

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)

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)

Social, Emotional and Mental Health 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 <ul style="list-style-type: none"> • Ensure that staff apply the School Behaviour Charter (or equivalent). • Ensure that pastoral systems allow pupils with SEMH needs to access SEN provision. • 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 • A whole school approach to: <ul style="list-style-type: none"> - Anti-bullying - Promoting good mental health and resilience. - Developing a growth mindset - SEAL - PSHE 	Systems and Whole school planning <ul style="list-style-type: none"> • Identify staff that 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. • Ensure planning discussions are pupil and parent/carer centred. • Targeted pupils screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed. • School identifies appropriate interventions with national recognition for effectiveness. 	Systems and Whole school planning <ul style="list-style-type: none"> • Identify a Behaviour Champion amongst the staff workforce who undertakes enhanced training and can subsequently deliver targeted training in-house. • Identify external providers to deliver bespoke training beyond the in-house offer. • 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 • Undertake risk assessments for individual CYP in liaison with parents/carers and where possible the CYP.

<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. • All staff will have had training for SEMH. • Staff should have training in the Wellbeing Toolkit to support pupils and the wellbeing of staff. • All staff are familiar with the DfE guidance on <i>Mental Health and Behaviour in Schools</i> (2016): <p>Mental Health and Behaviour in Schools</p>	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Targeted staff trained to deliver a range of outcome focussed interventions to support attachment and to help CYPs develop resilience and empathy, and to support CYP during life changes such as loss, separation and traumatic events. Training 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 member of staff identified as a Behaviour Champion to train others in interventions/ 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. • Use of a 'Time-out' facility (short – term measure with the aim of returning to class) which is 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, learning / behaviour mentors - monitored and evaluated. • Sensitive use of staff to: <ul style="list-style-type: none"> ○ Promote participation and engagement ○ Support learning behaviours by modelling and mediated learning. ○ Promote independence skills 	<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. • A personalised plan/ provision plan or pastoral support programme which may include one or more of the following; <ul style="list-style-type: none"> ○ Effective strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being,

	<p>and develop social inclusion</p> <ul style="list-style-type: none"> ○ Use of advocacy to promote independence skills <ul style="list-style-type: none"> ● Identification of a mentor/ advocate within the school ● Additional opportunities for physical activity. ● Opportunities to reflect and adapt responses 	<p>resilience, mental health and emotional regulation,</p> <ul style="list-style-type: none"> ○ Therapeutic approaches to support change ○ Counselling programmes (must be delivered by a trained counsellor or mentor) ○ Mediation ○ Family Group Conferencing (facilitated by a trained member of staff) <ul style="list-style-type: none"> ● Identification of support network within the community context
<p>Environment</p> <ul style="list-style-type: none"> ● Access to occasional alternative learning environments that supports de-escalation strategies. 	<p>Environment</p> <ul style="list-style-type: none"> ● Organisational / environmental changes - e.g. designated workstation with few distractions; small group working. ● Timetable planning to provide alternative learning situations e.g. through a reduced number of subjects or options. 	<p>Environment</p> <ul style="list-style-type: none"> ● Different arrangements – e.g. on-site, longer term time-out facility with the CYP supported by a clear, regularly reviewed re-integration plan.

<p>Curriculum</p> <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. 	<p>Curriculum</p> <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 - 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 outside of current experience 	<p>Curriculum</p> <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.
<p>Communication</p> <ul style="list-style-type: none"> • Staff consistently apply the School Behaviour Charter (or equivalent) so there is no misinterpretation. 	<p>Communication</p> <ul style="list-style-type: none"> • All communication modes are used to share the School Behaviour Charter. 	<p>Communication</p> <ul style="list-style-type: none"> • Individual communication modes are used to share the School Behaviour Charter.