

# An Introduction to: The Core Standards

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# A presentation for those

- a) who work with children and young people (0-25 years)
  - a) so that you know what core standards for special educational needs and disability (SEND) are about
  - b) so you can help improve our universal part of the SEND pathway
- b) responsible for planning the services we offer for children and young people who have SEND
  - a) so you can consider how the core standards inform and support the work you do as part of an integrated approach and make sure that by working together we help children and young people with SEND get better outcomes
- c) responsible for delivering/supporting education to children and young people with SEND in education settings
  - a) so that you can plan to become familiar with the core standards
  - b) and plan to use them as a reference and resource tool to support your work with the children and young people and those who are important to them

# Core Standards- what are they?

- Somerset's published expectations for all education settings regarding the provision for special educational needs and disability (SEND) 0-25 years at universal and targeted levels
- not new, but a new format (more practical, more current)
- reflects the shift to whole school/setting approach and places teaching staff at the heart of the graduated approach - part of our improving outcomes strategy
- a toolkit - designed for practical use by those teaching and supporting the young people
- available on the local offer website - information for all

[www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer) and search for 'Core Standards'

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# Core Standards Toolkit

The Core Standards are housed on the Somerset Local Offer website: [www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer) & search for Core Standards

Information page on local offer website - links to.....

- introduction document
- generic 0-5/ 4-16 and 16+ standards
- SEN specific standards for example social, emotional and mental health core standards
- e-links to guidance and resources throughout standards
- resource pack of SEND topic cards
- short video for young people by young people
- this general introductory slide show for use by team leaders - all agencies
- core standards poster

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# Core Standards- the role

- to give clear information about what is **expected** for special educational needs and disability in educational settings – to support **clarity and consistency**.
- they are specifically about what we do that is **universal** (for everyone) **and targeted** (for some children and young people). These support efforts to get **early identification and early help** as good as it can be. These are both improvement priorities for Somerset
- Core Standards include information about, but do not cover, the provision at high needs level as this is specific to the learner (for example in an Education, Health and Care plan (EHCP))
- a **clearer pathway** for special educational needs and disability (SEND). Better information about SEND for parents and youngsters is a priority for Somerset.
- to provide a practical resource for those teaching and supporting the children and young people and their families so that we increase confidence, access to good resources and **improve outcomes**

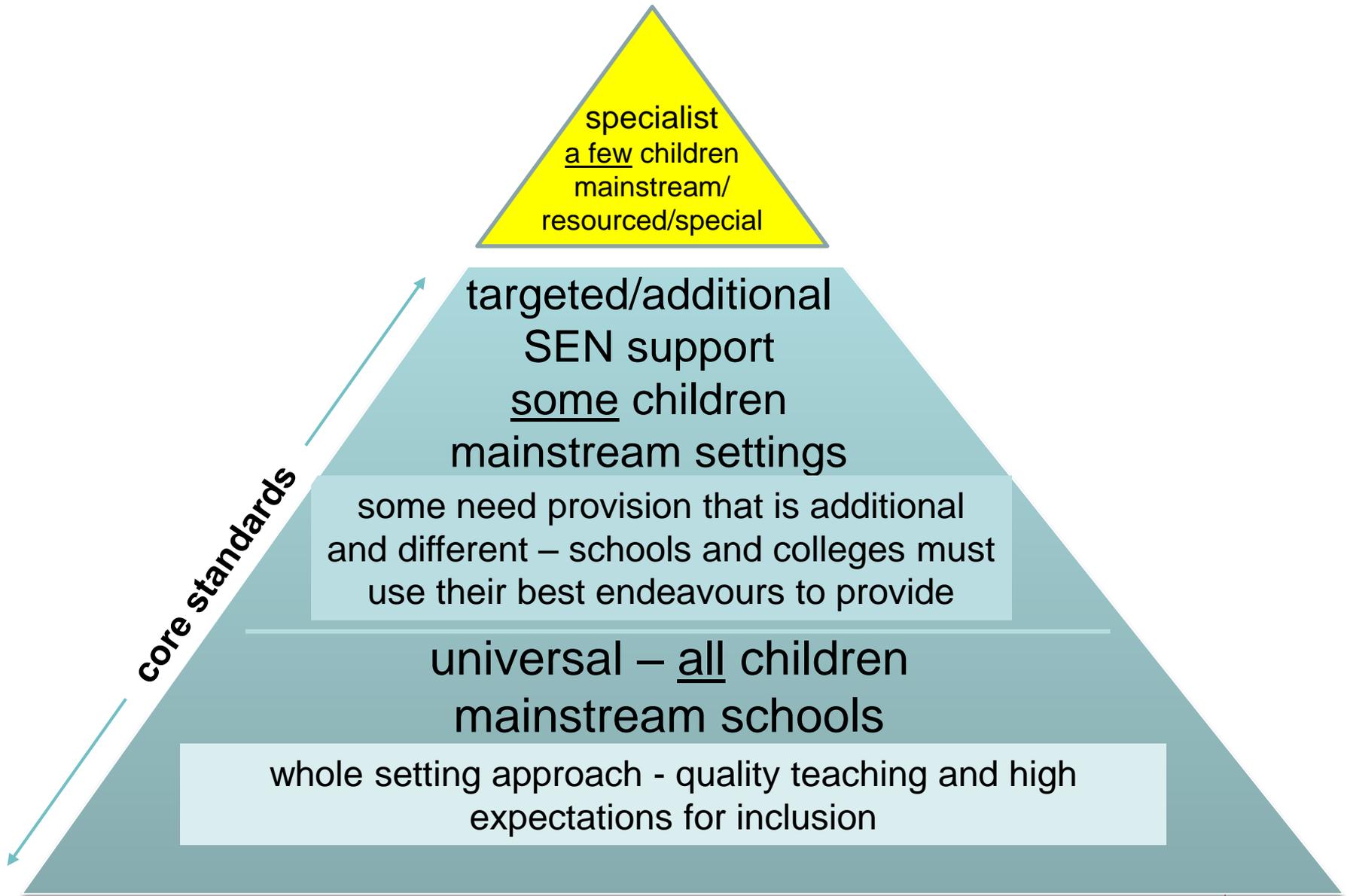
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# Which are true (2) and which false (1)?

1. The percentage of school pupils with statements of special educational need or Education, Health and Care Plans **(EHCP) has stayed the same** in recent years
2. We **identify fewer** children and young people with SEND in Somerset than the national average.
3. Special educational needs are **more prevalent in boys** than girls

# The SEND Pathway



# Core Standards: supporting the best endeavours duty for special education provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 2015 1.24

# Reflection point

- what does the term “ whole school/setting approach” mean to you?
- how do you or the settings you work with identify special educational needs?
  - how do you know if there is over/under identification
  - or if we get identification right?

# SEND is everyone's business

- a child or young person's needs are met more effectively when we work together across education, home, health, care and community
- it's about shared knowledge and the responsibility on us all for the right service or help at the right time - recognising the long term benefits of early intervention and support and the need for evidence based provision
- it's about all 12,300 children and young people - at SEN Support (targeted help) and at high needs (for example with statements or education, health and care plans)
- it's about what we do now that supports choices for life and the realisation of potential – it is about preparation for adulthood from the earliest point

# So what does success look like in SEND?- national expectations

- positive experience of the SEND system for children, young people and their families
- positive outcomes for children, young people and their families
- effective preparation for adulthood

# Somerset's SEND strategic priorities 2016-19

1. A positive SEND experience for parents and children/young people
2. Timely and accurate assessment with early identification and support for SEND
3. Inclusive and equitable good quality, local education and support
4. Smooth and effective transitions happen at key points
5. Effective, fair and transparent systems and services developed in partnership

*SEND Strategy published Autumn 2016. Available on the local offer*

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# Improving outcomes in SEND

Core Standards will help education settings in their:

1. County-wide **consistency of provision** so good practice can be shared more reliably, external services have a consistent framework to work within and parents and young people have clarity over what to expect.
2. **Early identification and planning provision** within a whole setting, multi-agency approach at universal and targeted (SEN Support) levels.
3. **Quality assurance**, for example by using the recommended self-audit tool and outcomes measures.
4. **Performance management**, for example by providing criteria to assess teacher and SENCO performance and shape an evidence based, graduated approach for the whole setting.

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# Core Standards: summary

1. There will be an **expectation that all education settings use core standards** in their identification of, and planning for, children and young people with Special Educational Needs and Disabilities (SEND)
2. The core standards help schools, colleges, and pre-school settings to provide a '**graduated response**' to children and young people with SEND
3. The core standards provide a **summary of Somerset SEND universal and targeted provision** which has been agreed by a range of local education providers and services
4. The core standards are **relevant to anyone wanting to help** a child or young person with special educational needs and disability do well in education and in outcomes for life

# Next Steps - how will you take part?

- education settings commence use of the core standards, include them in their SEN information report, consider the self-audit toolkit and consider taking part in a summer review of the toolkit
- external services consider referring to the core standards in their referral/request criteria
- the core standards will be referred to as part of the evidence for a graduated response for example in decisions about statutory assessments
- parental support and advisory organisations will use the core standards to help parents understand and consider provision