







🧠 Specific Core Standards for Children and Young People with Cognition and Learning Needs 🧠

Please use these standards to augment the Somerset Core Standards for all children and young people (0-25) where there are cognition and learning needs.

Support for children and young people with SEN and/or disability	🧠 <u>UNIVERSAL</u> ALL children & young people High quality teaching	🧠 <u>SEN SUPPORT</u> SOME children & young people Additional targeted support	🧠 <u>HIGH NEEDS</u> A FEW children & young people Support for complex and long-term special educational needs
<p>Why we do it</p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood 	<ul style="list-style-type: none"> 🧠 All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. 🧠 The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<p>Column 1 plus the following:</p> <p>Some children and young people's Cognition and Learning needs cannot be met by universal provision. Over a sustained period of time, they may display specific or global learning difficulties and require targeted support.</p> <ul style="list-style-type: none"> 🧠 These identified children/young people are recorded as 'SEN Support' on the setting's SEN register and parent/carers are informed by the Head/SENCO 🧠 Person Centred approaches are used to establish child/young person and parent/carer views, based on their unique communication style. 	<p>Provision for High Needs children and young people will be highly specialist and personalised.</p> <p>Provision will include all aspects of columns 1 & 2 plus the actions and strategies detailed in the generic core standards frameworks.</p> <p>Please refer to the Somerset Core Standards for all children and young people (0-25) for further information.</p>
<p>What we will do</p> <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<ul style="list-style-type: none"> 🧠 Clear processes are in place to identify children and young people's strengths and needs. 🧠 Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. 🧠 Continuous assessment, and curriculum assessment is in place; supplemented by standardised/diagnostic tests where relevant. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person and is responsible for appropriate differentiation.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<ul style="list-style-type: none"> Interventions where used will be evidence based, using for example 'What works for pupils with literacy difficulties?' and 'What works for children with Mathematical Difficulties?' The effectiveness of interventions are evaluated by the SENCO in partnership with teacher/practitioner/keyworker and monitored by the senior leadership team. 🧠 Setting may consider liaison and/or consultation with external professionals such as learning support service advisory teacher/educational psychologist/social worker/health professionals. 🧠 Pupil centred planning, featuring qualitative and quantitative outcome measures, informs young people, their families and staff about support strategies, interventions, targets, and the process for review. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-25) for further information.</p>

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How we do it <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> There are systems of self-assessment which are used to inform personalised learning, for example Assessment for Learning (AfL). Reasonable adjustments are made to the environment and learning resources to remove barriers to access. Groupings and seating arrangements are planned and monitored to facilitate learning. Focused small group work for literacy and numeracy is in place, for example; phonics groups, Spelling Detectives Intervention, Numicon Intervention programme. Out of hours learning opportunities, eg homework clubs, lunchtime clubs are in place. The setting incorporates elements of evidence-based good practice into the everyday curriculum, for example multi-sensory learning and 'What works for pupils with literacy difficulties?' 	<ul style="list-style-type: none"> There are appropriate modifications to the learning environment to support learning, for example: Inclusive Communication, Alternative forms of recording, pre-teaching of key vocabulary, high-frequency words lists, etc. Where appropriate external services contribute, via consultation or specialist assessment, to a more specialist plan. Additional adult support may be required at an individual level or within a small group to provide a range of interventions and support approaches that are time bound, structured, and individualised, for example the Individual Literacy Intervention (ILI). There is increasing differentiation of activities and materials, including access to assistive technology and specialist equipment where appropriate. There is a provision map in place which has a range of small group interventions available for high incidence needs. Reducing the breadth of curriculum is considered to focus on key skill areas. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-25) for further information.</p>
Who will do it Responsibilities	<ul style="list-style-type: none"> Senior leadership team ensure that all staff apply their setting's policies consistently  Senior leadership team monitors cognition and learning across the setting to determine appropriate short term, intermediate and long term strategies and appropriate Continuing Professional Development opportunities.  Senior leadership team & SENCO monitor academic progress and achievements, identifying groups and individuals for targeted support on this basis.  All staff demonstrate a positive attitude to inclusion. Every teacher is a teacher of every child and young person. 	<ul style="list-style-type: none"> Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/young people and staff members. Senior leadership team identify staff who require targeted training beyond the universal level, due to the specific needs of pupil groups. Senior leadership team identify appropriate interventions with national recognition for effectiveness, in consultation with external services as necessary. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-25) for further information.</p>