

## Somerset Core Standards for Children and Young People (0-25)

### **Somerset Inclusion Statement**

**All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.**

Somerset Core Standards is a framework which describes the entitlement of children and young people in Somerset schools, settings and colleges. These Core Standards are part of the Local Offer and will assist schools, settings and colleges in further developing their provision for children and young people with Special Educational Needs and Disability (SEND) to be more consistent.

This document is the product of work undertaken by groups of parent/carer and children and young people's representatives, Early Years, Primary, Secondary and Further Education School Leaders, Local Authority officers and Support Service staff as part of the SEND Review.

The Core Standards contain the expectations and responsibilities on Education Systems in Somerset for the Universal and Additional Offer they make to **All** children and young people. It describes what can be delivered from the setting, school or college's own resources which have been allocated directly. This information will form part of the 'Local Offer' that is; what can be expected for children and young people (0-25 years) in Somerset.

The SEND (0-25 years) Code of Practice, relating to Part 3 of the Children and Families Act (2014) is clear. For children and young people with SEND, their needs must be picked up at the earliest point with appropriate support put in place quickly, and their parents and/or carers must know what services they can reasonably expect to be provided. Children, young people and their parents/carers must be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be effectively supported through an increased focus on life outcomes, including employment and greater independence.

We hope you find this document a useful guide.

**Essentially the shift that has taken place under the Code of Practice 2014 is a move to a: Whole School/Setting Approach to SEND**

### **Prerequisites for success**

- Our teaching staff need to be at the heart of this approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENCO and the school's specialist staff
- For all those who teach and support pupils with SEND to have the highest aspirations for them and for those who lead and manage the educational setting to demonstrate an ambitious vision and plan of action to enable this to happen so that identification of a special educational need does not result in excuses for lack of progress or a lowering of expectations

## There are four key elements of good practice

1. A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between staff, parents, children and young people (**Leadership and whole school sign up**)
2. Knowledgeable and sensitive teaching staff who understand the processes of learning and the impact that SEND can have on these (**Workforce development & CPD**)
3. Creative adaptations to practice which enable children with special needs to learn inclusively and meaningfully alongside their peers (**High Quality - Differentiated Teaching**)
4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress (**Personalised Approach/ Targeted Support**)

## Effective Whole School Provision is characterised by:

High aspirations for the achievement of all children and young people:

- good teaching and learning for all children and young people
- provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes
- evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress
- leaders who look to improve general provision to meet a wider range of need rather than always increasing additional provision
- swift changes to provision, in and by individual providers and local areas, as a result of evaluating achievement and well-being

The **Local Offer** has two key purposes:

1. To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
2. To make provision more responsive to local needs and aspirations by directly involving children, young people, parents, carers and service providers in its development and review.

The Local Offer is what goes on every day to support children and young people with SEND and how quality is ensured around this. Information regarding funding will be included in the Local Offer, parents and carers will be informed about the funding schools, settings and colleges receive for SEND. This includes the resources within the notional and delegated budget to enable schools, settings and colleges to make provision for children and young people with SEND. Schools, settings and colleges have the autonomy to make arrangements from within their existing staffing and to seek external advice and support, where necessary. The Local Offer is communicated through the Local Authority Website <https://www.somersetchoices.org.uk> and individual school, setting and college websites.

The Children and Families Bill, (clause 65) compels schools, settings and colleges to include in their own websites information on the Local Authority Local Offer which can be found by direct link.

To support schools, settings and colleges' recognition of their core responsibilities towards children and young people with SEND this guidance is provided as an update of the current duties and responsibilities placed on schools, settings, colleges, governors and the Local Authority in order to ensure that the needs of children and young people identified as having SEND are met.

## **Statutory Duties**

### **The Local Authority MUST:**

- Promote Equality of Opportunity for Disabled children and young people
- Ensure a sufficiency of provision for children and young people with SEND and review it annually (place funding)
- Publish information on SEND funding and provision
- Monitor the progress of children and young people with SEND
- Provide information, support, advice and guidance to parents and carers of children and young people with SEND including the provision of a statutory Parent Partnership Service and Mediation Service
- Publish information about the Local Offer, ie what is expected to be available for children and young people (0-25 years ) with SEND
- Make arrangements for the statutory assessment of children and young people, where agreed, and maintain and review statements of SEND and/or EHC plans

### **Governors MUST:**

- Appoint a SEND Governor to have oversight of the arrangements for SEND in the school, preschool setting or college
- Know how many children/young people in the school/setting/college have SEND
- Know how much money the setting gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for children and young people with SEND
- Review and approve the SEND policy and other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provisions specified in statements of SEND and EHC plans are made
- Ensure that SEND provision is integrated into the school/setting/college improvement plan
- Publish on the setting's website the SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND

*Link to Teachers Standards (school age)*

<https://www.gov.uk/government/publications/teachers-standards>

*Link to Teachers Standards (Early Years)*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/211646/Early\\_Years\\_Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers_Standards.pdf)

### **Schools, Settings, and Governors (including Academies and Free Schools) MUST:**

- Ensure that to the best of their endeavours, the necessary provision is made for any children/young people who have SEND
- Ensure that they have access to external specialist services and expertise through partnerships, work with the Local Authority, and other agencies/providers and direct employment
- Ensure that where the head teacher/manager or a nominated governor has been informed by the LA that a child or young person has SEND, those needs are made known to all who are likely to teach or support that child/young person
- Ensure that teachers/staff are aware of the importance of identifying and providing for children and young people who have SEND
- Ensure that a child/young person with SEND joins in the activities of the school/setting/college together with other children/young people, so far as is reasonably practical and compatible with the child/young person receiving the Special Educational Provision their learning needs call for, the efficient education of the children/young people with whom they are educated and the efficient use of resources
- Report to parents and carers on the implementation of the school/setting/college's policy for children and young people with SEND
- Have due regard to the statutory guidance within the current SEND Code of Practice when carrying out duties towards all children and young people with SEND
- Ensure that school/setting/college notifies parents and carers of a decision by the school/setting/college that SEND provision is being made for their child/young person

### **Schools and Settings (including Academies and Free Schools) MUST:**

- Publish detailed information about their arrangements for identifying, assessing and making provision for children and young people with SEND
- Identify children and young people with SEND and ensure provision is made in accordance with the SEND Code of Practice (2015)
- Appoint a SENCO who is a qualified teacher, (in the case of non-maintained EYs providers and colleges a nominated person with oversight of SEND provision to coordinate support –similar to the role of SENCO in schools)
- Invest in whole school/setting/college and targeted training for staff
- Ensure inclusive teaching and support is embedded throughout the school/setting/college and that **ALL** teachers understand that they are responsible for children and young people with SEND
- Provide information on school/setting/college arrangements for SEND to parents, carers and governors
- Consider pre-emptive arrangements for children and young people (present and future) with a disability

### Teaching staff **MUST**:

- Set goals that stretch and challenge children and young people of all backgrounds, abilities and dispositions
- Be accountable for children and young people's attainment, progress and outcomes
- Be aware of children and young people's capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of **ALL** children and young people in their care
- Know when and how to differentiate appropriately, using approaches which enable children and young people to be taught effectively
- Have a secure understanding of how a range of factors can inhibit children and young people's ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children and young people's education at different stages of development
- Have a clear understanding of the needs of **ALL** children and young people in their care, including those with SEND; those of high ability; those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Manage classes effectively, using approaches which are appropriate to children and young people's needs in order to involve and motivate them

### FE Lecturers **MUST**:

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Be accountable for student's attainment, progress and outcomes
- Be aware of student's capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of **ALL** students in their care
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit student's ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student's education at different stages of development
- Have a clear understanding of the needs of **ALL** students in their care, including those with SEND; those of high ability; those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Manage classes effectively, using approaches which are appropriate to children and student's needs in order to involve and motivate them

## FE Colleges and Governors **MUST**:

- Ensure that to the best of their endeavours, the necessary provision is made for any students who have SEND
- Ensure that they co-operate with the local authority on arrangements for students with SEN. Equally the local authority must co-operate with the College
- Appoint an ALS manager, or equivalent, to have oversight of the SEND arrangements
- Know how many students in the college have SEND
- Know how much money the college gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for students with SEND
- Review and approve the ALS policy and other relevant policies
- Monitor the progress of students with SEND and ensure that the provisions specified in statements of SEND and EHC plans are made
- Ensure that SEND provision is integrated into the College self-assessment plan?
- Have a duty to admit a young person if the College is named in an EHC plan.
- Ensure that where the ALS manager has been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach or support that child/young person
- Ensure that lecturers/staff are aware of the importance of identifying and providing for children and students who have SEND
- Ensure that a young person with SEND joins in the activities of the college together with other students, so far as is reasonably practical and compatible with the young person receiving the Special Educational Provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources.
- Have due regard to the statutory guidance within the current SEND Code of Practice when carrying out duties towards all students with SEND

## The Role of the SENCO

The provision of high quality teaching for children with special educational needs and disabilities is not a matter for the Special Educational Needs Coordinator (SENCO) alone; all teachers are teachers of children with additional educational needs.

However, each school is required to have a nominated SENCO who must be a qualified teacher. All staff and parents must know who is the nominated SENCO.

The importance of this challenging and highly rewarding role in schools has been reiterated in the 2014 SEND Code of Practice and the Children and Families Act 2014. Whilst the day to day role will reflect the phase, type and size of the school, the key features are:

- Contributing to the strategic development of SEND provision
- Overseeing the day to day operation (and periodic review) of the school's SEND policy
- Coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND
- Ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising other teachers the effective deployment and performance management of learning support staff
- Maintaining detailed records of the provision made for children and young people with SEND
- Liaising with parents and carers
- Contributing to the professional development of staff
- Liaising with external agencies; which can include involvement of specialists at any point to advise on early identification of SEN and effective support and interventions, and should include such involvement where progress is less/continues to be less than expected despite evidence-based SEN support delivered by appropriately trained staff
- Deploying the SEND budget and reporting on how it is spent
- Reporting on the progress of children and young people with SEND

The Code of Practice envisages that the SENCO will provide professional guidance to colleagues with the aim of securing high quality teaching of pupils with SEND and that they will therefore lead teaching and learning and the coordination of provision for pupils with SEND in their school.

It is recommended that SENCOs are members of the school's Senior Leadership Team. There is an element of bureaucracy involved in SEND coordination and access to administrative support is essential to allow the SENCO to focus on the core, and specialist, aspects of the role.

In 2009 The Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009 made it a legal requirement that every new SENCO in a mainstream school gain the Master's level National Award for Special Educational Needs Co-ordination within 3 years of taking up the post. The Education (Special Educational Needs Co-ordinator) (England) Regulations 2014 further prescribes the qualifications and experience the nominated SENCO must hold.

The Education (Special Educational Needs Co-ordinator) (England) Regulations 2014 can be viewed here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251875/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SENCO\\_regulations.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251875/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SENCO_regulations.pdf)

The National Award for SEND Coordination has nationally agreed learning outcomes and it is recommended that even SENCOs who are not new to the role consider studying for the award. The learning outcomes which form the National Award for SEN Coordination can be viewed here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/292826/130611\\_nasc\\_learning\\_outcomes\\_final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292826/130611_nasc_learning_outcomes_final.pdf)

## Early Years

Maintained nursery schools must have a designated teacher responsible for SEND provision.

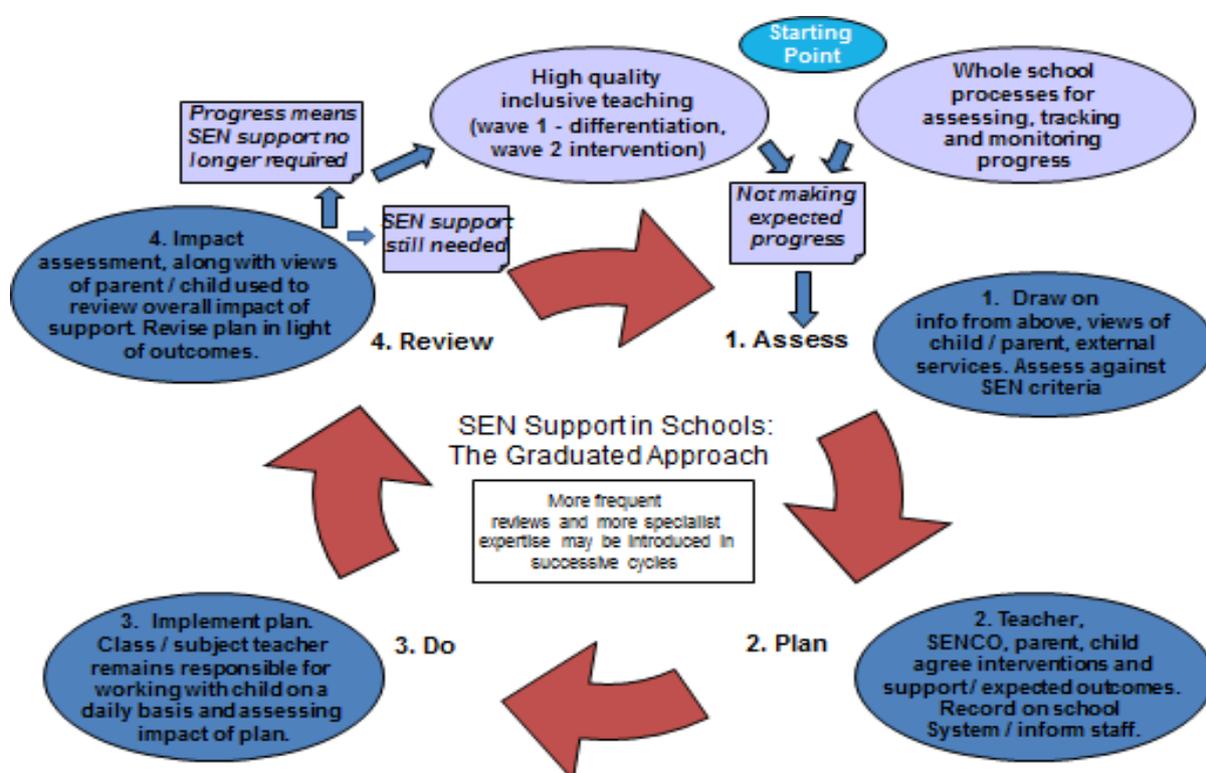
## Post-16

Settings and Colleges should also ensure there is a named person with oversight of SEND provision to coordinate support- similar to the role of a SENCO in schools.

## A Graduated Approach

The SEND (0-25 years) Code of Practice (2014) sets out that schools/settings/ colleges should develop a Graduated Approach – a cycle of assessment, planning and reviewing their actions in detail and with increasing frequency to identify the best way of obtaining adequate progress for children/young people. Adequate progress can include progress which:

- Is similar to peers starting from the same place
- Matches or betters child/young person's previous rate of progress
- Closes the attainment gap between the children/young people and their peers
- Prevents the attainment gap growing wider



**Assess Needs:** All pre-school settings, schools and colleges should monitor and review the progress and development of ALL children and young people. High quality teaching, differentiated for individual children and young people, is the first step in responding to children and young people who have or may have SEND. The majority of children and young people can make progress through such teaching.

**Plan:** Where progress gives cause for concern practitioners should work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development. Teaching staff, supported by the Senior Leadership Team should make regular assessments of progress for ALL children/young people. Where children/young people are falling behind or making inadequate progress given their age and starting point they should be given extra support.

**Do:** This graduated response should be led and coordinated by the SENCO (or named person within the Early Years or College setting with oversight of SEND). Parent/carers should be given the opportunity to engage at each stage of this cycle, contributing their insights into assessment and planning. Aspirations and intended outcomes should be shared between parent/carers and schools/settings and reviewed with them.

**Review:** The effectiveness of the support and the impact on the children/young person's progress should be reviewed in line with an agreed date.

Where a child or young person continues to make little or no progress, or if a child/young person is not developing as expected or is not responding to action being taken - settings, schools and colleges should call upon external professionals to advise and assist further. They may also help in identifying those children/young people whose need for long term support is such that an Education Health Care Plan might be required. Settings, schools and colleges will need to be able to use provision mapping effectively to track impact and provide evidence of the outcomes of the interventions offered to the child/young person. These will include the interventions described within this Core Standards Framework.

### **The Role of the Special Educational Needs Governor**

Governing Bodies have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction
- b. Holding the Senior Leadership Team to account for the educational performance of the school/setting and its pupils; and
- c. Overseeing the financial performance of the school/setting and making sure money is well spent.

The Department for Education's Handbook for Governors was updated in January 2014 and can be viewed at: <https://www.gov.uk/government/publications/governors-handbook>

There should be a nominated link Governor, or Governors, for SEND, who play a key role in the strategic leadership and development of SEND provision, offering appropriate support and challenge in relation to the above areas with a specific focus on SEND. The SEND Governor will inform the Governing Body on all aspects of SEND in the school/setting/college to ensure that SEND work is valued and well supported.

SEND Governors need to carry out these responsibilities in a number of ways:

- Informing themselves about SEND systems and practices in school/setting/college through meetings and visits
- Ensuring that the progress of learners with SEND is closely monitored through reviewing and understanding internal and external data
- Understanding how the notional (delegated) SEND budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- Understanding the national and local context of SEND support
- Using their school/setting visits to inform themselves about the work the SENCO is leading
- Ensuring that the views of children and young people and parent/carers in relation to the SEND provision that is being made, are sought
- Building a trusting and supportive relationship with their SENCO
- Putting together an annual report on SEND with input from SENCO and Governing Body Committee (if relevant) which is published on the website and updated annually

As part of this role, the SENCO and the SEN Governor may meet periodically, alongside the more formal reporting systems that will be in place. This will enable the SENCO to update the SEND Governor on the progress of children and young people with SEND and how they are being supported, along with the priorities for whole school/setting development that the SENCO may have identified. The SEN Governor's interest should not be around the arrangements that are in place for individual pupils, but rather how the cohort is being supported as a whole.

SENCOs are advised to share the outcomes of the annual SEND Self Evaluation exercise with their SEND Governor. The SEND Self Evaluation Template has been developed with the support of the Local Authority to help SENCOs, Headteachers and Governing Bodies record their effectiveness in relation to SEND provision and contribute to the overall development plan. This is updated in line with revisions to the OFSTED Framework and the current version can be viewed here: [What do you know about the SEND reforms?](https://slp.somerset.org.uk/ipost/ipost%20documents/tool%20kit%20booklet%20v2.pdf)  
[\[https://slp.somerset.org.uk/ipost/ipost%20documents/tool%20kit%20booklet%20v2.pdf\]](https://slp.somerset.org.uk/ipost/ipost%20documents/tool%20kit%20booklet%20v2.pdf)

In addition to the SENCO reporting to the Governing Body; Section 69 of the Children and Families Act 2014 places a duty on Governing Bodies to prepare a 'SEND information report' setting out information about:

- how the school/setting identifies children with SEND
- the number of children with SEND
- the implementation of the published SEND policy
- the arrangements for the admission of children and young people with SEND
- the steps taken to prevent children and young people with SEND from being treated less favourably than other pupils
- the facilities provided to assist access to the school/setting by disabled pupils
- details of the school/setting's Accessibility Plan

The outline of this information would form the basis of the Annual Governors Report on SEND to be published on the website.

## Levels of Intervention (Schools only)

Children and young people's needs are met using 3 levels of intervention, described as '**Waves of Support**'

**Wave 1** describes quality inclusive teaching taking into account the needs of **ALL** the children/young people in the classroom. It includes differentiated work and creating an inclusive learning environment.

**Wave 2** describes specific additional and time limited interventions provided for some children/young people who need help to accelerate their progress to enable them to work at or above age related expectations. They are often targeted as a group of children/young people with similar needs.

**Wave 3** describes targeted provision for a minority of children/young people where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Some of what is offered at Wave 2 and Wave 3 will vary from school to school.

## Consequences/Appeals/Complaints

Parents, carers, and young people have the following rights of redress, should the School, Setting, College, Governors or Local Authority fail in their duty to provide, or if the parent/carer disagrees with a decision or feels that there is discriminatory practice:

- The school/setting/college and/or the Local Authority complaints procedure [www.somerset.gov.uk/have-your-say/](http://www.somerset.gov.uk/have-your-say/)
- An appeal to the SEND Tribunal (regarding a Local Authority decision) <https://www.ipsea.org.uk>
- A claim against the responsible body (Chair of Governors/Board or LA) for disability discrimination to the SEND Tribunal <https://www.ipsea.org.uk>
- A complaint to the Local Authority Ombudsman (regarding Schools and the Local Authority) [www.somerset.gov.uk/have-your-say/](http://www.somerset.gov.uk/have-your-say/)

## The National Funding Model for Schools

Implemented in April 2013 the National Funding Model to mainstream schools and academies. Schools and academies receive in the region of £4000 (Known as Element 1: Core Education Funding) to provide a standard offer of teaching and learning for **All** children and young people including those with SEND. Schools/academies and colleges receive an additional amount to help make special educational provision to meet children/young people's SEND. This amount is based on a formula agreed between school/colleges and the Local Authority. Schools/academies and colleges **MUST** use this delegated funding to pay for up to £6K of the additional support costs to meet children and young people's SEND (Known as - Element 2: Additional Needs Funding).

Funding requirements above £10K will be assessed through the high needs audit and/or statutory assessment process, where evidence of intervention and progress demonstrates a higher level of the child or young person's need; additional resources can be provided by the Local Authority in the form of top up from the High Needs Block (Known as – Element 3: Top-Up Funding). The school/college will continue to provide the first £10k of provision for any child/young person with a statement of SEND or an Education Health Care Plan (EHCP).

Further information is available on:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/205195/school\\_funding\\_reform\\_2014-15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205195/school_funding_reform_2014-15.pdf)

## The Funding Model for Early Years Settings

Early Years settings are not funded by a national funding model and instead receive a 'base rate' of funding based on a Local Authority formula, which includes local measures of deprivation and historical levels of need. It is expected that Universal provision is funded by 90% of the setting's base rate funding (known as Element 1: Core Education Funding). It is expected that Targeted SEN Support provision will be funded using the other 10% of the setting's base rate funding (known as Element 2: Additional Needs Funding).

Funding requirements above £3.6k will be assessed through the early years high needs audit and/or statutory assessment process, where evidence of intervention and progress demonstrates a higher level of the child or young person's need; additional resources can be provided by the Local Authority in the form of top up from the High Needs Block (Known as - Element 3: Top-Up Funding). The early years setting will continue to provide the first £3.6k of provision for any child/young person with an Education Health Care Plan (EHCP) or in receipt of top-up funding.

## Relevant Legislation

It may be helpful to consider the following related legislation and guidance:

- SEND Code of Practice 2014 (0 to 25 years)/Children and Families Act (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disability Regulations (2014) [www.ipsea.org.uk](http://www.ipsea.org.uk) and [www.legislation.gov.uk](http://www.legislation.gov.uk)
- Equality Act (2010) [www.legislation.gov.uk](http://www.legislation.gov.uk) and [www.disabilityrights.org](http://www.disabilityrights.org)
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act <https://www.gov.uk> and [www.sec-ed.co.uk.best-practice](http://www.sec-ed.co.uk.best-practice)
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children <https://www.gov.uk>government>working>together>
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers <https://www.gov.uk>uploads>file>Children>Act> and [www.legislation.gov.uk>ukpga>1989](http://www.legislation.gov.uk>ukpga>1989)
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission <https://www.equalityhumanrights.com>reasonable>adjustments>
- Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education <https://www.gov.uk>government>supporting>
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005) <https://www.gov.uk>government>mental>capacity>
- The Statutory Framework for the Early Years Foundation Stage <https://www.gov.uk>uploads>file>EY> and [www.foundationyears.org.uk>eyfs-statu](http://www.foundationyears.org.uk>eyfs-statu)

## **Acknowledgements**

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- The Somerset Parent Carer Forum
- The Special Educational Needs & Disability Information and Advice Support Service (SENDIAS)
- The Learning Support Service
- The Physical Impairment and Medical Support Team
- The Autism and Communication Service
- The Hearing Support Service
- The Vision Support Service
- The Social, Emotional and Mental Health Advisory Teachers
- The Schools Forum
- The Somerset Association of Secondary Headteachers (SASH)
- The Somerset Association of Primary Headteachers and Officers (SAPHTO)
- The Panel for Excluded and Vulnerable Pupils (PEVP)
- The Young People's Champions, Harry Tavaré and Kiah Durham