SEND
Core Standards

Presentation for Headteachers
19th and 20th January 2022
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Background and Context: Haringey SEND Strategy

- **Priority 1**: We will support children at the earliest opportunity to access the intervention they need to achieve and thrive.

- **Priority 2**: Wherever possible we will meet the provision needs of Haringey's children and young people locally.

- **Priority 3:** We will have a varied local offer for children, young people and families so that they can choose services that meet their needs.

- **Priority 4**: We will work together with children, young people and families using co-production.

- **Priority 5**: We will work together to prepare children and young people for their adult lives.

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Key actions within the WSOA

Desired Outcome	What we have already done	Looking forward, we will
Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews	o Restructured and increased capacity within the Statutory Assessment Team by 100% o Introduced a new multi agency quality assurance framework o Embedded performance reporting	o Increase capacity to support Annual Reviews (AR) and within Education Psychology service o Coproduction meetings for every new EHCP's and AR's o Implementation of electronic case management system o Develop a multi workforce training programme to improve the quality of health and care information in EHCP's and AR's o Embed mediation support within our practice o Develop and implement a Preparation for Adulthood strategy
Improve the autism assessment waiting times for children and young people and support with support provided whilst waiting	o Secured short term investment to increase capacity for assessments	o Improve the Autism Assessment Pathway to include support whilst waiting for an assessment/diagnosis o Develop Autism Information Sessions for professionals o Review the info and comms provided on the local offer and provide regular updates in the SEND newsletter o Implement robust feedback mechanisms to inform planning and delivery
There is good communication, co-production and partnership working with children and young people and their parents and carers	o Commissioned BRT to establish and support the Parent Carer Forum o Revamped SEND newsletter o Parents and carers are represented on the SEND Executive and sub groups o Local Offer landing page refreshed	o Co-produce and implement a communications protocol o Develop and establish a SEND Youth Forum to influence decision making, service delivery and planning. o Review and improve the local offer webpages o Actively involve older young people in their Annual Reviews o Develop digital channels for communication o Establish an 'Annual Voices Day' to agree local priorities.

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Outcomes

- **80% of EHCP's and Annual Reviews are completed within timescales by Dec 2022**

- **Children, young people and their parents and carers tell us that they were involved in co-producing their EHC plans, and the plans will provide them with the right help at the right time so that they can make progress towards identified outcomes**

- **Young people and their parents and carers tell us there are more options for young people moving into employment, education and training with timely advice and guidance**

- **Reduction in average autism assessment waiting times for under 18-year-olds from 70 to 52 weeks by April 22**

- **Reduction in average waiting times for 0 – 5 year olds from 39 to 35 weeks by April 23**

- **Reduction in average autism assessment waiting times for 5 - 18 year olds from 85 to 52 weeks by April 23**

- **Parents tell us that communication following referral to an autism assessment is good and they feel informed**

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Outcomes

- **Parents tell us they feel that they have support whilst they are in the process of waiting for / having an ASC assessment**
-
- **Our Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services**
- **Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information**
- **Increase sign up to the SEND newsletter by 100% by July next year and parents tell us that they feel increasingly more informed**
- **Older young people are actively participating in annual reviews**
-
- **Children and young people with SEND are actively influencing service delivery and design across the SEND system**

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Statutory Context:

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Embedded within the Code of Practice:

Graduated approach:

A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Criteria for EHC Needs Assessment

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection, the authority is of the opinion that—

- (a)the child or young person has or may have special educational needs, and
- (b)it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan

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Haringey Data suggests:

- Haringey criteria for EHCPs is lower than national

% Children with SEND in mainstream schools	EHCPs	SEN Support
National Primary	2.1	12.6
Haringey Primary	2.8	11.8
National Secondary	2.0	11.5
Haringey Secondary	2.8	10.8

- SEND is not identified consistently across schools

% of children with SEND	EHCPs	SEN Support
School A	0.5	18.6
School B	6.8	11.0

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SEND Inspection 2021

Quality of EHCPs need improvement

Parent Charter

Statements from Knowledge Strand

- *The school will confidently use a flexible approach to enable the best possible outcomes for children; focusing on the child's strengths and needs, not their condition.*
- *The school culture will ensure all staff are actively encouraged and trained to develop their knowledge and expertise around SEND*
- *Staff will be able to identify the early signs of a potential SEND*
- *Expert staff and outside practitioners will be easily accessible to cascade knowledge across the school*

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Although most schools considered that they were performing well with regard to support for pupils receiving SEN support, a number of suggestions were made for where they could make improvements. These included:

- More regular training and feedback to staff to keep them informed and up to date on the school's processes on SEN identification and delivery. Two groups were felt to be particular priorities:
  - o New staff, where it was felt to be important to ensure they receive training as early as possible after joining the school on the school's processes for SEN identification and delivery;
  - o Learning support assistants, where more training would increase their confidence in supporting pupils receiving SEN support.
- Schools need to ensure that their approach to assessments of SEN is based on systematic, standardised and nationally available tests;
- The effectiveness of school's SEN support system should be regularly reviewed, taking account of the views of teaching staff, the SENCO and the SLT, as well as parents/carers of those receiving SEN support, with results of these reviews fed back to all staff to help improve future interventions.

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How it was produced

Co-produced with HEP, Inclusion Team, SENCO representatives, Educational psychology and students (through the Pupil Voice Project)

Consultation with all SENCos, therapies and CAMHS* (no response received from CAMHS)
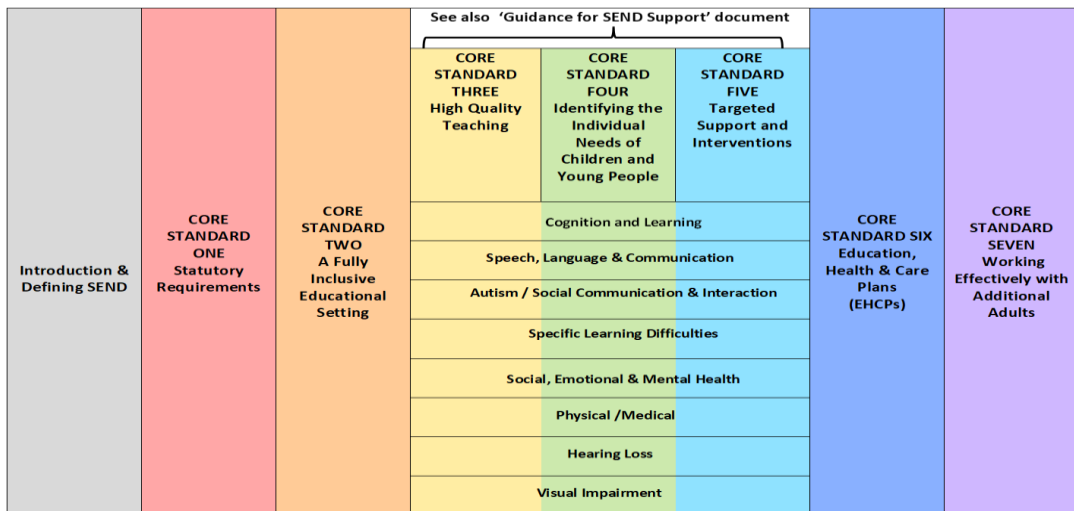
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Core Standards

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Overview of the Core Standards

Introduction & Defining SEND	CORE STANDARD ONE Statutory Requirements	CORE STANDARD TWO A Fully Inclusive Educational Setting	See also 'Guidance for SEND Support' document			CORE STANDARD SIX Education, Health & Care Plans (EHCPs)	CORE STANDARD SEVEN Working Effectively with Additional Adults
			CORE STANDARD THREE High Quality Teaching	CORE STANDARD FOUR Identifying the Individual Needs of Children and Young People	CORE STANDARD FIVE Targeted Support and Interventions		
			Cognition and Learning				
			Speech, Language & Communication				
			Autism / Social Communication & Interaction				
			Specific Learning Difficulties				
			Social, Emotional & Mental Health				
			Physical /Medical				
			Hearing Loss				
			Visual Impairment				

The core standards will be accessible through the Haringey local authority website

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What are the SEND Core Standards?

- The Haringey SEND core standards set out the Local Authority's expectations for the identification and quality of provision for pupils with a SEND in mainstream educational settings in Haringey.

- They describe the common features found in high quality SEND practice.

- Each core standard has a range of underlying documents linked to it which provide further support and guidance to help educational settings meet the standards effectively.

- Together, the core standards and linked documents provide a clear framework which supports educational settings to:

  - Better understand how to identify children and young people aged between 2 and 19 who have SEND and are attending a mainstream setting and

  - How to implement the provision that should be ordinarily available for these children and young people

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Who are the Core Standards for?

The core standards for SEND and associated documents are intended to support all staff in meeting the needs of children and young people with SEND.

They should be read by school leaders, special educational needs co-ordinators (SENDCo) and teachers

They should support discussions with: support staff, governors, parents/ carers, children/ young people and external professionals in all maintained educational settings across Haringey.

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How Will the Core Standards Help?

- The core standards will help educational setting to fulfil their statutory duties for pupils with SEND.

- They will help all stakeholders to come to a shared understanding of SEND and to work together to meet the individual needs of children and young people with SEND in Haringey.

- They will support a more consistent approach to identifying children and young people with SEND across Haringey

- They will help educational settings and Local Authority officers to make decisions:

    - At a setting level when the needs of children and young people with SEND are being identified and planned for.

    - At a Local Authority level when a Panel considers whether provision is needed for a child or young person that is over and above what is normally available in a school.

- Each core standard has a 'quick reference' list of key descriptors at the end. However, the core standards are not intended to be used as a tick list. They must be read in the context of the SEND Code of Practice and the national High Needs funding approach.
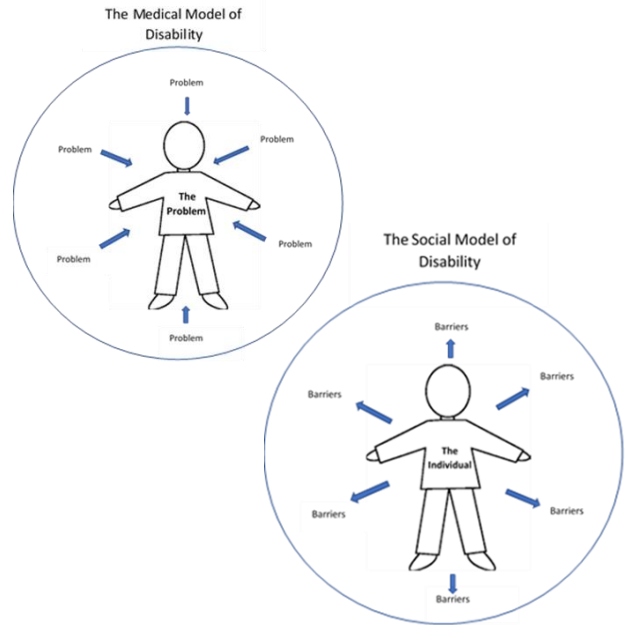
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What information is in the Core Standards?
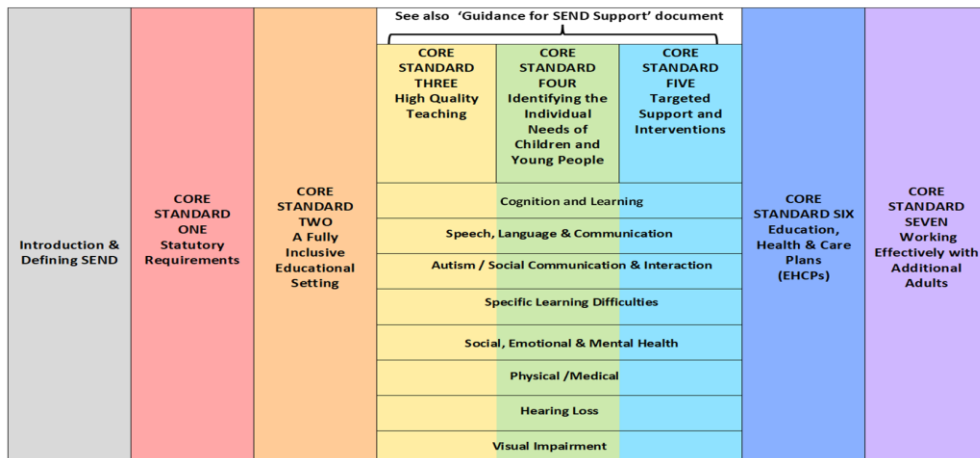
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Defining Special Educational Needs

- Special Educational Need
- Disability
- Learning difficulty / Learning disability
- Models of disability
- Models of disability in an educational setting

The Medical Model of Disability

The Social Model of Disability

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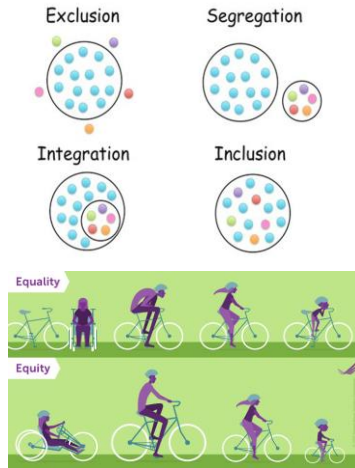
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Core Standard One – Statutory Requirements

- Legislation
- Governing Board legal duties (15 of them)
- Funding sources
- Statutory documentation
- Toileting
- Admissions
- Safeguarding
- Inspection
- The SENDCo
- Statutory requirements - key descriptors (25)

Statutory Requirements

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Core Standard Two – Fully Inclusive Setting

- What does 'fully inclusive' mean?
- Integration or Inclusion?
- 9 key features of a fully inclusive setting
- Equality V Equity
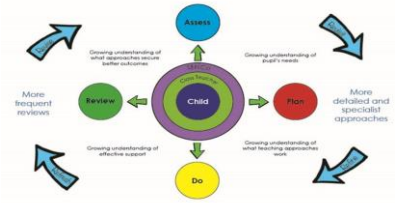- Fully inclusive educational setting - key descriptors (15)

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Core Standard Three - High Quality Teaching

- Why is HQT important for pupils with SEND?
- What do we mean by HQT?
- Legislation relating to HQT and pupils with SEND
- The SENDCo's role in supporting HQT
- 6 key features of HQT
- Positive and effective differentiation
  - by content, by process, by product, by environment
- Additional HQT strategies for pupils with identified needs
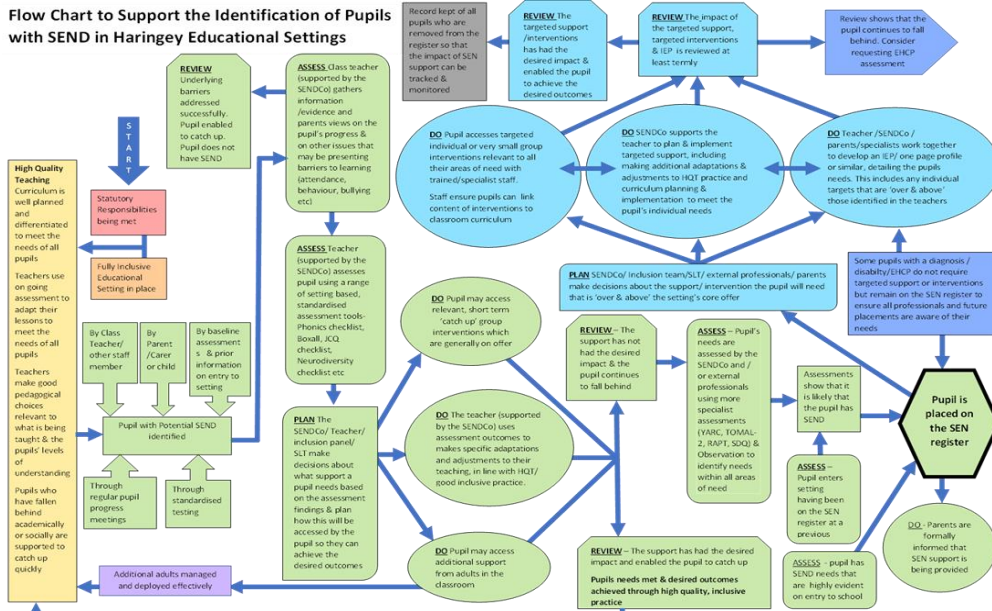- HQT – Key descriptors (28)

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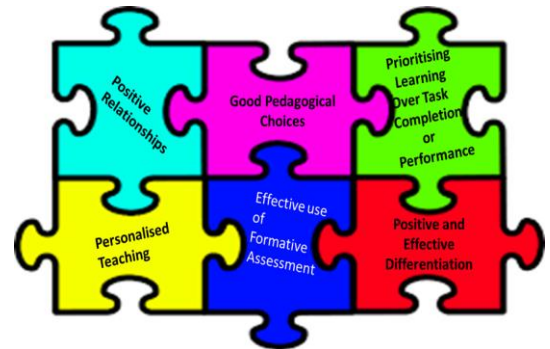
Core Standard Four – Identifying Individual Needs

- The purpose of identifying individual needs
- The Assess, Plan, Do, Review process
- Flow Chart for identifying needs
- 3 main stages to identifying needs
  - 1. Identifying underlying barriers
  - 2. Identifying CYP who may have SEND
  - 3. Identifying CYP who need to be placed on the SEND register
- How parents should be involved at each stage of the process
- Other circumstances for a CYP being put on the SEND register
- Features / example of an SEND register
- What to do once a CYP has been placed on the SEND register
- Working with parents who do not wish their child to be placed on the SEND register
- Identification criteria for each area of need
- Identifying individual needs – key descriptors (24)

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Flow Chart

Flow Chart to Support the Identification of Pupils with SEND in Haringey Educational Settings

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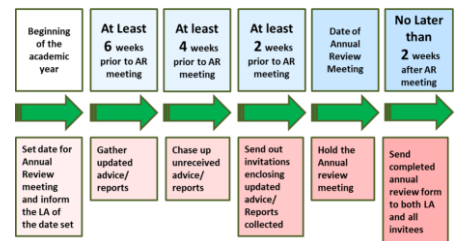# Core Standard Five – Targeted Support & Interventions

- What are targeted support & interventions?
- How to select the right ones
- Planning and implementation
  - Who, what, where, when
- Linking with the classroom
- Monitoring targeted support & interventions
- Evaluating and demonstrating their impact
- Documentation that should be in place
  - Provision map
  - personal SEN support plan
  - 1 page profile
- Targeted support and interventions for different areas of need
- Targeted support & interventions – Key descriptors (30)

Specialist

Targeted

Whole-class

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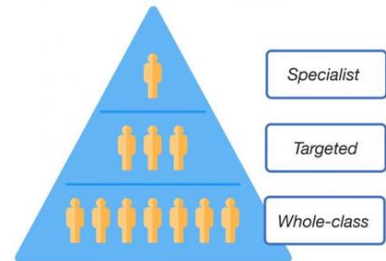
# Core Standard Six – Education, Health & Care Plans

- What is an EHC plan?
- The process of getting an EHC plan for a CYP
- When to refer a CYP for an EHC assessment
- How to make a referral for an EHC assessment
- What happens once a referral has been made
- Educational settings responsibilities in relation to a CYP with an EHC plan
- Monitoring & reviewing progress towards EHC plan outcomes
- Personalised planning – identifying & reviewing short term targets
- Educational settings responsibilities in relation to annual reviews of EHC plans
- Y9 / preparing for adulthood annual reviews
- What might EHC plan provision look like?
- Education, Health & Care Plans – Key descriptors (30)

Annual Review Time Scales

Beginning of the academic year	At Least 6 weeks prior to AR meeting	At least 4 weeks prior to AR meeting	At least 2 weeks prior to AR meeting	Date of Annual Review Meeting	No Later than 2 weeks after AR meeting
Set date for Annual Review meeting and inform the LA of the date set	Gather updated advice/ reports	Chase up unreceived advice/ reports	Send out invitations enclosing updated advice/ Reports collected	Hold the Annual review meeting	Send completed annual review form to both LA and all invitees

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Core Standard Seven – Working Effectively with Additional Adults

- Who are 'additional adults'?
- Why is there a need to focus on 'additional adults'?
- Deployment of additional adults
- 7 key considerations (EEF) for ensuring additional adults are used effectively
- Reviewing, evaluating and improving the impact of additional adults
- Teachers and additional adults working together
- Effective interactions with CYP
  - Scaffolding
  - Prompting hierarchy
  - Zone of proximal development
  - Types of questioning
- Training for additional adults and for teachers working with additional adults
- Managing conflict and 'difficult' behaviour (David Cotton)
- Working effectively with additional adults – key descriptors (31)

Levels of Scaffolding

Prompting Hierarchy
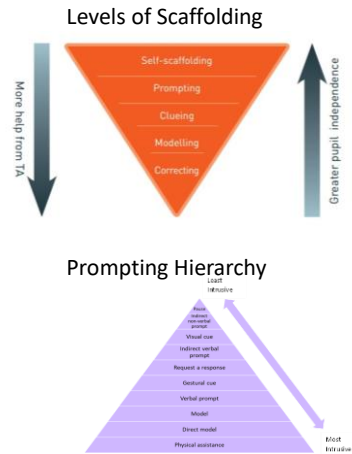
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SEN Support Guidance

The SEND support Guidance is a summary of strand 3,4,5 in the Core Standards. It describes what should be Ordinarily Available in all Haringey Schools in each of the four areas of need:

- o Identifying need
- o Assessment
- o Additional High Quality Teaching Strategies
- o Targeted support and intervention

Guidance for **SEND** Support

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Positive relationships	→ Teachers know the children/ young people well. They know and understand their individual needs
	→ Teachers work with the children/ young people every day or every time they teach them
	→ Teachers treat each child/ young person as a unique individual. They do not make assumptions about the child/ young person based on their experiences of working with other children/ young people
	→ Teachers take time to talk to the children / young people about their interests outside of school
	→ Teachers don't hold grudges when a child / young person has had a bad day. New day. Fresh start
	→ Teachers show the children/ young people that they care about them
	→ Teachers are positive. Positive words, positive body language
	→ Teachers tell children/ young people what they want them to do, not what they want them to stop doing. "Good walking" rather than "Stop running"
	→ Teachers praise children/ young people for giving full effort not just for being correct
	→ Teachers provide focused, in the moment praise so children/ young people know what they have done well "you read that really well" rather than "well done"
Good pedagogical choices	→ Teachers have the skills and knowledge to choose the teaching strategies, methods and techniques that will be best to support children/ young people through the learning process
	→ Teachers can choose the strategies that are most suitable for the topic they are teaching
	→ Teachers can choose the strategies that are most appropriate for the level of expertise of the children/ young people they are teaching
	→ Teachers can choose the strategies that are most relevant for the stage that each child/ young person in the class is at in their learning journey
	→ Teachers make regular use of strategies that have been found to have a positive impact on the learning of pupils with SEND: scaffolding, explicit instruction, chunking, metacognition, flexible grouping, use of technology
	→ Teachers deploy additional adults effectively

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	✓		✓		✓		✓	AREA OF NEED	
Specific and persistent difficulties with:									
listening and/ or understanding what is said to them.		expressing themselves in writing.		basic reading skills.		reading fluency skills.		Dyslexia	**Specific Learning Difficulty (Dyslexia, Dyscalculia, Dyspraxia [DCD])**
reading comprehension.		Phonological awareness		Verbal memory		Verbal processing speed			
visual or auditory processing									
basic mathematics skills.		Understanding numbers/ number sense		mathematics calculation		recognising the number of objects in a group without counting (subitising)		Dyscalculia	
comparing different sized groups (actual and symbolic)		ordering		mathematical problem solving		Mathematics anxiety/ negative attitudes to mathematics			
self-organisation skills		fine motor skills		gross motor skills or co-ordinating their movements		poor posture and sitting position		Dyspraxia (DCD)	
clumsiness		Focus /concentration							

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Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Autistic Spectrum Condition (ASC) / Social Communication and Interaction		

→ Routine summative assessments, standardised testing and / or diagnostic tests are used to establish a baseline assessment of strengths and areas of need across all areas
→ ABC charts, STAR charts, tick lists etc used to establish triggers and patterns in responses to situations
→ Possible referral to speech and language therapy or occupational therapy, or social communication pathway.
→ Possible educational psychology involvement
NB: 'diagnosis' of autism is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important
 	
Possible assessments:
 	
→ AET Progression Framework – Autism Education Trust
→ Sensory checklist - various
	→ A calm, ordered learning environment that supports listening, attention and communication
	→ Visual supports e.g. visual timetables, now and next board, gestures
	→ tick lists for tasks and self-organisation if needed
	→ A reduction of sensory distractions
	→ Regular access to sensory resources and activities such as:
	  • ear defenders
	  • wobble cushion
	  • fiddle toy
	  • Chewys
	  • Movement breaks
	→ Careful preparation and management for transitions and unexpected changes
	→ Use of technology laptop or a work screen if needed.
	→ extra processing time
	→ the use of talk partners to rehearse what to say.
		ASC1. A communication friendly environment where language is positive and the use of signing/symbols and other visual support are in place if needed.
		
		ASC2. Simplified use of language with instructions given in short chunks supported by visual prompts such as gestures or timers
		
		ASC3. Access to sensory/movement/ brain breaks as and when needed
		
		ASC4. Pre-teaching and re-teaching of the curriculum where appropriate.
		
		ASC5. Opportunities for overlearning of key concepts.
		
		ASC6. Specific vocabulary teaching.
		
		ASC7. Strategies to support verbal communication such as staff modelling correct language use
		
		ASC8. Planned 'sabotage' to provide supported opportunities to problem solve

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What is Evaluate My School

An online platform which helps schools, local authorities and multi-academy trusts improve the quality of their self-evaluation. It has been written in collaboration with national experts. It asks best practice questions, which will provide the information needed to make informed strategic decisions.

EvaluateMySchool
Expert Education Evaluation

Audit has been adjusted to include core standards and co-production work with parents and carers

EvaluateMySchool - YouTube

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Haringey Audit **SEND**

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Haringey Authority	1	2	3	4
Identifying SEND focused training needs - schools audit				
Statutory Requirements				
Q1 Governors understand their statutory duties in relation to learners with SEND and there is evidence to show that they fulfil these effectively				
Q2 Senior leaders are fully aware of the statutory policies relating to learners with SEND and ensure these are embedded into whole school practice (Equality Act, children and Families Act, SEN Code of Practice), including procedures and practices relating to learners with EHC plans				
Q3 Senior leaders know the current education inspection framework. They have a clear understanding of how provision for learners with SEND is evaluated during an inspection. They know and can clearly explain how this is reflected in day-to-day school practice.				

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How it will work in Haringey

- Each school will receive an individual log in
- Completed by SLT by end of Spring Term
- Schools can use it to inform SEND school improvement priorities and OFSTED readiness and evidence areas of strength and progress
- LA will also use it to identify strengths and development points at whole authority level and any patterns across groups of school
- Use it as a driver for development work including CPD package and opportunities for supportive partnerships
- Provide evidence of impact of work

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Any Questions?

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