









## Specific Core Standards for Children and Young People with Physical, Medical and Alternative Communication 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 physical, medical and alternative communication needs.

Support for children and young people with SEN and/or disability	 <b>UNIVERSAL</b> <b>ALL</b> children & young people High quality teaching	 <b>SEN SUPPORT</b> <b>SOME</b> children & young people Additional targeted support	 <b>HIGH NEEDS</b> <b>A FEW</b> children and young people Support for complex and long-term special educational needs
<b>Why we do it</b> <ul style="list-style-type: none"> <li>Promoting engagement &amp; participation</li> <li>Achieving the best possible outcomes</li> <li>Preparing for Adulthood</li> </ul>	<ul style="list-style-type: none"> <li>All children and young people 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 setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing.</li> </ul> <p><b>Every teacher/lecturer/practitioner is a teacher of every child and young person.</b></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><b>Column 1 plus the following:</b></p> <ul style="list-style-type: none"> <li>Staff are given sufficient time, training, and resources to create communication resources for children and young people with alternative communication requirements, eg symbol sheets with <a href="#">Clicker</a> or <a href="#">Communication In Print</a></li> <li>Arrangements are made to support young people and parents with visual impairments to actively engage with review and decision-making meetings, including the use of <a href="#">transition checklists for young people with disabilities</a> as necessary.</li> </ul>	<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 &amp; 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>
<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 and young people's strengths and needs.</li> <li>Reasonable adjustments are made to enable the curriculum to engage <b>ALL</b> children and young people.</li> </ul> <p><b>Every teacher/lecturer/practitioner is a teacher of every child and young person</b> 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"> <li>Specialist assessments are carried out by range of support services such as the <a href="#">Physical Impairment and Medical Support Team (PIMST)</a> and/or <a href="#">Integrated Occupational Therapy and Speech and Language Therapy Services (ITS)</a>, forming part of an ongoing Assess-Plan-Do-Review process.</li> <li>Links are made with voluntary agencies as appropriate, eg <a href="http://www.parasport.org.uk">www.parasport.org.uk</a>, <a href="http://www.whizz-kidz.org.uk">www.whizz-kidz.org.uk</a>, <a href="http://www.scope.org.uk">www.scope.org.uk</a>, <a href="http://www.mencap.org.uk/advice-and-support/local-groups">www.mencap.org.uk/advice-and-support/local-groups</a></li> <li>A provision map will be made available.</li> <li>A flexible approach to transitions is taken, including:                         <ul style="list-style-type: none"> <li>- Additional taster days if required for familiarisation related to physical, medical and augmentative and alternative communication associated access.</li> <li>- Robust communication between settings and involved professionals to ensure consistency of strategies.</li> </ul> </li> <li>Training is available for a range of involved professionals. <a href="#">Link to Somerset training directory</a>.</li> <li>Specialist equipment transfers to new settings and new training or resource requirements will be considered.</li> </ul>	<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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<b>How we do it</b> <ul style="list-style-type: none"> <li>Environment, Resources, Equipment, Curriculum, Teaching and Planning</li> <li>Healthcare within Educational Settings</li> </ul>	<ul style="list-style-type: none"> <li>An accessibility plan is in place to improve access for all people with physical and medical requirements. <a href="#">Example Accessibility Plan</a>.</li> <li>Reasonable adjustments are in place to improve access, eg evacuation hoists, mobile ramps, specialist seating.</li> <li>The curriculum is differentiated appropriately to meet the needs of all children and young people.</li> <li>A range of <a href="#">local</a> and <a href="#">national</a> guidance documents are available to staff to support access to the curriculum.</li> <li>Staff have access to a range of useful websites to access resources on how to support specific physical and medical conditions, eg <a href="http://www.eric.org.uk">www.eric.org.uk</a>, <a href="http://www.cricksoft.com">www.cricksoft.com</a> and <a href="http://www.widgit.com">www.widgit.com</a></li> <li>A range of staff training is available on awareness of various physical and medical conditions e.g. Life limiting conditions: <a href="https://compasscarers.org.uk">https://compasscarers.org.uk</a></li> <li>A Personal Emergency Evacuation Plan is in place if necessary. <a href="#">Link to PEEP policy</a>.</li> <li>Risk assessments are in place as required. <a href="#">Example risk assessment</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Focused Intervention Plans (or equivalent) with clarity of interventions and expected outcomes may be required. These are regularly reviewed and evaluated.</li> <li>Resources and strategies that are additional to and different from those made generally available to other students are in place to maximise independent access to the curriculum.</li> <li>Staff are trained in curriculum differentiation and resource modification, eg <a href="#">‘Supporting Learners with Physical and Medical Requirements: Ascentis Level 3 training’</a>. Time and equipment are provided to enable this to happen. <a href="http://www.scilearning.org.uk/courses">http://www.scilearning.org.uk/courses</a>.</li> <li>Staff have access to <a href="#">guidance documents detailing how to develop alternative forms of communication and recording</a>.</li> <li>An access audit for transitions is undertaken using the <a href="#">Schools Access Initiative</a>, with building adaptation advice if required.</li> </ul>	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>
<b>Who will do it</b> Responsibilities	<ul style="list-style-type: none"> <li>The whole setting welcomes all children, young people and parent/carers with additional needs.</li> <li>SEN governor/senior leadership team have an <a href="#">accessibility strategy</a> and are committed to developing access for all people with physical and medical needs.</li> <li>SEN governors and all staff are fully aware of their roles and responsibilities in relation to supporting children and young people as per the <a href="#">SEN Code of Practice</a> and supplementary PIMST guidance <a href="#">medical needs</a> and <a href="#">‘Supporting pupils with medical needs’</a></li> <li>SEN governor and senior leadership team have an awareness of how students with physical and medical needs perform in relation to national data, for example using <a href="#">NATSIP Outcomes Benchmarking</a> (school age) or the <a href="#">Multiple Needs Developmental Journal</a> (early years).</li> <li>Positive images of children and young people with physical and medical needs are portrayed throughout the setting and curriculum. <a href="#">Examples from SCOPE (charity)</a>.</li> <li>All staff demonstrate a positive attitude to inclusion.  <b>Every teacher is a teacher of every child and young person.</b></li> </ul>	<ul style="list-style-type: none"> <li>Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes.</li> <li>Senior leadership team/SENCO ensure that:             <ul style="list-style-type: none"> <li>staff have the time and resources to deliver the actions and range of support listed above and in column 1</li> <li>children and young people with physical, medical and augmentative and alternative communication requirements are included and can participate in all social/extracurricular activities, eg lunchtime activities, school plays, and <a href="#">off-site visits</a></li> <li>all access arrangements are applied for well in advance and support is put in place for all exams. <a href="#">Link to guidance on access arrangements</a></li> <li>a breadth of outcome monitoring processes is in place to monitor the wider progression skills for children and young people with physical, medical and augmentative and alternative communication requirements, eg typing and/or augmentative and alternative communication skills.</li> </ul> </li> </ul>	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>