

# Objectives

- To understand the context and purpose of Mainstream Core Standards
- To explore practical examples of how they support inclusive practice both across the whole school and within the locality.

# Structure of the Training



What is Inclusion and the county context?

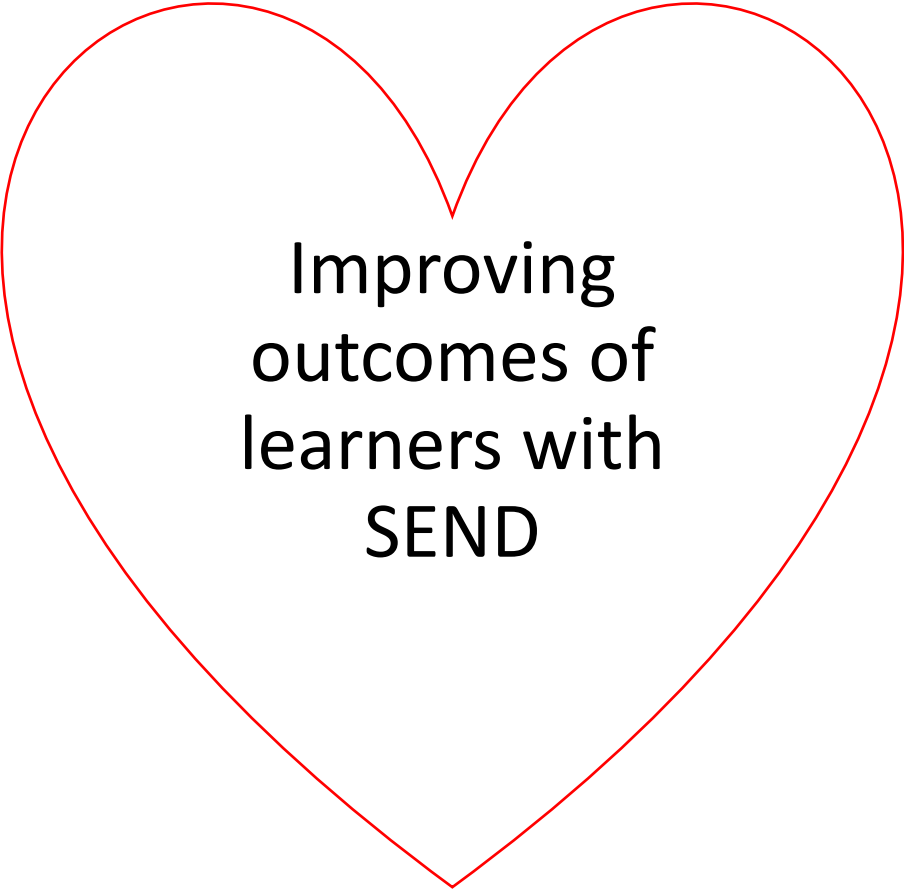
Leadership of Inclusion- Potential whole school approaches

Considering MCS for whole school strategic leadership

Developing collaboration

Funding for developing Inclusion

# Context



Improving  
outcomes of  
learners with  
SEND

The inspection of KCC's SEND Services in January 2019 by Ofsted and the CQC identified some clear areas for improvement. In order to address these issues, KCC is committed to working to address the issues and improve the experiences of our young people and their families; A written statement of action was created that has 5 workstreams for development all of which are underpinned by the principle of inclusion for SEND.

# Schools duties

*The law is underpinned by the principle that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting, this must not be denied it on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.*

## Legal duties of schools in regard to Special Educational Needs and Disability

### The 'Best Endeavours' Duty

#### The Equalities Act 2010

Schools have a range of duties under the Equalities Act 2010, including duties relating to disability.

# Mainstream Core Standards Purpose



- Outlines the provision that the local area expects to be made available for children and young people with SEND attending mainstream schools.
- It is a universal document, to support mainstream practitioners, aid local conversations and promote a consistent high-quality approach to SEND inclusion.
- Details a range of exemplar strategies and interventions that schools may adopt for each need type.

# Special Educational Needs Mainstream Core Standards



The document covers:

Section One:  
**Expectations of all schools**

Section Two:  
**Additional support**



# Leadership

‘ School leadership is regarded as a catalyst for improving learner outcomes’ ( Day, Gu and Sammons, 2016) and this is clearly recognised in the field of SEND ( Rayner, 2007). School Leaders play a pivotal role in developing and inclusive culture within a school and the commitment of senior Leadership teams in establishing such a culture has been regraded to be as important as the systems, practices and policies that are implemented to improve outcomes for the vulnerable groups ( Dyson and Millwood,2000). ‘

David Bartrum OBE, Great Expectations; Leading an effective SEND strategy in School



# Reflection

Teaching and  
Learning

- What do you currently do to improve outcomes for YP in your setting?
- How do you ensure that what is implemented is systemic?
- How can these change the culture in a school?
- How are these inclusive?

Leadership and  
Management

developing whole  
school policies

Behaviour and  
attitudes



# How can the MCS be used to support inclusivity?

Links to external agencies: e.g. LIFT meetings- STLS will support and seek clarification of the deployment of the MCS strategies when making recommendations for YP.

How can the MCS be used to support inclusivity?

Can support teachers when working with parents to communicate the reasons for strategies in the classroom

Give strategies that teachers can deploy in the classroom to support Need types

Give strategies that leaders can use to underpin policy and strategic direction e.g. working with parents and carers

Can inform whole school Teaching and learning (universal document)

# Schools duties

- **There is an understanding that schools may not have knowledge or experience of delivering all of the interventions and approaches set out in the MCS.**
- **This is stated explicitly within the document. If a pupil requires provision described in the MCS that the school does not feel confident to deliver, schools are expected to source advice, guidance or training from the local area/district.**
- **The MCS sets out how schools are able meet the needs of all children with SEND; some pupils will receive some pupils will receive SEN support and others may have others may have an EHCP.**

It is NOT an expectation that they are formally embedded OR that a school must provide everything that is on the document-

These will already be familiar to your SENCO and be part of the work that already happens within your school-

The benefit of these MCS is that they can be used to develop a corporate responsibility for the outcomes of pupils with SEND

# Activity: How can the MCS support strategic leadership?

- **Outlines** the provision that the local area expects to be made available for children and young people with SEND attending mainstream schools.

**How could they be used in strategic planning for inclusion?**

**What is your school's core offer?**

**Can these be evidenced within whole school strategy?**

## **Examples of implementation:**

Examine the schools core offer for SEND as SLT and see where that offer can be demonstrated and supported within curriculum planning and classroom delivery.

# How can the MCS support strategic leadership?

- It is a universal document, to support mainstream practitioners, aid local conversations and promote a consistent high-quality approach to SEND inclusion.

**How could they be used in strategic planning for inclusion?**

## **Examples of implementation:**

Ensure strategies identified are part of the ongoing CPD programme for school staff.  
Quality of Education delivery policies, and lesson planning includes inclusive practices.  
Parent guide shared and used to support parental engagement and understanding of and confidence in the support from the school.

# How can the MCS support strategic leadership?

- Details a range of exemplar strategies and interventions that schools may adopt for each need type.

**How could they be used for strategic planning for inclusion?**

## **Examples of implementation:**

Form tutors support YP to start to share what works for them and what doesn't the strategies in the MCS can be used as tool for discussion or for trial and error.

# Kent Inclusion Statement

to children... Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are.

to parents and carers...Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.

to schools and settings... Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes.

to our staff...Inclusion being positioned at the heart of education leadership and not viewed as the exclusive preserve of the SENCO. Encouraging every school and setting to be inclusive and to take a whole school approach to inclusion and SEND.

# MCS in school



School "Catch Up" strategy – September 2020  
Eltham Church of England Primary School

MCS

## 1 Teaching

- Quality First Teaching supported by cross year planning and monitoring.
- Rigorous use of assessment data including PiXL gap analysis to identify key learning objectives 'missed'.
- Heavily Weighted objectives clearly planned into coverage as a result of data analysis.
- Weekly plans to identify discrete 'recovery' time for core subjects.
- Reading, oracy and vocabulary identified as key skills for 2020/21 curriculum. Key objective of School Improvement Plan 2020.
- Broad and adventurous curriculum maintained whilst balancing 'catch up'.
- Use of WOW days imperative.
- Deliberate reduction of workload (reduced meetings, whole school management of key priorities) including subject leadership to focus on recovery curriculum. This supports teachers well-being, workload balance and focusses school on responsive and targeted teaching.
- Whole class reading and reading for pleasure culture developed – key priority for SIP.



MCS

## 2 Targeted academic support

- Targeted interventions for most vulnerable children – most affected by school closure.
- Heavily Weighted Objectives from preceding year and assessments identified (recovery curriculum).
- Trained "Afternoon Readers" to support targeted non-engaged children in danger of not reaching EoY standard.
- Vulnerable pupils targeted when not in school – accessibility,

MCS

## 3 Wider strategies

- Relationships Education established from September 2020. Autumn focus on SEMH
- Strategic use of increased WOW days to promote creative curriculum outcomes.
- Full engagement with food programmes for FSM during holidays.
- Clear communication built on strong relationships between school and home.

Can you identify how the MCS relates to each of these key areas?



# Reflection

## EEF Tiered approach

Fill in your own version relation to your school.

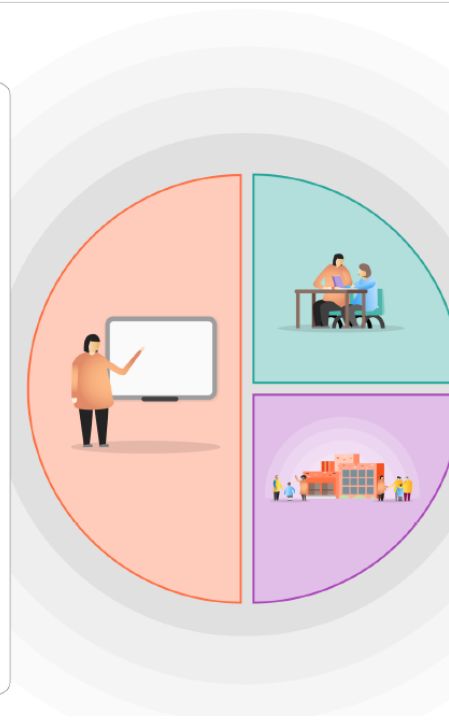
1. You will need to identify and list in each section what your school does that demonstrates inclusion and the use of the MCS
2. Identify which areas have the least in them and why?
3. This could form the basis for an Inclusion strategy, underpinned by the MCS



School "Catch Up" strategy – September 2020  
Eltham Church of England Primary School

### 1 Teaching

- Quality First Teaching supported by cross year planning and monitoring.
- Rigorous use of assessment data including PIXL gap analysis to identify key learning objectives 'missed'.
- Heavily Weighted objectives clearly planned into coverage as a result of data analysis.
- Weekly plans to identify discrete 'recovery' time for core subjects.
- Reading, oracy and vocabulary identified as key skills for 2020/21 curriculum. Key objective of School improvement Plan 2020.
- Broad and adventurous curriculum maintained whilst balancing 'catch up'.
- Use of WOW days imperative.
- Deliberate reduction of workload (reduced meetings, whole school management of key priorities) including subject leadership to focus on recovery curriculum. This supports teachers well-being, workload balance and focusses school on responsive and targeted teaching.
- Whole class reading and reading for pleasure culture developed – key priority for SIP.



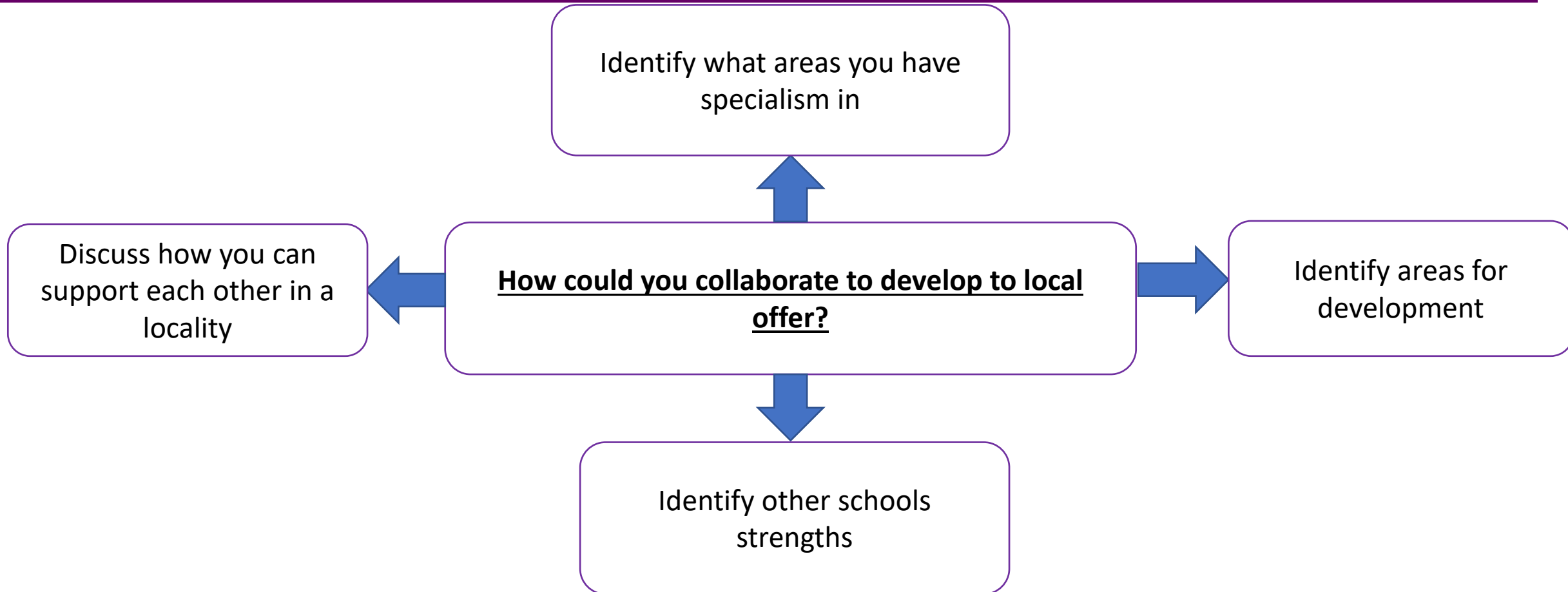
### 2 Targeted academic support

- Targeted interventions for most vulnerable children – most affected by school closure.
- Heavily Weighted Objectives from preceding year and assessments identified (recovery curriculum).
- Trained "Afternoon Readers" to support targeted non-engaged children in danger of not reaching EoY standard.
- Vulnerable pupils targeted when not in school – accessibility.

### 3 Wider strategies

- Relationships Education established from September 2020. Autumn focus on SEMH
- Strategic use of increased WOW days to promote creative curriculum outcomes.
- Full engagement with food programmes for FSM during holidays.
- Clear communication built on strong relationships between school and home.

# Collaboration- across schools



# Collaboration- across schools

Identify areas of strength in relation to the subheadings e.g. transition and transfer

Discuss how you can support each other in a locality

**How can you use the sections in part 1 to develop a local offer?**

Identify areas for development

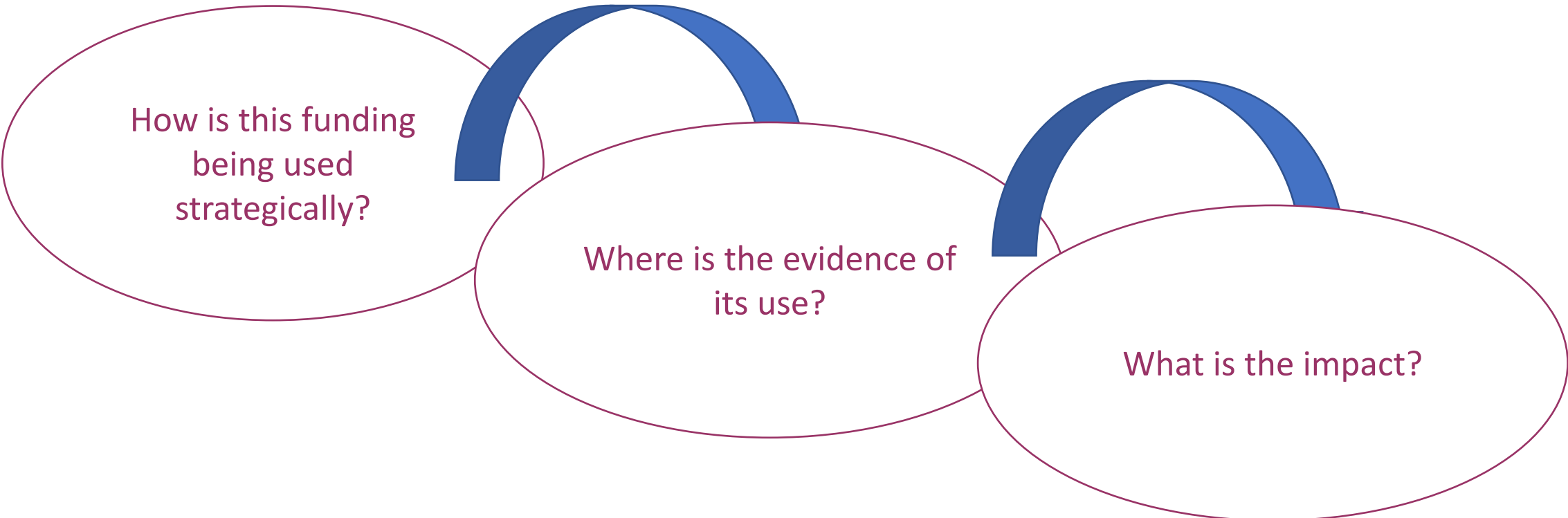
Identify other schools strengths

# Break out room

## **In your groups:**

- 1) Discuss how you already collaborate as other schools
- 2) Discuss how you could develop what you already do
- 3) Discuss how you could use positive models of collaboration for the use of the MCS?
- 4) Discuss how the Local Authority could support collaboration between:
  - a) Schools
  - b) Parents/ carers
  - c) KCC

# Notional Budgets



How is this funding  
being used  
strategically?

Where is the evidence of  
its use?

What is the impact?

# Breakout rooms



How is this funding being used strategically?

Where is the evidence of its use?

What is the impact?

Discuss how you could find this information?  
Consider what questions you could ask.