

## Somerset Core Standards for All Children and Young People (4 to 16)

Support for children and young people with SEN and/or disability	<p style="text-align: center;"><b><u>UNIVERSAL</u></b></p> <p style="text-align: center;"><b>ALL</b> children &amp; young people High quality teaching</p>	<p style="text-align: center;"><b><u>SEN SUPPORT</u></b></p> <p style="text-align: center;"><b>SOME</b> children &amp; young people Additional targeted support</p>	<p style="text-align: center;"><b><u>HIGH NEEDS</u></b></p> <p style="text-align: center;"><b>A FEW</b> children &amp; young people Support for complex and long-term difficulties</p>
Funding Arrangements	<p><b>Element 1: Funded by Age Weighted Pupil Unit (AWPU).</b></p> <p><i>Additional funding such as pupil premium/Children Looked After (CLA) may apply to some children.</i></p>	<p><b>Element 1 plus</b> <b>Element 2: Funded by AWPU + Notional SEN (up to £10K total).</b></p> <p><i>Additional funding such as pupil premium/CLA funding may apply to some children.</i></p>	<p><b>Elements 1 &amp; 2 plus</b> <b>Element 3: Funded by AWPU + Notional SEN (up to £10K total) + top up funding.</b></p> <p><i>Additional funding such as pupil premium/CLA funding may apply to some children.</i></p>
Why we do it	<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>	<p><b>Column 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Children and young people requiring provision that is additional to and different from their peers to make progress are recorded as 'SEN Support' on the setting's SEN register and parent/carers are informed.</li> <li>• The views of children, young people parents and carers are sought regularly, about their strengths, difficulties, provision and progress; for example using an <a href="#">Early Help Assessment</a>.</li> <li>• Additional provision is agreed, monitored and reviewed in partnership with parent/carers, children/young people.</li> <li>• Staff work in partnership with relevant agencies and professionals to support identified needs and enhance coordination, for example by arranging a <a href="#">Team Around the School meeting</a>.</li> <li>• Children/young people and their families are clear about the support they can expect and their progress/expected outcomes via regular review meetings.</li> </ul>	<p><b>Columns 1 and 2 plus:</b></p> <p>Provision for children/young people is very likely to with high needs will be highly specialist and personalised. Support for these children/young people will include, but will not be limited to:</p> <ul style="list-style-type: none"> <li>• a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services</li> <li>• plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes</li> <li>• children/young people and their families are involved in target-setting and decision-making</li> <li>• formal transition planning and review processes are in place.</li> </ul>
What we will do	<ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> <li>• Transitions</li> </ul>	<p>Staff ensure that an <b>Assess-Plan-Do-Review</b> cycle is followed:</p> <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 young person and family</li> <li>• the setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice</li> <li>• enhanced transition support is available and well planned.</li> </ul> <p>For more guidance on specific provision for SEN, please refer to the SEN specific Core Standards.</p>	<ul style="list-style-type: none"> <li>• All aspects of provision detailed in an individual plan are delivered and monitored.</li> <li>• All staff delivering specific programmes receive appropriate and relevant training and support programmes.</li> <li>• A regular schedule for reviewing plans in collaboration with children and young people, their families, and relevant professionals.</li> </ul>

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<p><b>How we do it</b></p> <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 teacher is a teacher of every child and young person</b> and is responsible for appropriate differentiation and health care arrangements.</li> <li>Staff are informed about updates and training opportunities via the <a href="#">SEND Newsletter</a>.</li> <li>There are high aspirations and expectations for all pupils which are realistic and designed to reduce/remove barriers to learning.</li> <li>Teachers reflect upon and review their planning, and adjust their teaching, environment and resources in consultation with children, young people and their parents/carers.</li> <li>Inclusive education is planned and monitored, for example using the <a href="#">Index for Inclusion</a>.</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/young people 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.</li> <li><a href="#">Outreach support</a></li> <li>Individual or small group targeted support is available.</li> <li>Strategies such as pre-teaching, visual support or reinforcement of specific vocabulary is available as necessary.</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 in accordance with the details of the individual's plan.</li> <li>Multi-agency planning, involving children/young people and their families, will be carried out prior to any significant transitions, based on established national principles for supporting children/ young people with SEN to make transitions between settings and/or life stages. <a href="#">The Transition Information Network</a> and <a href="#">Preparing for Adulthood Programme</a> provide materials to support transition planning and review.</li> </ul>
<p><b>Who will do it</b></p> <p>Responsibilities:</p> <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 has due regard to statutory guidance, including the <a href="#">SEN Code of Practice</a>, the <a href="#">Equality Act (2010)</a>, and the <a href="#">Governance Handbook</a>.</li> <li>Leadership, management and governing body support staff to develop their knowledge, skills and confidence to meet the needs of all the young people, 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 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> young people to achieve good progress.</li> <li><b>Every teacher is a teacher of every child or young person.</b></li> </ul>	<ul style="list-style-type: none"> <li>The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/ young people and staff members.</li> <li>Senior leaders 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>Leaders and managers prioritise children in consultation with practitioner/key person to plan access to targeted interventions, resources, opportunities and equipment.</li> <li>Governors monitor and scrutinise progress and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO will arrange review meetings, which include children/young people, their families and involved professionals.</li> <li>For children/young people with EHCPs information relating to changes to a young person'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/young people with EHCP as described in the SEND Code of Practice.</li> </ul>