

Mainstream Core Standards for all Learners including section for Social Emotional and Mental Health 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.

Social, Emotional and Mental Health (SEMH) Needs
See Policies, Systems and Responsibilities – applicable to all levels

<p align="center">A: Universal Level (Whole school response)</p> <p>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 align="center">B: Targeted Support (including children with SEND)</p> <p>Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p align="center">Universal level plus the following:</p>	<p align="center">C: Personalised / Individualised Learning</p> <p>Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p 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 ensure that staff apply the School Behaviour Charter (or equivalent) • SLT ensures that pastoral system allows pupils with SEMH needs to access SEN provision • SLT ensure all staff comply with school policies which include whole system approaches such as <ul style="list-style-type: none"> ○ Restorative approaches ○ Solution focussed approaches ○ Positive classroom management ○ Anti-bullying ○ Promoting good mental health ○ Developing a growth mindset ○ SEAL ○ PSHE 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT identify staff who require targeted training beyond the universal level, due to the needs of pupil groups • Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills • SLT commissions strategic facility for monitoring behaviours • Parents invited to progress and planning discussions relating to their children • Targeted pupils screened for SLCN, SpLD, MLD to ensure underlying unmet needs are identified and addressed • 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"> • SLT identify trainers amongst the staff workforce who undertake ‘train the trainers’ training and can subsequently deliver targeted training in-house • SLT identify external providers to deliver bespoke training beyond the in-house offer • Personalised plan / provision plan composed and reviewed regularly with parents

<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Induction programme for new staff - to cover all points in the sections above and below – (District behaviour specialist teacher can advise, well-being toolkit) • All staff will have used the Advanced-training materials for SEMH and SLCN. 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>Continuous Professional Development</p> <ul style="list-style-type: none"> • Targeted staff trained to deliver a range of outcome focussed interventions to approaches to develop resilience and empathy, loss and separation (attachment), supporting CYP through life changes and traumatic events etc • Whole school supportive approach to workforce development facilitating the implementation and evaluation agreed strategies • Training arranged for whole school on approaches for de-escalating, managing and addressing challenging behaviour safely including BILD accredited physical intervention 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Specific members of staff identified to train others in all programmes provided by the school
<p>Provision</p> <ul style="list-style-type: none"> • Regular monitoring of Involvement and Engagement e.g. use of Boxall, Leuven • A range of additional activities - e.g. circle time; social skills, buddies, talk partners etc • 'Time-out' facility – short –term measure with the aim of returning to class – evaluated to assess effectiveness 	<p>Provision</p> <ul style="list-style-type: none"> • A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements • Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated • Sensitive use of additional adult to <ul style="list-style-type: none"> ○ Promote participation and engagement ○ Support learning behaviours by modelling and mediated learning ○ Ensure risk assessment is addressed in all learning environments ○ Promote independence skills and develop social inclusion ○ Use of advocacy to promote 	<p>Provision</p> <ul style="list-style-type: none"> • A range of additional and different intervention / support programmes in liaison with external agency professionals, including outreach support from special schools • An personalised plan/ provision plan or pastoral support programme which may include one or more of the following <ul style="list-style-type: none"> ○ Affective strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being, resilience, mental health ○ Therapeutic approaches to support change ○ Counselling programmes, more effective if delivered by trained TA or mentor ○ Mediation ○ Family Group Conferencing

	independence skills	<ul style="list-style-type: none"> ○ Specific interventions to develop language and learning skills ○ Identification of a mentor/advocate within the school ○ Identification of support network within the community context, including mentoring
Environment <ul style="list-style-type: none"> ● Access to occasional alternative learning environments that supports de-escalation strategies 	Environment <ul style="list-style-type: none"> ● Organisational / environmental changes - e.g. designated work-station with few distractions ; small group working ● Timetable planning to provide alternative learning situations eg work station but still be part of the group, care taken not to isolate the child in the corner of the room 	Environment <ul style="list-style-type: none"> ● Different arrangements – e.g. on site longer term time out facility but with the aim of re-integration
Curriculum <ul style="list-style-type: none"> ● Multi sensory approaches e.g. visual prompts ● Alternatives to writing ● Make adjustments to language demands where additional underlying learning needs have been identified. ● Use of SEAL or similar approaches. 	Curriculum <ul style="list-style-type: none"> ● Maximise opportunities presented through whole class and where appropriate in small group activities available in school to develop: <ul style="list-style-type: none"> ○ A sense of belonging ○ Self esteem ○ Communication skills ○ Listening skills ○ Emotional literacy ○ Resilience ○ Social and emotional aspects of learning ○ Self-awareness ○ Self-organisation and independence ○ Opportunities for taking responsibility ○ Opportunities to take on a role 	Curriculum <ul style="list-style-type: none"> ● Consider reducing breadth of curriculum to focus on key skills areas and positive social behaviours and/or allowing access to off-site CAMHs appointments for a fixed period.

	outside of current experience	
Communication <ul style="list-style-type: none">• Apply the School Behaviour Charter (or equivalent)	Communication	Communication