often takes up my time dealing with day-to-day incidents – leaving paperwork to do at home in the evening.' (SENCO, England)

'The majority of my SENCO role is completed in the evenings or at the weekend. I have spoken to the Exec Head and HOS regarding time, but they just say that they cannot give it to me.' (SENCO, England)

'I have one hour per week for SENCO responsibilities and have to do most of my SENCO paperwork in my own time. I get the lower SEN allowance.' (SENCO, England)

'Due to budget cuts, our school has had to undergo a staff structure change. As a result, my days have been cut from two to one day. I am now struggling to fulfil all of my responsibilities.' (SENCO, England)

'I work from 7.30am-8.00pm at least three days a week. Then 7.30am-5.00pm two days a week and at least one whole day at a weekend. During school holiday, I also work due to LA sending consultations out, so over the two-week Christmas break I had 17 consults to respond to which take between 3-5hrs if we are saying no.' (SENCO, England)

'Work every evening until 10/11pm (including weekends). Completely burnt out.' (SENCO, England)

They are overwhelmed and have little or no time for strategic work or work to support and develop staff...

'I work approximately 50-60 hours per week every week and still cannot keep up with the deadlines and requirements. Completing paperwork and bids for [the authority] is ridiculous – it takes approximately eight hours to write a HLN bid. That's a single day per child. The expectation to support staff, think strategically, monitor, plan and deliver CPD on top of the statutory requirements are all aspects of the role I enjoy and want to complete fully, taking into account the latest research etc., which again takes time but I have limited time for.' (SENCO, England)

'Currently supporting a second school as their SENCO is overwhelmed with other responsibilities. In my own school, I am firefighting; only really doing mandatory paperwork – with no time left for strategic leadership on SEN. Both schools have 25-40% of pupils on the SEN register.' (SENCO, England)

'Demands of the role are completely unsustainable. No admin support, no assistant SENCO. EHCP numbers have increased three-fold in last 18 months. Reduced number of TAs employed, despite significant increase in EHCP numbers and associate element three funding. Role was previously non-teaching. This is no longer the case – despite the significant increase in workload.' (SENCO, England)

'It is becoming an impossible task to meet the complex and difficult needs of the children whilst balancing the expectations of the parents and local authority. The low birth rate and falling roll-out has meant a decreasing budget, so less staffing but greater level of need across the school. Staff are tired and burnt out.' (SENCO, England)

'I am in a school with 30% of the SEN register (120 children) and almost 40 statements. My time is increasingly spent on endless bureaucracy.' (SENCO, Northern Ireland)

'We have a SPIMS [special permission in mainstream schools] unit, and 34% of the school is on the SEN register. PLPs [Personal Learning Plans] will have to be completed twice a year for mainstream and three times yearly for the SPIMS unit. This alone will be hugely time-consuming, taking up most of my time.' (SENCO, Northern Ireland)

'The job is enormous – a constant firefight. Paperwork is lengthy and repetitive, annual reviews take hours to complete.' (SENCO, Northern Ireland)

'Caseload has increased with more children with more complex ASN. We are expected to write Health Care Plans. We have to safely plan for children who have suicidal thoughts or plans, increasing demand from SLT. We are held accountable for Child Plans, proactive management plans and safety plans. We have whole school remits and are expected to be visible before school, [during] breaks and lunchtime. I get no supervision [and support] for the horrific situations that I have to deal with.' (Principal teacher (ASN), Scotland)

Local authorities and specialist services are adopting strategies to manage their budgets and the demands on their services which increase the workload of and pressures on SENCOs, ALNCOs and Principal Teachers (ASN/SfL)

'No High Needs Block Funding as [the authority] has stopped it, so we have children who are not being supported as there is no money in the budget for extra support staff. Due to this, I'm constantly called out to support these children, therefore not getting my work done. External services are harder to get hold of, and no support is available with attending advice sessions.' (SENCO, England)

'Increased demand from the local authority with regards paperwork, especially EHCP administration, is a particular concern as it rarely adds to improved pupil experience. The high level of demand for assessment, including private assessments for which information is requested from the school, is at times unmanageable – especially when pupils are not known to me personally and information has to be collated from colleagues.' (SENCO, England)

'Biggest frustrations at the moment are the increasing bureaucracy with local authority to get funding needed for children with high needs; unlawful monumental delays in the "20-week deadline" process to be completed for children waiting on a EHC Needs Assessment (many more waiting well over a year for the "20-week" process to be completed!).' (SENCO, England)

'Consultations from local authority take a huge proportion of my time now, including many students who require specialist placements and in-year admissions of students with EHCPs. Overload of bureaucracy. Outside agencies and LAs putting unhelpful pressure on schools.' (SENCO, England)

'Chasing referrals is a huge task, due to staff shortages [in] many outside agencies. This takes up a huge amount of time.' (SENCO, England)

'New paperwork. More hoops to jump as EHCP and support plan criteria is stricter.' (SENCO, England)

'LA has changed the NST pathway which now can only be completed by the SENCO.' (SENCO, England)

'Increasing demand for me to write referrals to start the process of pupils being diagnosed with ASD and ADHD. Doctors and CAMHS direct parents to the school to write the referral as per council policy, [meaning that] we as Guidance Teachers are solely responsible for gathering the evidence and writing the referral, [but] we are being told by EPs to wait and not refer. Every agency around us has had cutbacks and everywhere I turn [they] say "no role for us", but I need to keep supporting the young person.' (Principal teacher (ASN) Scotland)

'We are expected to write EHCPs for children with medical needs with no medical training.' (Principal teacher (ASN) Scotland)

Workload has also increased as a result of new administrative systems and reforms

'Increased paperwork, managing multiple portals now for different areas of SEN (e.g. EA Connect for Annual Reviews), new portal for Requests for Involvement, so having to duplicate information on the latest portal and re-refer pupils already known to services such as AAIS.' (SENCO, Northern Ireland)

'The workload of the new code has increased significantly and at times is unmanageable.' (ALNCO, Wales)

'The new ALN system has increased workload significantly compared to the old SEN system. We don't have the resources to be creating and maintaining significant numbers of IDPs [Individual Development Plans].' (ALNCO, Wales)

There is a lack of external support, even where a learner has been identified as needing specialist provision

'Where pupils require specialist provision which has been agreed, but no places are available. School receives no support from the LA but is told as pupils are on our role, it is our responsibility to maintain education.' (SENCO, England)

'Children with significant complex needs unfairly stuck in mainstream due to lack of specialist placements.' (SENCO, England)

'Chasing the LA for support for pupils who have agreed specialist placements but remain in mainstream.' (SENCO, England)

'Students have been allocated interventions with no plan or entry/exit criteria and I have no staff to cover these 1:1 sessions.' (SENCO, England)

An increasing number of parents are seeking private assessments and have greater expectations of schools which increases the demands on SENCOs, ALNCOs and Principal Teachers (ASN/SfL)

'Parents more demanding of services as are children with SEMH.' (SENCO, England)

'The expectations of what school should provide both to pupils with lower levels of needs where families believe school receive[s] specific money for.' (SENCO, England)

'Parents/carers demanding responses within an hour.' (SENCO, England)

There are more learners who have additional needs and those needs are increasing in complexity which places greater pressure on SENCOs, ALNCOs, Principal Teachers (ASN/SfL) and other staff

'We are finding an increasing number of pupils have social, emotional and mental health needs. Some of these children simply refuse to complete their work so I am often called to their class to help with the situation. This is definitely an increasing trend/issue which eats into my strategic planning time.' (SENCO, England)

'SEND numbers rising a lot (higher than average of SEND Register), many more challenging behavioural issues, not enough money to properly attract and fund quality support staff, annual review paperwork, high demand for assessments both within and out of school. [I] work three days per week [and have] one day of SENCO time, teaching in class with children with very high needs whose behaviours impact on the learning of others.' (SENCO, England)

'Significant increase in pupils with complex high needs that mean we need to adapt facilities, curriculum and support approaches significantly whilst children do not even have their EHCPs in place, just so that these children can be safe in school.' (SENCO, England)

'We are working at 30% SEND across my school [and] have 10% of the school population with complex needs. We cannot get the funding we need to support these children in a timely fashion. So many bureaucratic hoops to jump through means I am welded to my desk when I could be modelling interventions.' (SENCO, England)

'The LA [is] placing pupils in mainstream who should be in specialist provisions. There are no additional support staff due to [limited] budgets. These pupils are not being supported enough.' (SENCO, England)

'The number of children coming to the school with a diagnosis has increased exponentially in recent years, particularly the last two. In this timeframe, it has also become almost impossible to get external support.' (SENCO, Northern Ireland)

'Three years ago, we had eight children with SEN statements. We now have 16 with an additional four undergoing statutory assessment.' (SENCO, Northern Ireland)

'[We h]ave at least half a dozen autistic pupils who cannot cope in mainstream [so] they stay in our department, but we have no staff to work with them and they are left to their own devices much of the time. It is not working in classes either – with no support in classes, many of our pupils just walk out and come down to our base. They don't come down with work to do and we can't leave the base unmanned to chase it up, so they end up doing nothing.' (Principal teacher, Scotland)

Some SENCOs, ALNCOs and Principal Teachers (ASN/SfL) have reduced their working hours to try and cope with the pressures of their job, but this isn't working

'I reduced down to four days and a dropped teaching commitment which was on the fifth day. Unfortunately, this has not improved my work/life balance as I end up working at home. I start work at 7:30am and leave the school at 6:00pm, then continue with work as I cannot complete all the paperwork in the school day.' (SENCO, England)

'I start at 7:00am and leave at 5:00 or 6:00pm on [an] average work day. I dropped a day to 0.8 due to fatigue levels. I am retiring from SEN to just teach at the end of this academic year.' (SENCO, England)

'I work four days. However, I work every week on my SENCO work during my day off as well as in the evenings. Since taking over the role, the amount of students under SEND has more than doubled, the amount of EHCPs has quadrupled, and the department has easily doubled in size with TAs I manage. The role is unsustainable. I have asked for an assistant SENCO for over four years now. The school agrees that we need one, but they say they have no funds available to employ one. I am a really committed and hard-working teacher; however, this role is seriously making me consider leaving education. I am unable to have any life outside work as the role is all consuming.' (SENCO, England)

The increased expectations being placed on SENCOs, ALNCOs and Principal Teachers (ASN/SfL) and their school is not matched by additional funding and resources

One SENCO commented on the impact of more inclusion in mainstream: *'I am passionate about fighting for the rights of marginalised vulnerable children and doing my best to encourage inclusivity, but it is becoming harder to manage with insufficient time and resources. We are being asked to provide levels of support in EHCP plans that are identical to special schools but not given the funding to match.'* (SENCO, England)

'My hours [have been] reduced, but there's an increase in needs in the school.' (SENCO, England)

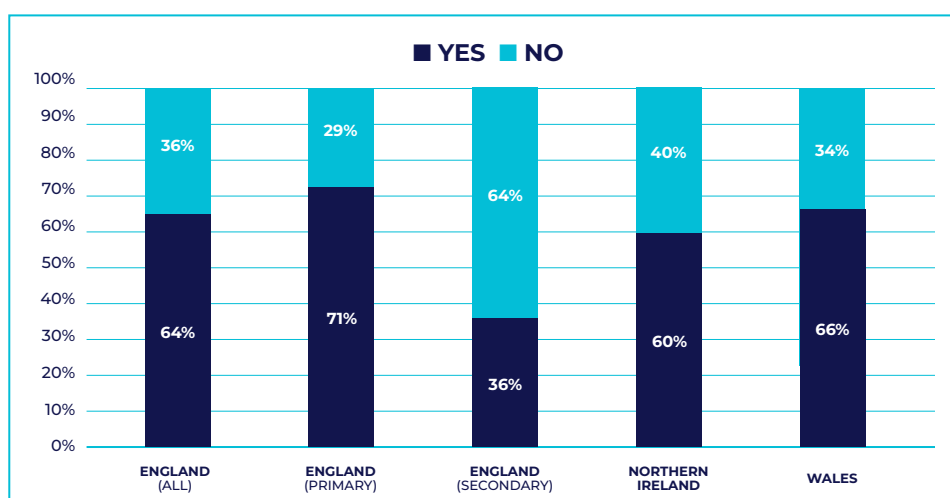
'The LA [is] placing pupils in mainstream who should be in specialist provisions. There are no additional support staff due to budgets, and these pupils are not being supported enough.' (SENCO, England)

'The lack of funding to provide universal provision is a key risk area for the success of the new code' (ALNCO, Wales)

'ALNCOs are constantly under pressure to write highly specialised IDPs without sufficient LA support and under very tight time constraints.' (ALNCO, Wales)

While SENCOs and ALNCOs are expected to have strategic oversight of SEN and ALN, many are not members of the senior leadership team...

Responses to the question: Are you (the SENCO/ALNCO) a member of the leadership team?¹



In England, almost two-thirds (64%) of secondary SENCOs and just under a third (29%) of primary SENCOs are not members of the leadership team. Twenty per cent of secondary SENCOs who are not members of the leadership team report that there is no leader with responsibility for SEN in their school. In the case of primary SENCOs who are not members of the leadership team, well over half (58%) report that there is not a member of the leadership team responsible for SEN.

¹ Principal Teachers (ASN/SfL) are middle leaders, so they were not asked if they were members of the leadership team.

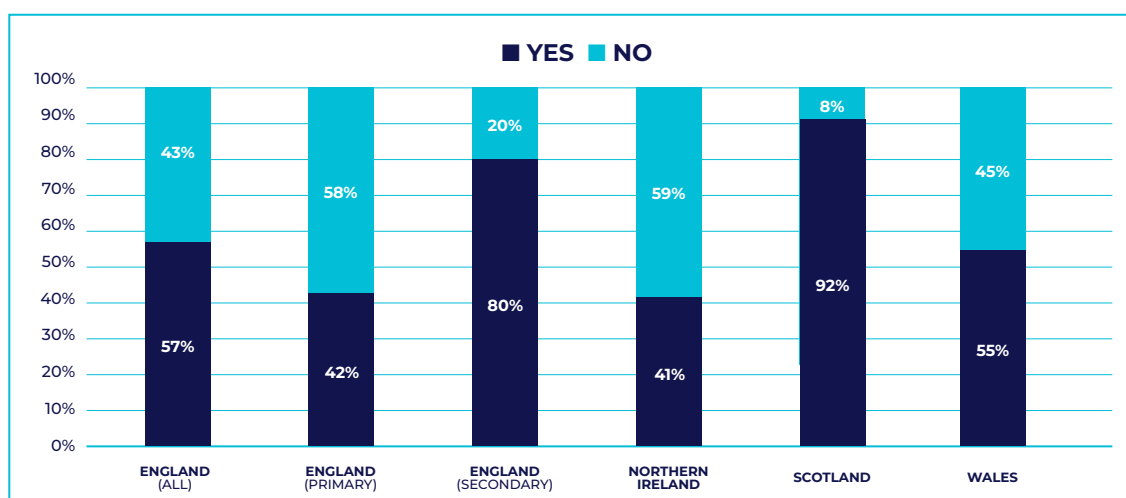
In Northern Ireland, almost two-thirds (40%) of SENCOs are not members of the leadership team, and 59% of those report that there is no member of the leadership team with responsibility for SEN.

In Wales, a third (34%) of ALNCOs are not members of their school's leadership team, and just under half of those (45%) reported that no member of the leadership team has responsibility for ALN.

In Scotland, Principal Teachers are middle leaders. The vast majority of respondents (92%) reported that their school has a senior leader with responsibility for ASN.

...and a significant number of SENCOs, ALNCOs and Principal Teachers (ASN/SfL) report that nobody on the senior leadership team is responsible for SEN, ALN or ASN

Responses to the question: If the SENCO or ALNCO is not a member of the leadership team,² does a member of the leadership team have responsibility for SEN/ALN/ASN?



There is wide variation in SENCO and ALNCO pay, and some SENCOs and ALNCOs are not being paid for their SEN and ALN responsibilities...

'Still only on M6, despite all the added responsibilities and experience.' (SENCO, England)

'I have never had any extra money for being the SENCO in over 20 years.'

(SENCO, Northern Ireland)

² Principal Teachers (ASN/SfL) are middle leaders, so they were not asked if they were members of the leadership team.

...and while some SENCOs and ALNCOs are on the leadership pay range, they question whether this is worth it

'My pay rise from UPS3+SEN to L3 is just £20.00/month' (SENCO, England)

'On leadership pay, but it is less than I'd get on UP3 and a TLR.' (SENCO, England)

It should be noted that leaders are not covered by the 1,265 hours, so SENCOs and ALNCOs who are school leaders are at greater risk of being required to work at weekends and during school holidays.

The majority of SENCOs, ALNCOs and Principal Teachers (ASN/SfL) work full time, but a significant proportion of primary SENCOs in England work part time

- In England: 86% of secondary SENCOs, but only 63% of primary SENCOs, work full time;
- In Northern Ireland: 82% of SENCOs work full time;
- In Wales: 86% of ALNCOs work full time; and
- In Scotland: 87% of Principal Teachers (ASN/SfL) work full time.