

Mainstream Core Standards

The Mainstream Core Standards (MCS) are a KCC resource to support schools to deliver high quality provision for their CYP who have or may have SEND. The MCS define 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. The MCS are presented under the headings of the four broad areas of need as set out in the SEND Code of Practice (CoP) 2015.

Normally Available Resource for CYP with SEN

The SEND Code of Practice (CoP) 2015 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)

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 2015 section 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 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)

Communication and Interaction (C&I) 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:
<p>Systems and Whole school planning.</p> <ul style="list-style-type: none"> • School requires that all staff have an understanding and knowledge of the needs of children with Autism Spectrum Disorder (ASD) and Speech Language & Communication Needs (SLCN) and can apply this in their teaching to ensure that all children are able to access learning. • Use of staff training audit and language friendly environment audit checklist (Language for Learning or The Communication Trust) • Making your place great for Communication • School invests in universal screening for SLCN needs which informs whole school planning. <p style="text-align: center;">For example;</p> <ul style="list-style-type: none"> - Infant and Junior Language Link 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • School identifies targeted members of staff for enhanced training and supports this through school development planning. • School maintains up to date knowledge on research and national guidance on the implementation of interventions which have a published evidence base for effectiveness and records these on a Provision Map. <p>For example:</p> <ul style="list-style-type: none"> ○ Sutton Trust - Teaching and Learning Toolkit Teaching and Learning Toolkit • The Communication Trust: <i>What Works</i> What Works 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • Some staff 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.

<p>(Speech Link)</p> <ul style="list-style-type: none"> - Secondary Language Link - Language for Learning <p>Identification and assessment Screening tools</p>	<ul style="list-style-type: none"> • Speech Link – Speech programmes <p>https://speechandlanguage.info/index.php</p> <p>The effectiveness of interventions in supporting CYP to make progress towards shorter term targets or identified outcomes is reviewed through the Assess, Plan, Do, Review Cycle.</p>	
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Induction programme for new staff that includes school’s expectations for Quality First Teaching. • All staff should participate in awareness raising training for ASD and SLCN within one year of joining the school. • All staff should have received training on and be using a range of in-classroom approaches to supporting CYP with SLCN. For example: <ul style="list-style-type: none"> - Language for Learning - The Communication Trust ½ day on line course - Free On line short courses 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Targeted staff should be trained to ASD and SLCN Stage 2 Accredited level. 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Staff trained for specific Communication and Interaction Needs e.g. Stage 3 (Post Grad) for ASD and SLCN. • The Speech, Language and Communication Framework <p>Speech, Language and Communication Framework (SLCF)</p>

<p>The Autism Education Trust for children and young people on the Autism Spectrum www.autismeducationtrust.org.uk</p> <p>The Communication Trust for speech, language and communication difficulties www.thecommunicationtrust.org.uk</p> <p>I CAN – helps children communicate https://www.ican.org.uk/</p>		
<p>Provision</p> <ul style="list-style-type: none"> • Adults adjust their use of spoken, instructional language. • Adults model to children and young people a range of strategies for effective communication. • Adults check regularly that children and young people have understood verbal input. • Alternative recording methods are utilised. • Availability and planned use of supportive software e.g. <i>Clicker</i>. • Analysis of curriculum content to plan appropriate differentiation. • Pupils' preferred methods of recording/communication used for teaching and assessment. 	<p>Provision</p> <ul style="list-style-type: none"> • Provide a range of materials to support and develop language skills. • Provide software to underpin learning e.g. Communicate in Print and Clicker. • Staff may be utilised to support CYP to make progress towards meeting their SEN Outcomes by; <ul style="list-style-type: none"> - Promoting participation and independence through prompting, encouragement and modelling. - Using multi-sensory teaching approaches. - Acting as scribe/reader at points during teaching sessions or in test situations, providing opportunities to develop these skills whenever possible. 	<p>Provision</p> <ul style="list-style-type: none"> • Interventions to address long term learning and skill development which are planned and differentiated by the class/subject teacher following specialist advice. • Support given to implement individual therapy programme to address speech language and communication skills as advised by therapists. • Individualised software programmes recommended by professionals working with the CYP.

<ul style="list-style-type: none"> • 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. • Provide templates to support planning and expression of ideas such as writing frames or task management boards. • Provide support with homework tasks. 	<ul style="list-style-type: none"> - Supporting social inclusion. - Supporting work experience. • Maximise opportunities to develop receptive language, expressive language and social communication skills presented through small group activities to develop: <ul style="list-style-type: none"> - Social and emotional aspects of learning - Self-awareness - Self-organisation and independence -Communication skills - Listening skills 	
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Environment	Environment	Environment
<ul style="list-style-type: none"> • Communication Friendly Environment. • School undertakes regular sensory audits, involving CYP with sensory needs. • Provision of a calm area/ haven. • Differentiated, developmentally appropriate visual support e.g. Task management board, Visual timetable, Language Through Colour or Colourful Semantics • Use of Semantic dictionary, • Provide access to a work station. • Provide additional equipment e.g. word-processors, laptops and voice recorders, voice to text software. • Provide access to additional supportive software e.g. word prediction, write on-line, <i>Clicker</i> and <i>Inspiration Kidspiration</i>. • Staff take account of external environmental factors when analysing CYPs' behaviour that they find challenging. 	<ul style="list-style-type: none"> • Carefully consider adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions. • Organisational / environmental changes - e.g. designated working area with few distractions or small group working for parts of lessons. • Time out facility as a short-term measure with the aim of returning to class. 	<ul style="list-style-type: none"> • Follow the advice of specialist on adaptation to environment. • Organisational / environmental changes - e.g. designated working area with few distractions or individualised working environment for large parts of lessons.

Curriculum	Curriculum	Curriculum
<ul style="list-style-type: none"> • Adapt the curriculum to contain approaches that support the development of social communication skills and take into account receptive and expressive language needs; For example: <ul style="list-style-type: none"> ○ Language for Learning approaches ○ Incorporating the national guidance for Speaking and Listening • SEAL • Buddy system • Sensitive approach to implementation of homework policy. 	<ul style="list-style-type: none"> • Ensure that the curriculum is adapted to: <ul style="list-style-type: none"> ○ Promote and enable full participation ○ Support hands on learning ○ Promote independence skills ○ Support and promote social inclusion • Utilise Circle of Friends. • Small group Social Skills programmes. • Adaptations to curriculum offer; e.g. reduced number of subjects or options. 	<ul style="list-style-type: none"> • An individual education programme may include one or more of the following: • Use of specialised hardware and software • Keyboard skills • Personal care and independence skills • Highly differentiated speaking and listening skills programme • Cued Articulation (Jane Passey) • Individualised (bespoke) programme to develop understanding of social communication and social skills.

<p>Communication</p> <ul style="list-style-type: none"> • Staff should ensure that effective communication is used. For instance, the use of an appropriate language level, appropriate modes of communication for children with a range of needs or conditions including ASD, Asperger Syndrome, semantic-pragmatic disorder, language delay etc. e.g. include natural gesture and Makaton • Use appropriately differentiated language to explain concepts. • Employ appropriate multi-sensory techniques to ensure that all CYP understand the delivery of key concepts, instructions and learning points. • Teachers should identify the information carrying words that are important for communicating key concepts. • Some verbal communication may need to include visual prompts. • Visual cues to support verbal communication especially when levels of language needs of class vary. • Staff regularly check that pupils' have understood verbal input and instructions. 	<p>Communication</p> <ul style="list-style-type: none"> • All communication modes are actively incorporated into planning for small group/short term interventions e.g. Social Stories, Comic Strip Conversations. 	<p>Communication</p> <ul style="list-style-type: none"> • A personalised approach to individual communication modes is actively supported and developed through specific interventions, communication book, or PECS (as recommended by a speech and language therapist).
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