

## Somerset Core Standards for Children (0 to 5 years)

Support for children with SEN and/or disability	<u>UNIVERSAL</u>  <b>ALL</b> children High quality teaching	<u>SEN SUPPORT</u>  <b>SOME</b> children Additional targeted support	<u>HIGH NEEDS</u>  <b>A FEW</b> children Support for complex and long-term difficulties
<b>Funding Arrangements</b>	<b>Element 1: Funded by 90% of the base rate and supplements for staff qualifications and sustainability.</b>  <i>Additional funding such as pupil premium may apply to some children.</i>	<b>Element 1 plus Element 2: Funded by the base rate and supplements including notional SEN funding (10% of the base rate)</b>  <i>Additional funding such as pupil premium may apply to some children.</i>	<b>Elements 1 &amp; 2 plus: Element 3: Funded by Early Years top-up funding (the provider will have demonstrated that they are contributing a minimum of £3.6k additional support)</b>  <i>Additional funding such as pupil premium may apply to some children.</i>
<b>Why we do it</b> <ul style="list-style-type: none"> <li>• Promoting engagement and participation</li> <li>• Achieving the best possible outcomes</li> <li>• Preparing for Adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• All children have the opportunity to be happy, safe, and lead fulfilling lives as per the <a href="#">Somerset SEND Strategy 2016-2019</a>.</li> <li>• The educational setting inspires confidence by recognising children along with parent/carers as full partners in the education journey towards adulthood as per <a href="#">The Early Years Foundation Stage (EYFS) Framework</a>, <a href="#">The Somerset Participation and Engagement Strategy</a> and the national <a href="#">SEND Code of Practice</a>.</li> <li>• There is a focus on clear and accessible communication to establish positive relationships between staff, parent/carers and children.</li> <li>• All staff demonstrate a positive attitude to inclusion, informed by <a href="#">case studies of best practice</a>.</li> <li>• The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing.</li> <li>• <b>Every Early Years Practitioner is a teacher of every child</b></li> </ul>	<b>Column 1 plus:</b> <ul style="list-style-type: none"> <li>• Children requiring provision that is additional to and different from their peers to make progress are recorded as needing 'SEN Support' within the setting and parent/carers are informed.</li> <li>• The views of children and parent/carers are sought regularly, about their strengths, difficulties, provision and progress; for example using an <a href="#">Early Help Assessment</a> or <a href="#">Family Service Plan</a>.</li> <li>• Additional provision is agreed, monitored and reviewed in partnership with parent/carers, children.</li> <li>• Staff work in partnership with relevant agencies and professionals to support identified needs and enhance coordination, for example by referring to <a href="#">MAISEY</a>.</li> <li>• Children and their families are clear about the support they can expect and their progress/expected outcomes via regular review meetings.</li> </ul>	<b>Columns 1 and 2 plus:</b> Provision for children with high needs will be highly specialist and personalised and in many cases co-ordinated through <a href="#">MAISEY</a> (Multi Agency Identification and Support in Early Years) Support for these children will include, but will not be limited to: <ul style="list-style-type: none"> <li>• a multi-professional, coordinated approach to supporting the child's special educational needs often involving education, health and care services</li> <li>• clearly detailed outcomes for the individual child alongside strategies and resources designed to support the achievement of these outcomes</li> <li>• families are involved in target-setting and decision-making, incorporating the child's voice wherever possible</li> <li>• formal transition planning and review processes are in place.</li> </ul>
<b>What we will do</b> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> <li>• Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Clear processes are in place to identify children's strengths and needs.</li> <li>• Reasonable adjustments are made to enable the curriculum to engage <b>ALL</b> children. <b>Every Early Years Practitioner is a teacher of every child</b> and is responsible for appropriate differentiation.</li> <li>• All children will have access to an <a href="#">inclusive communication</a> environment, for example featuring visual cues and objects of reference.</li> <li>• Children's progress is tracked and reviewed throughout the year in line with assessment policy.</li> <li>• High aspirations and expectations for all children are realistic and are set in partnership with children and their parents/carers.</li> <li>• Transitions are planned appropriately to support individual need, age and setting.</li> <li>• Parents and carers are informed about local services via the <a href="#">SEND Directory</a>.</li> </ul>	Staff ensure that an <b>Assess-Plan-Do-Review</b> cycle is followed: <ul style="list-style-type: none"> <li>• parents and carers are given information about <a href="#">changes to SEND legislation</a> and <a href="#">parental support organisations</a></li> <li>• appropriate, regular and accurate assessments are carried out to inform planning</li> <li>• additional approaches are in place which complement the teaching and support available at a universal level</li> <li>• the outcome led plan is developed, agreed and reviewed with all involved including the child and family</li> <li>• the setting makes use of evidence based specialist resources, including the <a href="#">Early Years Developmental Journals</a> and professional expertise to inform additional/alternative provision. This could include external specialist advice</li> <li>• enhanced transition support is available and well planned, eg using the <a href="#">Preschool and School Entry Planning meeting</a>.</li> </ul> For more guidance on specific provision for SEN, please refer to the SEND specific Core Standards.	<ul style="list-style-type: none"> <li>• Individual outcomes – and the strategies to achieve these – are delivered through the assess, plan, do, review cycle.</li> <li>• All staff delivering specific interventions receive appropriate and relevant training and support programmes.</li> <li>• Progress is reviewed regularly in collaboration with children, their families and relevant professionals.</li> </ul>

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<u>How we do it</u> <ul style="list-style-type: none"> <li>Environment, Resources, Equipment</li> <li>Curriculum Teaching and Planning</li> <li>Healthcare within Educational Settings</li> </ul>	<ul style="list-style-type: none"> <li>The environment and curriculum reflects the needs of the learners, is accessible and engages all learners.</li> <li><b>Every Early Years Practitioner is a teacher of every child</b> and is responsible for appropriate differentiation and health care arrangements as per the <a href="#">EYFS Statutory Framework</a>.</li> <li>There are high aspirations and expectations for all children which are realistic and designed to reduce/remove barriers to learning.</li> <li>Early Years Practitioners reflect upon and review their planning, and adjust their teaching, environment and resources in consultation with children and their parents/carers.</li> <li>Staff are informed about updates and training opportunities via the <a href="#">SEND Newsletter</a>, <a href="#">Early Years News and Views</a>, and the <a href="#">Early Years e-bulletin</a>.</li> <li>The setting will consider requesting <a href="#">outreach support from a local special school</a> to help develop whole setting, small group, or individual support.</li> </ul>	<ul style="list-style-type: none"> <li>Specific environmental adaptations are made swiftly and effectively in as per the <a href="#">Accessibility Strategy 2015-17</a>.</li> <li>Children have access to relevant equipment and technology to aid access to the curriculum, eg pen(cil) grips, computers, relevant software, etc.</li> <li>Staff have access to targeted advice and support from specialist staff, for example the <a href="#">Early Years Area SENCOs</a>, <a href="#">Physical and Medical Impairment Support Team</a>.</li> <li>Individual or small group targeted support is available</li> <li>Personalised strategies are implemented, such as visual support or individual support for communication, eg. <a href="#">Inclusive Communication</a> and/or Integrated therapy care plans.</li> </ul> <p>For more examples of strategies, please refer to SEN specific Core Standards.</p>	<ul style="list-style-type: none"> <li>Specialist, personalised resources and strategies (including specific training) are provided and <a href="#">Family Service Planning</a> meetings are held as appropriate</li> <li>Referral to the Portage home visiting service or Time Together home visiting service as appropriate through discussion at MAISEY.</li> <li>Multi-agency planning, involving children and their families, will be carried out prior to any significant transitions, based on established national principles for supporting children with SEN to make transitions between settings and/or school The <a href="#">School Entry Planning process</a> is followed. <a href="#">The Transition Information Network</a> provides materials to support transition planning and review.</li> </ul>
<u>Who will do it</u>  Responsibilities: <ul style="list-style-type: none"> <li>Leadership &amp; Management</li> <li>Governors</li> <li>Teachers</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Leadership, management and governing body/committee has due regard to statutory guidance, including the <a href="#">SEN Code of Practice</a>, the <a href="#">Equality Act (2010)</a>, the <a href="#">Governance Handbook</a>, and the supplementary <a href="#">Somerset Guide to the Code of Practice for Early Years</a>.</li> <li>Leadership, management and governing body/committee support staff to develop their knowledge, skills and confidence to meet the needs of all the children, providing a <a href="#">full range of training opportunities</a>, including specific <a href="#">SEND Reforms training</a>.</li> <li>Leadership, management and governing body/committee uses a <a href="#">self-evaluation tool</a> to monitor implementation of SEND reforms.</li> <li>Governing body and all staff have a good understanding of their roles and responsibilities and expect <b>all</b> children to achieve good progress.</li> <li><b>Every Early Years Practitioner is a teacher of every child.</b></li> </ul>	<ul style="list-style-type: none"> <li>The SENCO co-ordinates SEN provision and discusses any concerns with parent/carers, children and staff members.</li> <li>The child's key person is responsible for implementing identified strategies to support the child and linking with parents, overseen by the SENCO.</li> <li>Senior leaders (manager/supervisor/SENCO) regularly review interventions and resources and their effectiveness against previously agreed outcomes.</li> <li>Senior leaders oversee effective deployment of staff.</li> <li>Senior leadership team ensures time is allowed for planning and delivering targeted interventions by appropriately skilled and trained staff who embed outcomes in whole class/whole group teaching.</li> <li>Targeted interventions to support children are included wherever possible within the whole setting provision.</li> <li>Senior leaders prioritise children in consultation with the key person to plan targeted interventions, resources, opportunities and equipment.</li> <li>Senior leaders/governing body/committees monitor and scrutinise progress and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO will arrange review meetings, which include children, their families and involved professionals.</li> <li>For children with EHCPs information relating to changes to a child's SEN, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork.</li> <li>SENCO will follow the relevant statutory process for any children with EHCP as described in the SEND Code of Practice.</li> </ul>