Mainstream Core Standards

The Mainstream Core Standards are a KCC resource to support schools to deliver high quality provision for their CYP who have, or may have, SEND. The MCS defines the resources normally available to CYP in Kent schools. Normally available resources incorporate provision at a universal and targeted level (the school's 'core offer') and at a personalised (individualised) level.

Normally Available Resource for CYP with SEN

The SEND Code of Practice (CoP) provides guidance to schools on how to meet their statutory duties in relation to CYP who have SEN and sets out the principles that underpin high quality provision.

"*The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this **whole school approach** have been piloted by Achievement for All.*" (CoP 2015 section 6.4)

"*All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.*" (CoP 2015 section 6.12)

"*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*" (CoP 2015 section 6.36)

"*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where* They SEN most frequently encountered." (CoP section 6.37)

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Identifying SEN

"*For children aged two or more, **special educational provision is educational or training provision** that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*" (CoP 2015 Introduction xv)

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge." (CoP 2015 6.50)

Provision

"*The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or individualised teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.*" (CoP 2015section 6.52)

"**Provision maps** *are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCos to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.*" (CoP 2015 section 6.76)

"*Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.*" (CoP 2015 section 6.77)

"*Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget*". (CoP 2015 section 6.96)

"*It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCo, Headteacher and governing body or proprietor should establish a clear picture of the*

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resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium." (CoP 2015 section 6.97)

"This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN." (CoP 2015 section 6.98)

"Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold." (CoP 2015 section 6.99) .

MCS for Cognition & Learning Needs

Universal Support Level **Whole school response.** **Quality first teaching**	Targeted Support Level Some CYP receiving targeted support will be identified as receiving **SEN Support** **Universal level plus the following:**	Personalised / Individualised Level Pupils will be identified as receiving **SEN Support** or may have an **EHCP** School may be in receipt of HNF **Universal and targeted levels plus the following:**
Systems and Whole school planning • All staff should have an understanding and knowledge of the needs of children with Moderate Learning Difficulty (MLD) and Specific Learning Difficulty (SpLD). They should then apply this in their teaching to 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, e.g. flexibility of the timetable and curriculum. • The school ethos promotes a positive regard for individual difference in the way that CYP learn and socialise including those with a learning difficulty and/or disability. • Careful consideration of the requirements of homework activities. • School utilises a range of assessment	**Systems and Whole school planning** • Teaching and learning styles incorporate a school approach to support the full range of learning difficulties. • Whole staff training to support targeted interventions. • Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills e.g. giving consideration to reducing exam subjects. • School provision planning identifies appropriate interventions with national recognition for effectiveness. • School identifies targeted members of staff for enhanced training and supports this through school development planning. • School maintains up to date knowledge of research and national	**Systems and Whole school planning** • Planning ensures access to extra-curricular activities and events for all pupils • School identifies members of staff to complete enhanced and/or accredited training and supports this through school development planning. • Personalised plan/ individual provision plans developed through an 'Assess, Plan, Do, Review' cycle with the full involvement of parents/carers and, where possible, the CYP.

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tools to identify areas of strength and difficulty for pupils who have or may have Cognition and Learning needs.	guidance on the implementation of interventions that have a published evidence base for effectiveness and records these on a Provision Map. For example; • Greg Brooks: *What Works for Children and Young People with Literacy Difficulties* 5th edition • Sutton Trust - Teaching and Learning Toolkit *Teaching and Learning Toolkit*	
Continuous Professional Development • Staff to include training on MLD and SpLD (Dyslexia, Dyspraxia and Dyscalculia). • Member of staff qualified to assess for Access Arrangements or arrangements in place for a visiting assessor.	**Continuous Professional Development** • One or more members of staff trained to Dyslexia Core level. • If required, specific teaching staff trained in P Level assessment including moderation; and make applications for special arrangements in external assessments and accreditation. • Whole staff training for specific cognition and learning needs e.g. Downs Syndrome.	**Continuous Professional Development** • Training at post graduate level for an individual member of staff.

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Provision	Provision	Provision
- Staff simplify their use of spoken, instructional language. - Alternative recording methods are utilised e.g. speech to text software. - Provide differentiated books and text. - Use of supportive software - Analysis of curriculum content to plan appropriate differentiation. - Pace adjusted in response to individual needs. - 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. - Printed resources are clearly set out and use concise language. - Provide pre-teaching of vocabulary and spellings of all new subject specific words. - Chunk instructions into small steps.	- Provide learning aids e.g. Dictionaries, ACE dictionary, thesaurus, writing frames with more visual support, handwriting guides, task boards, concrete resources like cubes, magnetic letters, Numicon. - Provide specific software or apps to underpin learning. - Deploy staff to; - 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. - Deliver small group activities to develop literacy and numeracy; e.g. Read Write Inc., Sounds Write, Reading Recovery, Maths Makes Sense, Numbers Count etc. - Deliver small group opportunities for overlearning and consolidation. - Deliver small group activities to develop; - Social and emotional aspects of	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: e.g. Precision teaching, Sounds Progress, Dynamo Maths.

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	- learning. - Self-awareness. - Self-organisation and independence. - Communication skills. - Gross and fine motor skills. - Listening skills	
Environment • Learning environment and structure that incorporates visual, auditory and kinaesthetic elements. • Adapted general classroom equipment – scissors, pencil grips, word banks, number lines, subject and topic specific words. • Visual timetable, 'Active Listening' cues, labelled environment at appropriate visual recognition level, class Now and Next board to support transitions.	**Environment** • 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.	**Environment** • Follow the advice of a specialist on adaptation to environment. • Organisational / environmental changes - e.g. designated working with few distractions; small group working; providing an individualised study skills toolkit.

Curriculum	**Curriculum**	**Curriculum**

• Differentiated multi- sensory approaches e.g. visual prompts, sorting activities.
• Alternatives to writing.
• Special arrangements applied for internal/external learning assessments when there are additional learning needs identified.
• Flexible grouping arrangements.
	• Ensure that the curriculum is adapted to:
	  - Promote full participation
	  - Support hands on learning
	  - Promote independence skills
	  - Support social inclusion
		• An individual education programme may include one or more of the following:
		  - Use of specialised hardware and software
		  - Keyboard skills
		  - Highly differentiated literacy and numeracy programmes at an appropriate developmental level
		  - Personal care and independence skills
		  - Personalised timetable

Communication	**Communication**	**Communication**
• Use simplified language to explain concepts. • Adapt questioning to ensure that class discussions are accessible. Be very clear about what are the important points/key concepts. • Provide visual support to all verbal information. • Allow extra time for pupils to formulate responses.	• All communication modes are actively incorporated into planning for small group/short term interventions.	• Individual communication modes e.g. PECs, signing, symbols, cued articulation to support phonics etc. are actively supported and developed.