

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

Support for children and young people with SEN and/or disability	<u>UNIVERSAL</u>  <b>ALL</b> children & young people High quality teaching	<u>SEN SUPPORT</u>  <b>SOME</b> children & young people Additional targeted support	<u>HIGH NEEDS</u>  <b>A FEW</b> children & young people Support for complex and long-term difficulties
Funding Arrangements	Element 1: Funded by Age Weighted Pupil Unit (AWPU).  <i>Additional funding such as pupil premium/Children Looked After (CLA) may apply to some children.</i>	Element 1 plus Element 2: Funded by AWPU + Notional SEN (up to £10K total).  <i>Additional funding such as pupil premium/CLA funding may apply to some children.</i>	Elements 1 & 2 plus Element 3: Funded by AWPU + Notional SEN (up to £10K total) + top up funding.  <i>Additional funding such as pupil premium/CLA funding may apply to some children.</i>
Why we do it	<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 educational setting inspires confidence by recognising children and young people along with parent/carers as full partners in the education journey towards adulthood as per <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 and young people.</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, which prepares people well for <a href="#">independence in adulthood</a>.</li> <li><b>Every teacher is a teacher of every child and young person</b></li> </ul>	<b>Column 1 plus:</b> <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>	<b>Columns 1 and 2 plus:</b> 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: <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>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. <b>Every teacher is a teacher of every child and young person</b> and is responsible for appropriate differentiation.</li> <li>Children and young people's progress is tracked and reviewed throughout the year in line with assessment policy.</li> <li>High aspirations and expectations for all children and young people are realistic and are set in partnership with children, young people 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 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> For more guidance on specific provision for SEN, please refer to the SEN specific Core Standards.	<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>