

Mainstream Core Standards for all Learners including section for Cognition and Learning Needs

Professionals working in the schools are very aware that all children in their care are individuals, each with areas of strength and development needs. All children have an entitlement to high quality educational provision. Some of these children may have special educational needs and/or disabilities. This document has been developed to offer advice and guidance to school in supporting all children, including those with Special Educational Needs and/or Disabilities (SEND), to achieve their potential. The totality of this provision will be resourced through school's own budgets and High Needs Funding if appropriate.

This Mainstream Core Standards are set out as a graduated response to meet the needs of all children:

- firstly at a Universal level (Whole School Response)
- secondly at a Targeted level (Including children with SEND)
- finally at a 'Personalised/Individualised Learning' level (including children with SSENs /EHCPs and/or High Needs Funding)

Each level is built on the previous one in response to the needs of the child. The guidance is organised in three columns. It guides those adults working with children to consider a range of approaches that includes universal provision, differentiated learning and development activities for individuals and groups, and finally specific planning to enable individual children with SEND to participate and learn.

The document sits alongside and complements the 'Best Practice Guidance for the Early Years' document for Early Years settings. It has been developed utilising the knowledge and expertise of the Kent Association of Special Schools Dimension Groups; Specialist Teaching and Learning Service Professional Leads; Educational Psychology; Standards and School Improvement; and SENCOs of mainstream schools.

It takes account of the Special Educational Needs and Disability Code of Practice 0-25 years April 2015.

Schools should access the following training materials to support awareness raising for staff in high incidence needs (ASD, SLCN, SpLD, SEMH, MLD) <http://www.advanced-training.org.uk/>

Text in grey are examples and are not an exhaustive list

Response to need – expectations of schools – value for money model

<p>A : Whole School Response Personalised Quality First Teaching</p>	<p>B : Targeted support for Individual and small group short term interventions All of A, plus the following</p>	<p>C : Personalised / Individualised Learning Long term interventions All of A and B plus the following</p>
<p>The quality of teaching is fundamentally important to the achievement and life chances of every child.</p> <p>It is the responsibility of schools to provide good teaching for all pupils. It is particularly important that pupils that have most difficulty with their learning are taught by good quality teachers.</p> <p>Interventions in columns B and C in this document should not be a substitute for weak or ineffective practice in column A.</p> <p>Many children and young people who have SEN may have a disability under Equality Act 2010 which sets out the legal obligations that schools have towards disabled children and young people; principally to make reasonable adjustments so that they are not at a substantial disadvantage compared with their peers.</p> <p>The leadership of the school, informed by an analysis of their data which is based on moderated teacher assessment, strategically plans within its school development plan to meet the needs of all current and future pupils.</p>	<p>Working closely with parents/ carers the school gathers additional assessment/ information to inform the reason for insufficient progress at A, and the choice of intervention and composition of groups.</p> <p>Some staff have undertaken specialist training in high incidence needs, in order to understand the range of assessments available, the most effective strategies to support learning and provide individual and group tuition where indicated</p> <p>Staff trained to implement short term interventions to secure improved progress for children and young people which enables them to benefit from whole class teaching and to promote social</p>	<p>Pupil may have a EHC Plan which describes the outcomes, strategies and interventions required to meet needs, some of which may be delivered on an individual basis. Provision Plan co-produced with SMART targets will be required. At least three reviews carried out throughout the year and annual reviews will be required which shows tracked progress.</p> <p>Pupil has a need at SEN Support and/or have High Needs Funding which is long term and requires a Personalised plan. In these cases the planning for intervention is person-centred and specifically formulated to take account of unique</p>

<p>The school enables the smooth transition within the school and beyond, offers a curriculum and accreditation to pupils which meets the diversity of learning needs. The school ensures that staff are well trained and the learning environment of the school is supportive to all learners.</p> <p>All teaching staff have foundation level understanding and skills (i.e. http://www.advanced-training.org.uk/ and awareness raising provided by other support professionals) which ensures that they understand how to make their teaching accessible for learners with high incidence SEN and a willingness to undertake training in low incidence needs should the need arise (e.g. visual timetables, alternative recording, adapted classroom equipment, personalised activities etc)</p> <p>All staff understand the overarching teaching and learning policy which reflects Equalities legislation and accessibility requirements which actively promotes overcoming barriers to learning for all children, taking into account individual differences (SEN or otherwise), and promotes understanding and acceptance in the peer group.</p> <p>Teachers can demonstrate a good quality of teaching where the large majority of pupils make good progress as evidenced in the school's regular scrutiny of quality of teaching.</p> <p>The staff have the confidence and capability to take account of individual children's learning styles and adjust their teaching accordingly.</p> <p>The school SENCO regularly attends the LIFT to share good practice and to seek advice and support as necessary.</p>	<p>development.</p> <p>A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, pre-formulated interventions will include SMART targets so that they can be used by trained staff with minimal adaptation. They may include training CYP to be competent and independent in use of curriculum aids e.g appropriate computer software, touchtyping</p> <p>The effectiveness of interventions are evaluated by the teacher and monitored by SLT in order to determine the impact on progress of the pupils' academic and personal development. The intervention should have the impact of accelerated progress with review every term.</p> <p>The SLT applies a greater level of scrutiny of pupil progress through the use of interventions to ensure that learning is sustained within the classroom.</p> <p>The location of the group</p>	<p>individual need informed by where appropriate by external advice co-produced by parents with SMART targets will be required which shows tracked progress.</p> <p>External advice given in reports for individual pupils is implemented by the school.</p> <p>Staff who have the skills to create and implement a care plan for pupils who require one to maintain their health, which is monitored by specialist staff and/or their Health Care Plan</p>
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<p>All pupils are assessed during the year (at least 3 times) and their progress tracked. Where insufficient progress is noted quality of teaching is reviewed and where this is good quality they are offered interventions / personalised intervention to secure their progress. [i.e. tracking progress against a learning trajectory indicated by either the Progression Materials using the upper quartile or the threshold of achieving expected level standards for their age or closing the gap towards this]</p> <p>A Kent Family Support Framework may have been completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child.</p> <p>The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being.</p> <p>The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and by using resources flexibly to meet needs.</p> <p>Teachers are able to respond to un-predicted need by flexible use of the environment e.g. time out space.</p> <p>The staff are able to implement a care plan for pupils who require one to maintain their health</p> <p>The school uses ICT to overcome barriers to learning</p>	<p>tuition will have been carefully considered to provide the optimal conditions according to the profile of need.</p> <p>The selection of targeted interventions for any individual pupil will be complimentary to the teaching offered at whole class level as demonstrated by the balance of whole class / group lessons in order to maintain the continuity of whole class learning.</p>	
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Policies, Systems and Responsibilities – applicable to all levels

Policies

- Whole school policies are compliant with legislation (eg Equalities Act 2010) and ensure full access to the school environment, to the curriculum and extra curricular activities and to information for children and young people with SEND
- SEN policy /SEN Information Report complies with the requirements set out in SI 2014, 1530, Schedule 1.
- Policies acknowledge and reflect the diversity of children and comply with current, relevant universal processes, e.g. LIFT, Early Help Assessment and routes to specialist services.
- Policies are developed in consultation and shared with staff, parents/carers, and community members and are evaluated annually to assess effectiveness.

Systems

- Regular collection of assessment data which facilitates analysis of the in-year progress for all pupils and consequent action to address any issues (plan, do, review)
- More frequent reviews of in-year progress where progress is insufficient through the application of good teaching, appropriate intervention and creative solutions informed by specialist advice, prior to consideration of further assessment processes including LIFT, and Early Help Assessment which may result in Team around the Child and /or Statutory Assessment
- Personalised planning for pupils with high level needs that require significant resource (SEN Support with High Needs Funding or EHCP)
- A rigorous performance management/appraisal process, informed by pupil progress, for the entire teaching workforce
- Strategic analysis of the published and in-year data which informs the school development plan actions to improve the achievement of under-performing groups
- Early and robust transition arrangements are in place for pupils joining or leaving the school with SEN Support or EHCPs

Responsibilities

- The senior leadership team (SLT) has a responsibility / oversight for full accessibility and progress of all pupils.
- SLT communicates the expectations about the implementation of policy and practice with staff, parents and children and young people through a range of routes (website, staff briefings, parent newsletters, classroom notices, etc)
- All staff have the responsibility to remain familiar with key requirements of the SEN Code of Practice; Early Help processes; Equality Legislation; Ofsted expectations in relation to pupils with SEND, and the <http://www.advanced-training.org.uk/> materials
- Line managers / appraisers ensure that skills in their appraisees developed through training are embedded in everyday practice. This is evidenced through pupil outcomes.
- SLT identifies members of staff to complete enhanced training for certain SEN specialisms and supports this through school development planning.

Cognition and Learning (C&L) Needs

See Policies, Systems and Responsibilities – applicable to all levels

<p style="text-align: center;">A: Universal Level (Whole school response)</p> <p style="text-align: center;">Provision of a learning environment that is inclusive and teachers who are aware of a range of Special Educational Needs and Disabilities (SEND)</p>	<p style="text-align: center;">B: Targeted Support (including children with SEND)</p> <p style="text-align: center;">Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p style="text-align: center;">Universal level plus the following:</p>	<p style="text-align: center;">C: Personalised / Individualised Learning</p> <p style="text-align: center;">Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p style="text-align: center;">Universal level and Targeted level plus the following:</p>
<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT requires that all staff have an understanding and knowledge of the needs of children with Moderate Learning Difficulty (MLD) and Specific Learning Difficulty (SpLD) and can apply this in their teaching to that ensure all children are able to access learning. • Special arrangements applied for internal/external learning assessments • Planning ensures optimum conditions to all school activities for pupils with C&L difficulties, eg flexibility of the timetable. • The school ethos promotes a positive regard for individual difference in the way that they learn and socialize including CYP with learning difficulty and/or disability • Careful consideration of the requirements of homework activities 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • Teaching and learning styles incorporate a school approach to support the full range of learning difficulties • Provision for whole staff training to support targeted interventions • Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills eg giving consideration to reducing exam subjects • SLT identifies appropriate interventions with national recognition for effectiveness Greg Brooks What Works 4th edition or Sutton Trust - Teaching and Learning Toolkit 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • Planning ensures access to extra curricular activities and events for all pupils
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Induction programme for new staff. • All staff will have used the Advanced-training materials for MLD and SpLD (Dyslexia); 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • One or more members of staff trained to Dyslexia Core level 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Targeted teaching staff are trained for specific cognition and learning needs e.g. Downs Syndrome and Dyslexia

<p>Dyscalculia and Numeracy difficulties). Those with need for further training have been identified through ongoing pupil progress review. Targets agreed through performance management that will result in training being accessed and implemented.</p> <ul style="list-style-type: none"> • Staff access training provided by Health Service Therapists and implement programmes provided using a recognized universal programme i.e. Beam or other health agreed programme 	<ul style="list-style-type: none"> • Targetted teaching staff are trained in P Level assessment if required including moderation; and make applications for special arrangements in external assessments and accreditation. 	<p>Stage 3 training at post graduate level.</p>
<p>Provision</p> <ul style="list-style-type: none"> • Adults able to adjust their use of spoken, instructional language • Alternative recording methods • Availability and planned use of supportive software e.g. Clicker • Analysis of curriculum content to plan appropriate differentiation • Pupil's preferred methods of recording/communication used for teaching and assessment • Focus on key concept/objective • Peer support and sensitive grouping/pairing for practical activities • Ensure opportunities for success • Any worksheets should be simple and clearly laid out • Provide pre-teaching of vocabulary and spellings of all new subject specific words 	<p>Provision</p> <ul style="list-style-type: none"> • Provide writing aids e.g.dictionaries, ACE dictionary, thesaurus, writing frames with more visual support, handwriting guides, task boards, concrete resources e.g cubes, magnetic letters, Numicon • Provide differentiated books and text • Provide specific software or apps to underpin learning e.g synthetic phonemes phonics programmes • Sensitive use of additional adult to <ul style="list-style-type: none"> ○ Promote participation and independence ○ Support multi-sensory learning ○ Promote independence skills ○ Act as scribe/reader in class or in test situations ○ Support social inclusion ○ Support work experience • Chunk instructions into small steps • Maximise opportunities presented through small group activities available in school to develop <ul style="list-style-type: none"> ○ Literacy e.g. Read Write Inc., 	<p>Provision</p> <ul style="list-style-type: none"> • Individualised intensive interventions to address additional long term learning and skill development which are planned and differentiated by the class/subject teacher following specialist advice • Support available to implement individual therapy programme to address coordination/sensory modulation difficulties as advised by therapists.

	<p>Sounds Write, Reading Recovery</p> <ul style="list-style-type: none"> ○ Numeracy e.g. Maths Makes Sense, Numbers Count etc. ○ Social and emotional aspects of learning ○ Self-awareness ○ Self-organisation and independence ○ Communication skills ○ Gross and fine motor skills ○ Listening skills 	
<p>Environment</p> <ul style="list-style-type: none"> ● Learning environment and structure that incorporates visual, auditory and kinesthetic elements, providing for smaller group and individual teaching ● Adapted general classroom equipment – scissors, pencil grips, work banks, number lines, subject and topic specific words ● Visual timetable, ‘Active Listening’ cues, labeled environment at appropriate visual recognition level 	<p>Environment</p> <ul style="list-style-type: none"> ● Access to additional equipment e.g. word-processors, iPads and tablets, laptops and Dictaphones ● Access to additional supportive software e.g word prediction; Write Online; Clicker; Inspiration/Kidspiration; voice to text support ● Carefully consider adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions ● Adapted equipment e.g desk slopes posture pack, move ‘n’ sit cushions 	<p>Environment</p> <ul style="list-style-type: none"> ● Follow the advice of specialist on adaptation to environment ● Organisational / environmental changes - e.g. designated working with few distractions ; small group working; providing an individualized study skills toolkit ● Flexible arrangements – e.g. on site / off site longer term facility to provide personalized learning opportunity Can be commissioned by the school which retains responsibility for quality, safeguarding and outcomes
<p>Curriculum</p> <ul style="list-style-type: none"> ● Multi sensory approaches e.g. visual prompts ● Alternatives to writing ● Special arrangements applied for internal/external learning assessments when there are additional learning needs identified. ● Flexible grouping arrangements 	<p>Curriculum</p> <ul style="list-style-type: none"> ● Ensure that the curriculum is adapted to <ul style="list-style-type: none"> ○ Promote full participation ○ Support hands on learning ○ Promote independence skills ○ Support social inclusion 	<p>Curriculum</p> <ul style="list-style-type: none"> ● An individual education programme may include one or more of the following; <ul style="list-style-type: none"> ● Use of specialised hardware and software ● Keyboard skills ● Highly differentiated literacy and

		<p>numeracy programmes at an appropriate developmental level</p> <ul style="list-style-type: none"> • Personal care and independence skills • Personalised timetable
<p>Communication</p> <ul style="list-style-type: none"> • Use simplified language to explain concepts • Ensure all CYP understands by asking open ended questions • Be very clear about what are the important points/key concepts • Provide visual support to all oral information • Allow extra time to answer oral questions or complete mental maths work 	<p>Communication</p> <ul style="list-style-type: none"> • All communication modes are actively incorporated into planning for small group/short term interventions. 	<p>Communication</p> <ul style="list-style-type: none"> • Individual communication modes eg PECs, signing, symbols, cued articulation to support phonics etc are actively supported and developed