







Core Standards for Children and Young People with Communication and Interaction Needs

Please use these standards to augment the Somerset Core Standards for All Children and Young People (0-5; 4-16; 16-25) where there are communication and interaction needs.

Support for children and young people with SEN and/or disability	 UNIVERSAL ALL children & young people High quality teaching	 SEN SUPPORT SOME children & young people Additional targeted support	 HIGH NEEDS A FEW children & young people Support for students with complex and long-term special educational needs
Why we do it <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 as per the Somerset Autism Strategy 2015-2018. <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 communication and interaction needs cannot be met by universal provision, and assessment (including observation) indicates that additional and different provision is required.</p> <ul style="list-style-type: none"> These identified children/young people are now recorded as ‘SEN Support’ on the setting’s SEND 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 (0-5; 4-16; 16-25) for further information.</p>
What we will do <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. <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"> Specialist assessments are carried out by range of support services such as the Integrated Occupational Therapy and Speech and Language Therapy Services (ITS), forming part of an ongoing Assess-Plan-Do-Review process. A provision map will be made available. A flexible approach to transitions is taken, including additional taster days (if required) for familiarisation. Training is available for a range of involved professionals. Link to Somerset training directory. Information is available for parents and staff about additional sources of support, eg National Autistic Society, The Communication Trust, AFASIC, ICAN <p>Courses are available through support services for parents of children with an autistic spectrum condition e.g. Cygnet</p> <ul style="list-style-type: none"> Families of children and young people with an Autism diagnosis care considered for referral to the CAOT (Children with Autism Outreach Team; under 13s only) for home and social support. Pupil centred planning, featuring qualitative and quantitative outcomes measures, informs young people, their families and staff about support strategies, interventions, rewards and consequences. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>

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<p>How we do it</p> <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> The curriculum and learning environments are structured and adapted to promote the engagement of all pupils with communication and/or sensory needs. Speech, language, communication and interaction skills are assessed and monitored by parents/carers, staff and external services in partnership. Adults understand that any change can have a positive or negative impact on the child. The preferences, ideas, views and aspirations of children and young people are important. Inclusive Communication is used. A variety of media are used in order to seek and record people's views on a regular basis about what matters to them, for example based on the Communication Trust guidance. Strengths and weaknesses of children and young people with communication/autism needs are identified using, for example, "Universally Speaking", the Integrated Therapy Service 'Fact Files' and Communication Trust's Progression tools Adults role model appropriate speech, language, communication and interaction skills. Behaviour is understood in the context of what the child/young person is trying to communicate Learning environments are structured and monitored in order to prevent sensory overload, for example using the Autism Education Trust checklist. Transition planning processes support young people to transfer between educational settings and year groups, and life stages, for example using the Transition Toolkit 	<ul style="list-style-type: none"> Setting will consider liaison and/or consultation with external professionals such as autism and communication service advisory teacher/educational psychologist/ social worker/health professionals. Key adults have additional training in communication support, for example Inclusive Communication , Elklan Training or The Communication Trust - Resources for Practitioners Additional staff are assigned to support small groups or individuals for specified parts of the day, for example lunch-times, in some cases. Specific evidence-based interventions and approaches are used to target skill development in priority areas, for example Intensive Interaction, Black Sheep, Talk Boost, Talkabout, Socially Speaking, the TEACCH approach, and ELCISS language development group work (secondary schools only), Targeted staff are trained to deliver a range of evidence-based and outcome-focused interventions and approaches to small groups and individuals, including, for example Positive Handling training, etc. Individual timetables are used to maximise learning and potential and reduce stress and anxiety especially with known triggers, eg assembly and homework Children and young people have access to a quiet, calming, safe place. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>
<p>Who will do it</p> <p>Responsibilities</p>	<ul style="list-style-type: none"> All staff demonstrate a positive attitude to inclusion. Every teacher is a teacher of every child and young person. Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail. 	<ul style="list-style-type: none"> The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/young people and staff members. Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. 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 (0-5; 4-16; 16-25) for further information.</p>