

Somerset Core Standards for All Children and Young People (16-25)

Support for children and young people with SEN and/or disability	<u>UNIVERSAL</u> ALL children & young people High quality teaching	<u>SEN SUPPORT</u> SOME children & young people Additional targeted support	<u>HIGH NEEDS</u> A FEW children & young people Support for complex and long-term difficulties
Funding Arrangements	Element 1 – “place funding” (EFA) includes the cost of the study programme funding and disadvantage element (as appropriate) <i>Additional funding such as pupil premium/Children Looked After (CLA) may apply to some young people.</i>	Element 1 plus: Element 2 apportioned to the EFA allocated commissioned high needs places (or SFA where there is no EHCP post-19) <i>Additional funding such as pupil premium/CLA funding may apply to some young people.</i>	Elements 1 & 2 plus: Element 3: LA Top-up funding agreed per pupil where setting has demonstrated they are contributing a minimum of £6k in support costs (or SFA where there is no EHCP post 19) <i>Additional funding such as pupil premium/CLA funding may apply to some young people.</i>
Study Programmes	All students receive a study programme offer depending on their ability to meet the minimum entry requirement. 16 to 19 study programmes are designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans. Individual Study programmes are tailored to meet the needs and aspirations of the learners to support them to achieve their full potential when progressing into adulthood. Study Programmes also allow for meaningful work experience (related to the vocational area) and/or other non-qualification activity to develop students’ personal skills and/or prepare them for employment, training or higher/further education.		
Why we do it	<ul style="list-style-type: none"> All young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The educational setting inspires confidence by recognising young people along with parent/carers as full partners in the education journey towards adulthood as per The Somerset Participation and Engagement Strategy and the national SEND Code of Practice. There is a focus on clear and accessible communication to establish positive relationships between staff, parent/carers and young people. All staff demonstrate a positive attitude to inclusion, informed by case studies of best practice. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing, which prepares people well for independence in adulthood. Every lecturer is a teacher of every child and young person 	Column 1 plus: <ul style="list-style-type: none"> Young people requiring provision that is additional to and different from their peers to make progress are recorded as ‘SEN Support’ on the setting’s SEN register and parent/carers are informed. The views of young people, parents and carers are sought regularly, about their strengths, difficulties, provision and progress; for example using an Early Help Assessment. Additional provision is agreed, monitored and reviewed in partnership with parent/carers, young people. Staff work in partnership with relevant agencies and professionals to support identified needs and enhance coordination. Young people and their families are clear about the support they can expect and their progress/expected outcomes via regular review meetings. 	Columns 1 and 2 plus: Provision for young people with high needs will be highly specialist and personalised. Support for these young people will include, but will not be limited to: <ul style="list-style-type: none"> a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes young people and their families are involved in target-setting and decision-making formal transition planning and review processes are in place. all examples of support from Columns 1 and 2, but to a greater extent or intensity in accordance with the details within the young person’s individualised plan.
What we will do	<ul style="list-style-type: none"> Clear processes are in place to identify young people’s strengths and needs. Reasonable adjustments are made to enable the curriculum to engage ALL young people. Every lecturer is a teacher of every child and young person and is responsible for appropriate differentiation. Young people’s progress is tracked and reviewed throughout the year in line with assessment policy. High aspirations and expectations for all young people are realistic and are set in partnership with young people and their parents/carers. 	Staff ensure that an Assess-Plan-Do-Review cycle is followed: <ul style="list-style-type: none"> parents and carers are given information about changes to SEND legislation and parental support organisations appropriate, regular and accurate assessments are carried out to inform planning additional approaches are in place which complement the teaching and support available at a universal level the outcome led plan is developed, agreed and reviewed with all involved including the child young person and family the setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice 	<ul style="list-style-type: none"> All aspects of provision detailed in an individual plan are delivered and monitored. All staff delivering specific programmes receive appropriate and relevant training and support programmes. A regular schedule for reviewing plans in collaboration with young people, their families, and relevant professionals.

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	<ul style="list-style-type: none"> • Transitions are planned appropriately to support individual need, age and setting. • Parents and carers are informed about local services via the SEND Directory. 	<ul style="list-style-type: none"> • enhanced transition support is available and well planned. For more guidance on specific provision for SEN, please refer to the SEN specific Core Standards. 	
<p><u>How we do it</u></p> <ul style="list-style-type: none"> • Environment, Resources, Equipment • Curriculum Teaching and Planning • Healthcare within Educational Settings 	<ul style="list-style-type: none"> • The environment and curriculum reflects the needs of the learners, is accessible and engages all learners. • Every lecturer is a teacher of every child and young person and is responsible for appropriate differentiation and health care arrangements. • Staff are informed about updates and training opportunities via the SEND Newsletter. • There are high aspirations and expectations for all pupils which are realistic and designed to reduce/remove barriers to learning. • Lecturers reflect upon and review their planning, and adjust their teaching, environment and resources in consultation with young people and their parents/carers. • Inclusive education is planned and monitored, for example using the Index for Inclusion. 	<ul style="list-style-type: none"> • Specific environmental adaptations are made swiftly and effectively in as per the Accessibility Strategy 2015-17. • Young people have access to relevant equipment and technology to aid access to the curriculum, eg pen(cil) grips, computers, relevant software, etc. • Staff have access to targeted advice and support from specialist staff. • Individual or small group targeted support is available, for example: <ul style="list-style-type: none"> - British Sign Language signer - Autism and Communication Service Advisory Teacher - Speech and Language Therapy sessions - Counselling - Exam access assessment - Social skills groups - Independent living skills groups - 1:1 learning or career mentoring. • Strategies such as pre- teaching, visual support or reinforcement of specific vocabulary is available as necessary. For more examples of strategies, please refer to SEN specific Core Standards. 	<ul style="list-style-type: none"> • Specialist, personalised resources and strategies (including specific training) are provided in accordance with the details of the individual's plan. • Multi-agency planning, involving young people and their families, will be carried out prior to any significant transitions, based on established national principles for supporting young people with SEN to make transitions between settings and/or life stages. The Transition Information Network and Preparing for Adulthood Programme provide materials to support transition planning and review.
<p><u>Who will do it</u></p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Leadership & Management • Governors • Teachers/lecturers • All Staff 	<ul style="list-style-type: none"> • Leadership, management and governing body has due regard to statutory guidance, including the SEN Code of Practice, the Equality Act (2010), and the Governance Handbook. • Leadership, management and governing body support staff to develop their knowledge, skills and confidence to meet the needs of all the young people, providing a full range of training opportunities, including specific SEND Reforms training. • Leadership, management and governing body uses a self-evaluation tool to monitor implementation of SEND reforms. • Governing body and all staff have a good understanding of their roles and responsibilities and expect all young people to achieve good progress. • Every lecturer is a teacher of every child or young person. 	<ul style="list-style-type: none"> • The Additional Learning Support Manager co-ordinates SEND provision and discusses any concerns with parent/carers, young people and staff members, including overseeing Annual Review meetings • Additional Learning Support Manager /Lecturer monitors the appropriateness of the level of graduated response (e.g. after targeted intervention) and decides in consultation with the young person's, & parent/carers where appropriate, & whether to increase or decrease the graduated response. • Senior leaders regularly review interventions and resources and their effectiveness against previously agreed outcomes. • Senior leaders oversee effective deployment of staff. • Leaders and managers prioritise young people in consultation with practitioner/key person to plan access to targeted interventions, resources, opportunities and equipment. • Governors monitor and scrutinise progress and outcomes. 	<ul style="list-style-type: none"> • Additional Learning Support Manager/SENCO will arrange review meetings, which include young people, their families and involved professionals. • For young people with EHCPs information relating to changes to a young person's SEN, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork. • Additional Learning Support Manager/SENCO will follow the relevant statutory process for any young people with EHCP as described in the SEND Code of Practice.