

# HOW TO USE THE MCS: MAINSTREAM CORE STANDARDS

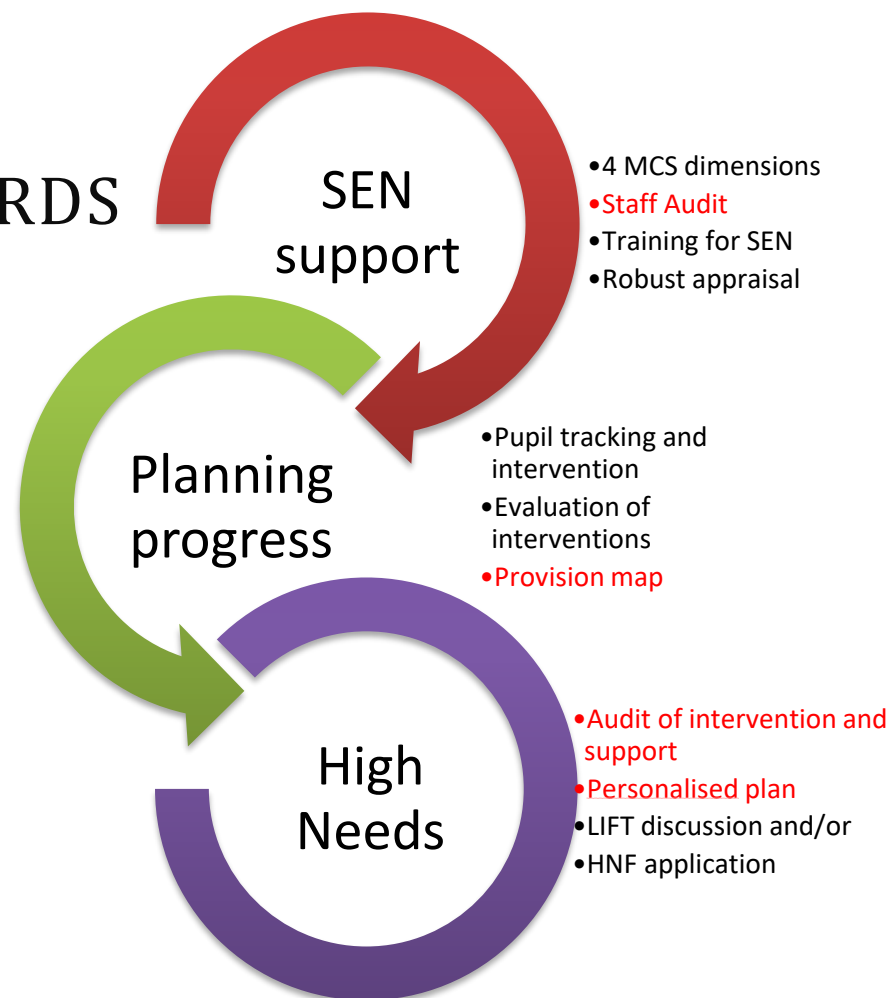
This practice guidance is designed to help you understand the process and the thinking that is needed to effectively understand and intervene to improve outcomes for pupils with SEND.

The mainstream core standards are a suite of documents to inform and steer your practice. They focus on whole school approaches, quality assurance, a cycle of assess, plan, do and review to deliver high quality evidence based intervention and practice. The over-riding objective is to seek the most appropriate intervention for an individual so that they can make progress both in their well-being and attainment at school.

In order to do this, the whole school system needs to be adaptive and responsive to the needs of all its pupils. This includes whole school policy, the training and skills of staff, a good understanding of the individual needs of pupils, and why these needs create barriers to learning.

## SEN Support

The four main documents of the **mainstream core standards** start in a similar way by showing the expectations of generic provision at a universal, targeted and personalised level. Each separate document then provides more detail about the ways in



which the school can make adjustments for each of the dimension of need. A fifth document, '**School Behaviour Charter**' (Goldwyn School) outlines a number of very helpful and positive approaches for teachers to consider in their responses to pupils.

It would be helpful if schools make these documents available on their shared drive so that they can be used as a reference for those teachers who need to make changes to their teaching in order to make learning more accessible for some pupils with SEN.

The **teacher audit** provides a reflective tool to assess the confidence of individual teachers across a range of skills for engaging pupils with SEND in their learning. It will indicate where more support may be welcome or could be provided to others. This may also be used by school leaders to assess the training needs of staff. It could also be used in staff induction, however, schools may have their own versions of something similar, which they can use instead.

Used in this way it will inform the planning of whole staff training for SEN.

Information from these checklists could also feed into teachers' appraisal along with their ability to apply Teachers' Standards **no 5 Adapt teaching to respond to the strengths and needs of all pupils** and **no 7 Manage behaviour effectively to ensure a good and safe learning environment**.

## **Planning Progress**

All schools have a mechanism to track the progress of pupils, and many, particularly in the primary sector, use a Provision Map approach to arrange interventions for those pupils who need extra help to make more progress. This is often in the form of a table showing those interventions which are available in each class, and the pupils currently receiving them. It will also indicate the amount of time devoted to each one and the person who is delivering it.

This table can be anonymised to show the interventions provided to one pupil. When an initial request is made to LIFT, this can be provided, along with the 'Audit of Intervention and support' document for an exploratory discussion with colleagues. Each school will have their own format for their Provision Map. As long as it shows what is being provided, for how long, the frequency across the week, who is delivering it and what the impact was, there will be enough detail to inform LIFT discussion.

If the needs are complex and enduring, the level of planning for the interventions will increase and the Personalised Plan should be used to show the Outcomes desired, the actions undertaken and a review of impact. It also has built in the meeting with parents three times a year to comply with Code of Practice expectations. SENCOs are familiar with this document as it is also used during High Needs Funding applications and applications for statutory assessment.

## **High Needs**

The **Audit of Intervention and Support** does not need to list the provision being made for the pupil, as this already appears on the Provision Map or the Personalised Plan. Instead it asks questions of senior leaders in the school about the management systems that are in place, which would demonstrate that good provision for SEN is made for this pupil.

It is structured so that the process of **assess, plan, do** and **review** is made explicit and concise. It will show how the current best understanding of the pupil's SEN was arrived at, along with the planned intervention that is currently being providing. It should be made clear who has been consulted in order to formulate an understanding of the pupils SEND. It should also demonstrate how supervision, training and support have been put in place to ensure that the interventions being provided enable good progress to be made. Central to this process is the continuous review of the effectiveness of the intervention and a reflection on the hypothesis of the initial understanding of the need.

The **Personalised plan** and the Audit of Intervention and Support are designed to support LIFT discussions, but also can be added to, over time, and used in any later application for High Needs Funding and/or application for statutory assessment.