

Core Standards for SEND for Swindon

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Swindon Core Standards for SEND

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Section 1: What are the Swindon Core Standards for SEND (Special Educational Needs and Disabilities)

The Swindon Core Standards for SEND documents outline the expected provision in education settings for children and young people with SEND. This provision covers:

- what provision should be available as part of the Universal offer (what is available to every child and young person through Quality First Teaching)
- the initial identification of possible barriers to a child/young person's learning
- identification of SEND
- what provision should be available at SEN Support
- the assess, plan, do, review approach to meeting need
- evidencing the assess, plan, do, review approach and the graduated response to SEND

The intended purposes of the Core Standards are:

Clarity To provide clear information about what should be available at the different stages of SEND support.	Consistency To promote greater consistency across education settings.
Transparency To support open conversations about what a child or young person's needs are and how they can be supported.	Guidance To give guidance about provision that could be used to support pupils with different needs. To give guidance about SEND processes.

The purpose of this document is to summarise the contents of the Swindon Core Standards for SEND documents, with an emphasis on the information that is thought to be most important and relevant to parents and carers.

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The table below shows the areas of SEND need covered within the Core Standards documents.

Overall area of SEND need identified in the Code of Practice	Areas of SEND need in Core Standards documents	Sub-areas of need in Core Standards documents
Cognition and Learning	Cognition and Learning	Reading/phonics, spelling, writing/recording, maths, working memory/ processing/ executive functioning, attitude to learning/self-esteem as a learner
Communication and Interaction	Speech and Language	Receptive language (understanding) expressive language (speaking), intelligibility, attention and listening, social development, interaction and play
	Autistic Spectrum Condition/ Social Communication and Interaction Difficulties	Social Communication and Interaction/ASC: social communication, social interaction, social imagination/ flexibility, sensory processing/ physical, emotional understanding/self-awareness, learning
Social, Emotional and Mental Health (SEMH)	Social, Emotional and Mental Health (SEMH)	Engagement and motivation/feeling safe, self-esteem and self-confidence, resilience, empathy, managing relationships
Physical and/or sensory needs	Physical/Medical	Curriculum access, fine motor skills, gross motor/mobility needs, personal care, medical needs, environmental/ safety
	Hearing Impairment	Listening skills, curriculum access, communication, social and emotional wellbeing, other considerations, multi-sensory impairment
	Visual Impairment	Learning/access to the curriculum, independence and mobility, social

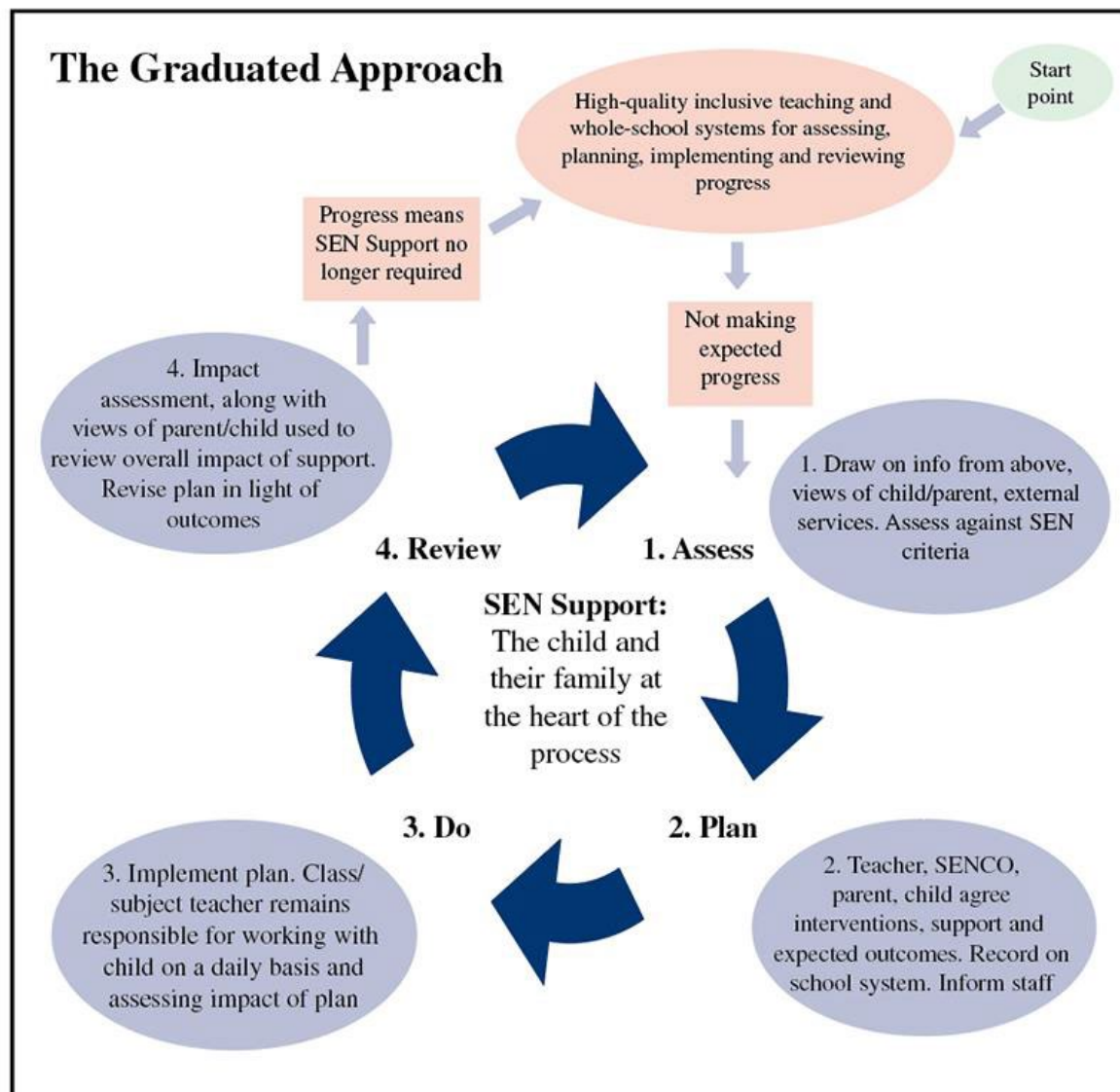
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and emotional wellbeing, multi-sensory impairment

Section 2: The Graduated Approach



The 'assess – plan – do – review' approach known as the graduated response (illustration above taken from The Teacher's Guide to SEN by Natalie Packer) is the expected response to the identification of SEN, as outlined in the SEND Code of Practice 0-25 (2015). The Swindon Core Standards documents for education settings provide a framework, including guidance and templates for education settings to use to follow this approach. The Swindon Core Standards for SEND are the preferred method through which education settings can demonstrate that they have implemented a graduated response to need. However, if education settings are already using templates that do the equivalent job of the templates within the Core Standards, they can continue to use these. The same level of evidencing impact will be expected.

The Core Standards materials are designed to gather evidence through everyday practice so that this builds and can be used to access support services and support the work of the SEND Team. The Core Standards

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materials for education settings contains the detail about provision, identification, and assessment for each area of SEND need.

Parents and Carers play an important part at every stage of the process in relation to SEND. They should be fully involved with the process within the universal provision 'assess, plan do review' process, if there are concerns around area of need, through to identification and the 'assess-plan-do-review' process at SEN Support. It is important that the parent-carer views are sought at each stage. There is a template provided within the Core Standards documents to do this, which have been co-produced with parents and carers. The parent/carers views document can be used to capture the views of the parents/carers for a range of different purposes.

It is also important that processes in relation to SEND are always child/young person centred. The views of the child/young person need to be captured and listened to. There is a pupil voice template (This is Me – younger and This is Me - older) within the Core Standards documents that is designed for this purpose. This has been co-produced with children and young people.

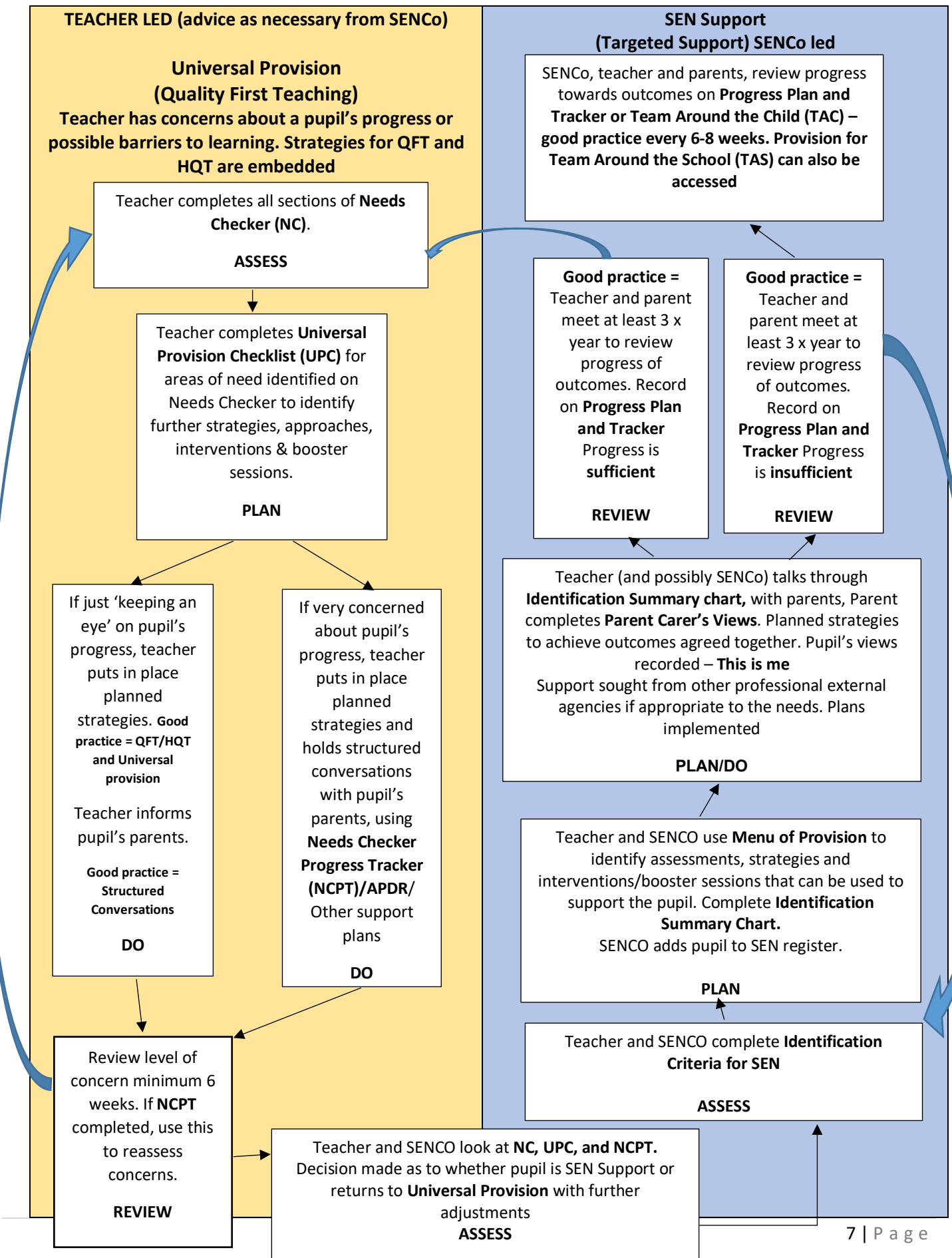
The identification of SEND and provision for SEND is always most successful when all those involved work in partnership. The Core Standards documents are designed to create a shared understanding and to support open and transparent conversations between all partners.

The flowchart on the next page outlines how the Core Standards should be used.

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SBC Graduated Response to SEN and Core Standards Flow Chart



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SEN – Early Help Assessment Very complex needs, involving multi-agencies, where pupil is at risk of exclusion or where social, health or family factors contribute to difficulties. SENCo sets up **EHA** and meetings. Outcomes recorded in a plan.

REMEMBER: it is essential to keep parents and carers informed, updated and involved at each step of the graduated response when a concern is raised about a pupil's progress.

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools....must... inform parents when they are making special educational provision for a child. SEND Code of practice Para 6.2 p92

Explanatory notes:-

1. Universal provision: classroom provision (planned and delivered by the class teacher/subject teacher or tutor) that supports every child to access the curriculum through the school making reasonable adjustments. Details of some of these are included in the **Universal Provision Checklist (UPC)**. This includes differentiation, modified resources, modified environment, access to specific services. Further support at universal provision stage can be sought from the **Menu of Provision**, which also details agencies and many various resources for adaptations, assessment and measuring progress of all children but also specialist resources for specific areas of need.
2. Examples of **Quality First Teaching (QFT)** and **High Quality Teaching (HQT)** strategies are given in the appendix. They complement the Universal Provision Checklist and Menu of Provision
3. **Assess Plan Do Review (APDR)** is the preferred method of recording evidence of provision and progress but any documentation that fulfils the same role is acceptable to use including the progress tracker. **APDR exemplars** are available within the Core Standards documents on the local offer as are the examples of good practice demonstrating provision and progress for example the one page profile for Early Years and the Pupil Profile documents.
4. The flow chart seeks to demonstrate that the process of the graduated approach is flexible and children and young people can move from SEN support back into the universal provision, likewise a child can move from universal provision straight to **Team Around the Child/Team Around the School** where extra advice or guidance is needed and universal provision is embedded but may not be effective.

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Section 3: The Areas of Need

The following summarise the criteria for identifying if a child has additional needs within the four broad areas of need in the Code of Practice for SEND (2015)

3.1: Cognition and Learning

Universal Provision

A child/young person with cognition and learning needs should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- quality first multisensory teaching
- structured phonics/reading/spelling/maths programmes
- resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed
- resources to support independent learning such as spelling dictionaries, spell checkers, alphabet strips, phonics mats, High Frequency Word mats, working walls, number lines/squares, concrete maths apparatus
- opportunities to recap learning
- differentiated tasks
- short bursts of focused adult support to reinforce understanding
- strategies and resources to support short term working memory difficulties e.g. a mini whiteboard to bullet point instructions, a visual timetable, now and next board if needed
- strategies and resources to support organisation for tasks such as a visual timer, writing frames, mind maps

Identification of SEN

A pupil may have special educational needs (SEN) in the area of Cognition and Learning if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Cognition and Learning if they:

- are making slower than expected progress in several of the prime areas of the EYFS which is inhibiting access to the Curriculum in Early Years.
- are working at least one year below Age Related Expectations (the standard expected of the majority of pupils of their age) in at least two key areas of learning (reading/phonics, spelling, writing/recording, maths.)
- are working at least 18 months below Age Related Expectations in one key area of learning.
- are not making satisfactory progress in at least one key area of learning, despite appropriate focused support being put in place.
- need support to be able to focus on a task for a reasonable period of time, remember and follow instructions, organise themselves for learning and to attempt a task independently.

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- need support to be able to deal with abstract ideas, generalise from experience and/or using problem solving skills.

SEN Support

A child at SEN Support level with cognition and learning needs should have access to:

- targeted intervention groups for key areas of learning
- targeted support for specific areas of need within the classroom environment

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Cognition and Learning needs if they:

- are working at least three to four years below Age Related Expectations in at least one key area of learning.
- are working below half their chronological age (in Early Years.)
- are working below key stage expectations.
- are not making satisfactory progress despite a significant amount of appropriate, targeted support.
- are unable to access the curriculum and complete learning tasks without a high level of individualised and specialist support.

Provision at High Needs

The provision that a child or young person with High Needs under the area of cognition and learning requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

3.2: Communication and Interaction

3.2.1 Speech and Language

Universal Provision

A child/young person with speech and language needs should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- visual supports e.g. visual timetables, now and next board, visual support for tasks if needed.
- strategies to support understanding such as differentiated use of language, instructions given in short chunks, extra processing time, visual prompts e.g. timer, gestures.
- strategies to support verbal communication such as staff modelling correct language use, the use of talk partners to rehearse what you want to say.
- alternative methods of communicating such as gestures, visuals.
- specific teaching of general listening, attention, communication and interaction skills.
- a calm, ordered learning environment that supports listening, attention and communication.
- a buddy/befriender system or support for interactions at play and lunch times if needed.

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Identification of SEN

A pupil may have special educational needs (SEN) in the area of Speech and Language if their difficulties with speech and language impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Speech and Language if:

- they have delayed or disordered language skills that are impacting on their access to the curriculum and their progress in at least one key area of learning.
- their difficulties with speech and language are impacting on their ability to communicate their needs and ideas and/or to interact successfully with others.

SEN Support

A child at SEN Support level with speech and language needs should have access to:

- targeted intervention groups to develop specific speech and language skills e.g. listening, attention, understanding of vocabulary, spoken language, social interaction.
- targeted support within the classroom to support their speech and language skills such as adult reinforcement of understanding of instructions, visual support of instructions.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Speech and Language if:

- they have receptive (understanding) or expressive (speaking) language skills that are at a developmental equivalent of less than half their chronological age e.g. at 6 years old a child has speech and language skills that are the equivalent of an average 3 year old.
- their delayed or disordered language skills are having a significant impact on their ability to access the curriculum, make satisfactory progress and/or to communicate their needs successfully and to interact with others.

Provision at High Needs

The provision that a child or young person with High Needs under the area of Speech and Language requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

3.2.2 Social Communication and Interaction Difficulties/ASC

Universal Provision

A child/young person with social communication and interaction difficulties should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

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- visual supports e.g. visual timetables, now and next board, visual support for tasks if needed.
- a communication friendly environment that includes the use of signing/symbols and other visual support if needed.
- alternative strategies to support understanding such as differentiated use of language, instructions given in short chunks, extra processing time, visual prompts e.g. timer, gestures.
- strategies to support verbal communication such as staff modelling correct language use, the use of talk partners to rehearse what you want to say.
- alternative methods of communicating such as gestures, visuals.
- a quiet work environment or resources to reduce sensory distractions such as ear defenders or a work screen if needed.
- specific teaching of general listening, attention, communication and interaction skills.
- a calm, ordered learning environment that supports listening, attention and communication.
- a buddy/befriender system or support for interactions at play and lunch times if needed.

Identification of SEN

A pupil may have special educational needs (SEN) in the area of ASC/Social Communication and Interaction if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Social Communication and Interaction Difficulties if:

- they are having difficulties managing the sensory or social demands of the school/classroom environment, which is impacting on their access to learning e.g. they struggle to maintain focus and attention or become distressed.
- they are having difficulty coming in to school calmly in the mornings due to their anxiety around the sensory or social demands of the school/classroom environment.
- they are having difficulty managing their social interactions and relationships successfully.
- they are having difficulty managing their emotions in the classroom or in their interaction with others.
- their difficulties with flexibility of thought are impacting on their ability to manage change or transitions.
- their difficulties with flexibility of thought are impacting on their learning for instance because they find it difficult to accept a new way of doing things or to accept that they need to edit work or do corrections.

SEN Support

A child at SEN Support level with Social Communication and Interaction Difficulties should have access to:

- targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy.

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- targeted support within the classroom to support their social communication and interaction skills such as adult reinforcement of understanding of instructions, visual support of instructions, adult support for group work.
- strategies, resources and targeted support to help them to manage the sensory and social demands of the classroom e.g. sensory breaks, access to a quiet work area, a time out card, a sensory box.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of ASC/Social Communication and Interaction if:

- they are having significant difficulties in being able to manage the classroom environment due to their social communication and interaction difficulties and/or social processing differences.
- their rigidity of thought impacts significantly on their ability to engage with learning.
- their difficulties are impacting significantly on their access to and progress in learning.
- their difficulty in managing change and transitions regularly leads to significant distress, anxiety or withdrawal.
- they have significant difficulty in expressing their thoughts or needs.
- they have very limited social interactions, are isolated or vulnerable and are unable to successfully manage social relationships independently.
- their ability to understand and express their emotions leads to significant distress and anxiety.
- they require a personalised, individual timetable or programme in order to be able to manage.
- their difficulties are having a significant impact on their wellbeing and self-esteem.

Provision at High Needs

The provision that a child or young person with High Needs under the area of social communication and interaction requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

3.3: Social Emotional and Mental Health difficulties (SEMH)

Universal Provision

A child/young person with social, emotional and mental health difficulties should have reasonable adjustments made through Universal Provision and Quality First Teaching/High Quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- structured emotional literacy teaching/interventions
- a safe space to use in times of crisis/overload
- clear behaviour targets that are praised/rewarded when achieved
- structured social skills teaching/interventions
- staff modelling and reinforcing specific social skills and emotional literacy skills
- a Buddy/befriender system or similar at play and lunch times

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- access to a quiet work area or resources to support focus and attention such as ear defenders, a wobble cushion or a work screen

Identification of SEN

A pupil may have special educational needs (SEN) in the area of Social, Emotional and Mental Health (SEMH) if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their emotional needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Social, Emotional and Mental Health (SEMH) if:

- in the Prime Area PSED of the EYFS curriculum, they are making slower than expected progress.
- they require targeted support to demonstrate positive learning behaviours that allow them and others to access the curriculum.
- they require targeted support to engage with learning, try new tasks and accept challenge.
- their difficulty regulating their emotions and communicating their emotional needs is impacting on their access to the curriculum.
- their low self-esteem and self-confidence is impacting on their access to the curriculum.
- they require targeted support to develop the skills to be able to successfully manage their relationships and to interact successfully with others.

SEN Support

A child at SEN Support level with social, emotional and mental health needs should have access to:

- targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy.
- targeted support within the classroom to support their social interaction skills, emotional literacy skills and positive learning behaviours such as adult support for group work, adult support for managing challenge, adult reinforcement of positive learning behaviours.
- strategies, resources and targeted support to help them to manage the demands of the classroom e.g. movement/sensory breaks, access to a quiet work area, a time out card.
- targeted support to manage at unstructured times such as play and lunch times, for instance targeted adult support if needed, a supported environment, a structured Buddy system, a structured target and reward system.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Social Emotional and Mental Health if:

- they require a significant amount of targeted adult support throughout the day, in order to ensure their own safety and/or the safety of others.
- their emotional needs regularly lead to significant distress, anxiety or withdrawal.

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- they have significant difficulty in successfully managing the demands of the school/classroom environment and require high levels of individual adult support and significant adaptations in order to do this successfully.
- they have significant difficulty in successfully managing relationships with others independently.

Provision at High Needs

The provision that a child or young person with High Needs under the area of social, emotional and mental health requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

3.4: Physical and Sensory needs

3.4.1 Physical / Medical needs

Universal Provision

A child/young person with physical needs should have reasonable adjustments made through Universal Provision and Quality First Teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- pencil grips or writing slopes if required to support their writing
- alternative methods of recording, including access to a laptop or tablet and easy-to-access software, if necessary
- support to cut up food and to open packets and containers if required
- access to training cutlery if they need this
- access to disabled access toileting facilities if necessary
- support to develop toilet training skills and personal care independence skills if needed
- one to one support for specific times e.g. for hand holding when walking longer distances or supervision for off-site visits
- a standard chair to avoid floor sitting in class or in assembly
- basic support to assist pupils with changing for PE lessons e.g. doing up shoe laces if needed
- support to help pupils to put on or remove simple therapy equipment e.g. lycra gloves or ankle / foot orthotics

The buildings and environment should be accessible for pupils with mobility needs.

- Lifts or ramps should be available
- There should be sufficient space in classrooms to accommodate a wheelchair or walking frame
- Accessible tables should be available
- Pupils should have access to a Personal Emergency Evacuation Plan (PEEP) if necessary

There should be flexibility in school uniforms, with regards to pupils with physical or medical needs being allowed to wear easy to manipulate clothing such as tracksuit bottoms, trainers, elastic or clip tie, zip up fleece rather than jumper if necessary.

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All staff should be aware of any food allergies that pupils have and training around this should be provided to staff. All staff should be aware of any emergency or regulating medication that a pupil is prescribed and should understand how to administer these. Staff should be aware of the procedures for monitoring and managing conditions such as diabetes and epilepsy. Annual training should be provided for staff around supporting medical needs. A healthcare plan and accessibility plan should be made available to staff.

Identification of SEN

A pupil may have a Special Educational Need if their physical or medical needs impact on their access to the curriculum and/or cause a barrier to their learning and if the support required is additional to or different from that which would normally be expected for pupils of the same age. A child or young person would be identified as having a Special Educational Need under the area of Physical/ medical needs if they regularly require support in order to be able to:

- access the curriculum and engage with activities
- record their ideas
- carry out self-care skills
- move safely and confidently around the site
- position themselves comfortably in a chair
- participate fully and safely in P.E and sports activities
- participate fully and safely at play times

SEN Support

A child at SEN Support level with physical/ medical needs should have access to:

- more specialist recording devices
- adapted ICT equipment if needed
- a referral to the Advisory Teacher for Assistive Technology (should be considered)
- simple adaptations to the P.E/ sports curriculum
- generalised therapy programmes that can be incorporated into the school curriculum, e.g. SPARKS
- specific therapy programmes/ exercises that are completed on a 1:1 basis and can be managed by school staff
- a referral to the Advisory Teacher for Physical Disabilities (should be considered)
- simple additional preparation of foods e.g. adding thickeners to liquids or foods
- low level adapted cooking equipment e.g. a self-holding chopping board, grip handle knives and multi-choppers if needed
- regular monitoring of a medical condition such as diabetes blood tests
- an allocated 1:1 for Personal Emergency Evacuation Plan (PEEP)
- 1:1 support to ensure safety when using mobility aid at specific times e.g. on playground
- staff supervision for transfer safety when moving between furniture, from floor to standing etc.
- 2:1 support for toileting involving intimate care support on an occasional basis
- staff training for intimate care from the school nurse
- adapted furniture such as non-postural specialist chair or an activate chair for the dining room (through the Advisory Teacher for Physical Disabilities)

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High Needs

As a guide, a child or young person may be identified as having High Needs in the area of physical/ medical needs if they need access to:

- complex, specialist ICT support e.g. eye gaze equipment, specialist communication equipment
- staff trained in gastro-feeding
- staff to blend food and support with hand-over-hand feeding
- regular medical treatment e.g. providing medication via peg/ button equipment
- a specialist timetable and curriculum to allow for progress
- specific interventions targeted to needs either in a small group or on a 1:1 basis
- slings, hoists and changing plinths
- 2:1 staff on a regular basis for intimate care
- mobility support e.g. propelling wheelchair, moving class chair
- support to transfer between equipment on a 1:1 or 2:1 basis
- complex therapy equipment e.g. walkers, postural support seating, standing frames
- staff with manual handling training
- adapted transport with ramp access, clamping access

Provision at High Needs

The provision that a child or young person with High Needs under the area of physical/medical needs requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

3.4.2 Hearing Impairment

Universal Provision

A child/young person with a hearing loss should have reasonable adjustments made through Universal Provision and Quality First Teaching/high quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- carefully considered placement within the classroom to minimise distractions, to support listening, to ensure adequate and appropriate lighting and a direct line of sight for the child to the teacher/support staff
- a calm, quiet learning environment where due attention had been given to reducing background noise so as to support listening, attention and communication
- a quiet work area if needed
- visual supports for teaching and organisation, for instance a visual timetable and visual prompts for instructions
- appropriate focused adult support as needed to check understanding of instructions and teaching
- a Buddy/befriender system or similar at play and lunch times to support social inclusion and H&S
- an adult who understands and can support with managing and troubleshooting hearing aids

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Identification of SEN

A pupil may have a Special Educational Need if their hearing loss impacts on their access to the curriculum and/or causes a barrier to their learning or their ability to communicate their needs or interact successfully with others and if the support required is additional to or different from that which would normally be expected for pupils of the same age. A child or young person would be identified as having a Special Educational Need under the area of Hearing Loss if they regularly require support in order to be able to:

- access the curriculum and engage with activities
- hear and understand teaching and instructions
- communicate their thoughts or needs successfully
- interact successfully with others

SEN Support

A child at SEN Support level with a hearing loss should have access to:

- a referral to the Advisory Teacher of the Deaf (should be considered)
- an allocated adult to ensure that hearing aids/cochlear implant processor (where these are used) are working and being used properly.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Hearing Impairment if they:

- have bilateral severe/profound sensory neural hearing loss
- *have* permanent or longstanding (>12m) bilateral Conductive hearing loss (moderate or worse)
- have a cochlear implant – new user within last 2 years or undergoing assessment or awaiting surgery
- have hearing aids that are not well tolerated
- have little or no benefit from hearing aids
- have more than a 12 month delay in expressive language/speech development,
- have more than a 12month delay in receptive language (understanding)
- use BSL as their first language
- EAL at home in conjunction with a diagnosed hearing loss
- their deafness inhibits access to curriculum and/or learning
- their deafness inhibits social interactions
- they had a late diagnosis of (presumed congenital) Sensory Neural deafness (>2yold)
- they have progressive sensory neural deafness (getting worse over time, irrespective of degree of loss)
- they are a Radio Aid (or other Assistive Listening Device) user
- have a diagnosis of Auditory Neuropathy Spectrum disorder (ANSD)

Provision at High Needs

The provision that a child or young person with High Needs under the area of hearing impairment requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

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3.4.3 Visual Impairment

Universal Provision

A child/young person with a visual impairment should have reasonable adjustments made through Universal Provision and Quality First Teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- carefully considered placement within the classroom to minimise distractions and to support listening and direct line of sight, minimum glare
- a calm, quiet learning environment that supports listening, attention and communication
- a well organised learning environment with minimal clutter
- a learning environment with comfortable lighting and minimal glare
- a quiet work area if needed
- large print resources with good quality print and good contrast
- resources with minimum visual clutter
- extra time to complete tasks and 'down time' to reduce the effects of visual fatigue
- short bursts of focused adult support to check understanding of instructions and teaching
- a Buddy/befriender system or similar at play and lunch times

Identification of SEN

A pupil may have a Special Educational Need if their visual impairment impacts on their access to the curriculum and/or causes a barrier to their learning or their ability to interact successfully with others and if the support required is additional to or different from that which would normally be expected for pupils of the same age. A child or young person would be identified as having a Special Educational Need under the area of Visual Impairment if they regularly require support in order to be able to:

- access the curriculum and engage with activities
- move around the site safely
- interact successfully with others

SEN Support

A child at SEN Support level with a visual impairment should have access to:

- a referral to the Advisory Teacher for visual impairment (should be considered)
- an allocated adult to ensure that any aids are working and being used properly

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Visual Impairment if they:

- have a moderate visual impairment (6:18 – 6:36/ Log MAR 0.5 – 0.78/N18 – N24)
- are unable to access the curriculum without significant amounts mediation and/or adaptations of curriculum materials
- require specialist support and/or adaptations to materials
- require additional support to ensure safety

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Provision at High Needs

The provision that a child or young person with High Needs under the area of visual impairment requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.

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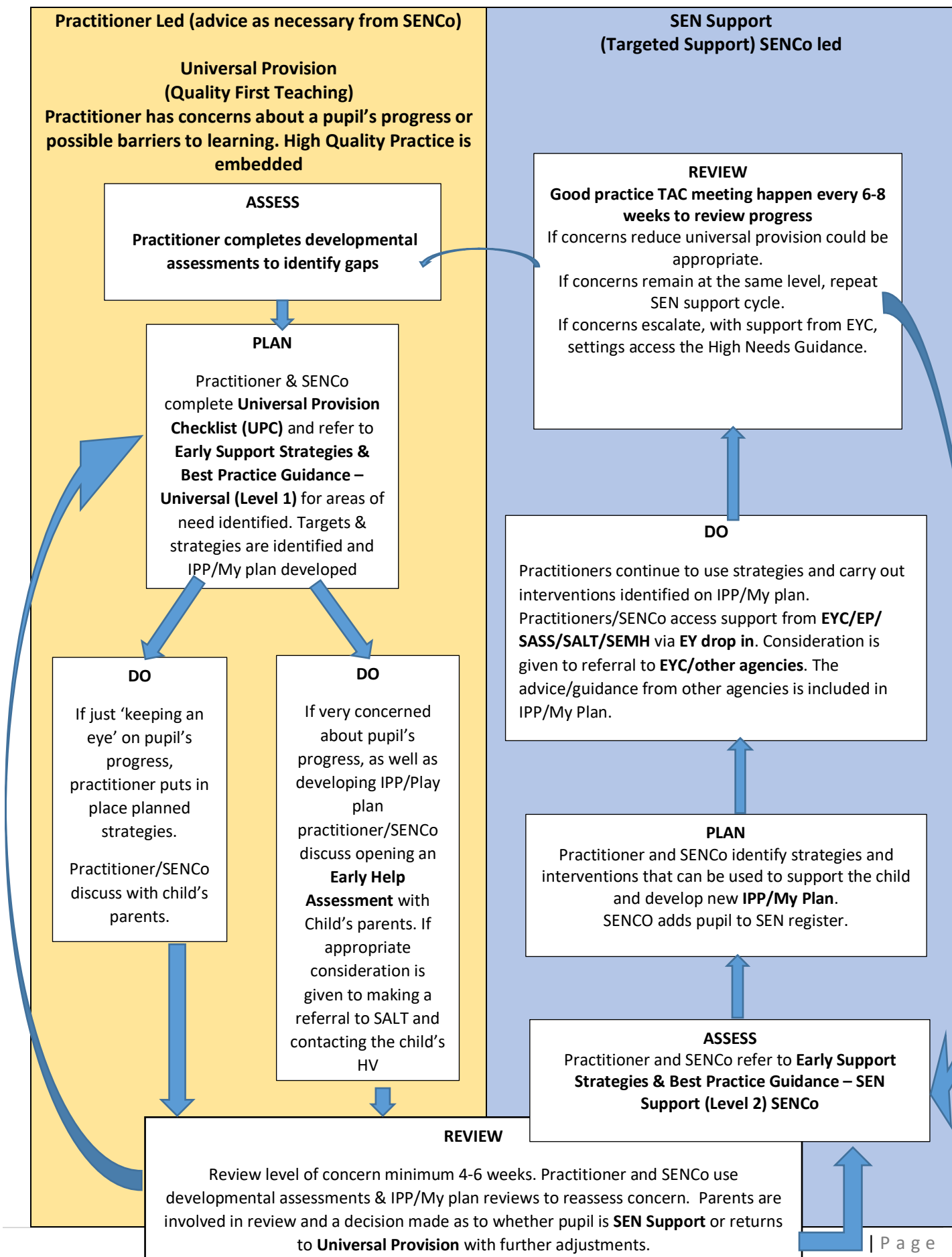
Section 4: How to use the Core Standards for Early Years – Graduated Approach Flow Chart

The Flow chart below represents the graduated response to SEN for Early Years settings and links to the main Core Standards Flow chart for SEND. Early years practitioners can use any of the materials within the Core Standards as they see fit, some will be universally applicable, some will be age/stage specific.

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4.1 The Early Years Core Standards for SEN and the EYSENCo Handbook

The Early Years Core Standards for SEN and the EYSENCo handbook combine all the information for Early Years settings to be compliant with the Code of Practice for SEND 2015. A link to the full document and editable resources exists on the Local Offer website. A summary of the content is below.

Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

SEND Code of practice p79

The Universal Provision Checklist for Early Years can be used to support an early years setting to develop their inclusive practice. Under the headings systems; inclusive partnerships; teaching and learning; physical environment, and; staffing and professional development, early years settings can ensure that they keep driving whole setting improvements that will support the expectations of the Code Of Practice.

The Provision Maps for each area support the Early Years practitioners to embed QFT and recognise its impact or not on the progress of individual children. It provides a way of tracking and keeping evidence of interventions based on good practice and high quality teaching practices. Each area of need is a separate document. Whilst it is recognised that young children can present their needs across a whole spectrum of behaviours not confined to one broad area, these maps are designed to support settings to address primary needs. The emphasis at universal provision must be on the holistic view of a child and the document 'A Celebratory Approach to SEND Assessment in Early Years' will support further clarification for practitioners.

[The Universal Provision Checklist for Early Years](#)

[A Celebratory Approach to SEND Assessment in the Early Years PDF](#)

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Section 5: How to use the resources in the Core Standards

5.1 Resources for the graduated response – Universal Provision

5.1.1 Quality First Teaching and High Quality Teaching

[Guidance Universal provision \(editable resource\)](#)

Getting the whole class provision right is the first step for any teacher. Quality first teaching is key to the universal provision underpinning the Code of Practice. This is based upon the premise that all pupils have their needs met in the classroom through good assessment, planning and delivery, through reasonable adjustments as necessary. The teacher is the most qualified and appropriate person to be delivering the provision, additional adults supporting across the class (i.e. the TA not always working with the SEN cohorts). This is Quality First Teaching.

The checklist can be used, for example, for learning walks, staff training as well as for individual class teachers to improve their classroom environment and consider the experience for the pupil of being in their class.

High Quality Teaching is that which is evidence based, backed up by research of good outcomes that are clearly targeted and defined. Schools and settings can develop their own bank of similar interventions or QFT practice that is effective and can test its efficacy using the [EEF DIY Evaluation Toolkit](#). High quality teaching can be used at both Universal and SEN Support, i.e. within whole class as differentiation or as a targeted intervention for a small group of CYP.

The strategies below (also in an editable version) have been borne out of just such practice and should be used as a guide for schools and settings to explore and develop to meet the requirements of the Code of Practice. Further information can be found at [SEN: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#)

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Quality First Teaching - general classroom practice	Comments	Date – in place?	Follow up date – is in place
Is/Are the			
<ul style="list-style-type: none"> classroom well organized and labelled (with visual cues/pictures)? 			
<ul style="list-style-type: none"> differentiation varied and structured? 			
<ul style="list-style-type: none"> lesson structure clear with learning objectives presented orally and visual? 			
<ul style="list-style-type: none"> instructions given in small chunks with visual cues? 			
<ul style="list-style-type: none"> understanding checked by asking pupils to explain what they have to do? 			
<ul style="list-style-type: none"> understanding demonstrated in a variety of ways? 			
<ul style="list-style-type: none"> a range of groupings within the class including some random pairing activities? 			
<ul style="list-style-type: none"> activities and listening broken up with breaks for more kinaesthetic activities? 			
<ul style="list-style-type: none"> feedback comments more positive than negative? 			
<ul style="list-style-type: none"> praise specific and named? 			
<ul style="list-style-type: none"> memory supported by explicit demonstration and modelling of memory techniques? 			
<ul style="list-style-type: none"> classroom assistants planned for and used to maximize learning? 			
<ul style="list-style-type: none"> pupils clear about what is expected – use of ‘WAGOLL’ – what a good one looks like – examples? 			
<ul style="list-style-type: none"> relationships with CYP fostered and developed positively? 			

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Quality First Teaching - general classroom practice	Comments	Date – in place?	Follow up date – is in place
<p><u>Knowing the child</u></p> <ul style="list-style-type: none"> • Identify, celebrate, and build on the child’s strengths. • Get to know the child well through careful observation, and reflecting on what went well/didn’t go well and why. • Consider the child’s basic needs (environment, food, drink, toilet, sleep, medical etc.) • Pre-empt situations which individual children may find difficult – avoid problems happening. 			
<p><u>Environment</u></p> <ul style="list-style-type: none"> • Provide a quiet, calm, safe place to go to when needed. • Remove distractions (Sensory – lighting, temperature, noise, visual distractions – cluttered displays, clutter. Social – people) • Be organised – have appropriate resources ready, (visual, kinaesthetic and auditory). 			
<p><u>Routines</u></p> <ul style="list-style-type: none"> • Keep things predictable, have routines which don’t change too often. • Allow for “sensory breaks” between activities. 			

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<ul style="list-style-type: none">• Provide transition activities to support the children to transfer their focus from one set of expectations to another e.g. when coming into school/after play.• Visual, regularly referred to, reward systems – what would the children value as a reward?• Regular reminders of rules, rewards and consequences – have visual displays and refer to them regularly.• Timers – give a countdown to changes of activities.• “Catch ‘em being good” – reward the positives. OFTEN.			
<p><u>Language</u></p> <ul style="list-style-type: none">• Use visual cues to aid understanding.• Have a visual timetable so the children know what happens next.• Make instructions clear, and ensure the children have understood.• When speaking to children say the child’s name first to get their attention.• Ensure the child processes the whole sentence, if not, find out whether they remember the first or last thing heard, and ensure the most important instruction is put in the right part of the sentence e.g. Chris, put coat on, time to play outside, or Chris, outside play, coat on.			

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<ul style="list-style-type: none">• Pre teach any new language which may be needed e.g. for a specific topic.			
<p><u>Adults should:</u></p> <ul style="list-style-type: none">• Model to the children what you want them to do.• Be a positive role model for good behaviour.• Find opportunities to teach specific skills e.g. turn taking, sharing, understanding facial expressions and body language, understanding how other people feel.• Interact with the children, play with them, teach them skills, comment on what they say and do, acknowledge their feelings and achievements.• Don't put them into situations they are unable to deal with without supporting them and teaching them the skills they need. (You wouldn't give a 4 year old a reading book intended for a 7 year old unless they had the skills to read and understand it).			

General good practice proactive strategies to support pupils in schools and settings

Every teacher a teacher of SEN

Once this is embedded, good practice is to **identify the barriers, reflect on the reasons why** (if possible, with colleagues) and **respond with interventions *within* the classroom.**

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The Code of Practice states:

*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.*

The first response to (less than expected) progress should be high quality teaching targeted at pupils' and students' areas of weakness.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

The following is adapted from SendGateway [SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#) and is a brief overview of research from the Sutton Trust and EEF on effectiveness of high quality teaching strategies **for primary KS 1 and 2, Secondary KS3 and 4, as well as post 16**

Strategy	Most useful for any Key Stage	What is the strategy?	How strong is the evidence?	Further information
Teaching, planning, monitoring and evaluation of pupils' own work	Learning difficulties, attention difficulties 1,2,3,4, +16	Students are given explicit guidance in how to plan their writing, monitor their understanding and evaluate their own performance, encouraging them to reflect upon their understanding.	Good evidence that this improves attainment.	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition strategies; Gureasko-Moore et al. 2006
Provide regular practice of information that has already been taught, interleaved with new material	All pupils and students 1,2,3,4, +16	Pupils and students are encouraged to practise knowledge even when it is known, to ensure it is automatically and fluently recalled.	Good evidence that extensive practice is a key element in successful teaching.	Research: Swanson & Hoskyn (2001); Chard et al (2002)
Encourage regular physical activity in the school routine	Attention difficulties 1,2,3,4,+16	Carrying out physical activity, whether moderate physical exercise or lower intensity like yoga, as part of the school day	Good evidence that this improves attention and behaviour in class.	Research: Reeves et al (2016); Verret et al (2012); Jensen & Kenny (2012)

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Strategy	Most useful for any Key Stage	What is the strategy?	How strong is the evidence?	Further information
Explicit teaching of reading comprehension strategies	Literacy needs 1,2,3,4, +16	Teaching a range of techniques to enable pupils and students to understand the meaning of what is written, including inferring meaning from context, identifying key points and monitoring their own understanding.	Good evidence that this improves comprehension of connected text.	EEF-Sutton Trust Teaching and Learning Toolkit: Comprehension strategies
Reducing levels of noise in the classroom	Attention difficulties, hearing impairment 1,2,3,4, +16	Reduce sound levels with acoustic panelling or other sound deadening materials.	Moderate evidence that attainment of pupils and students with SEND is more affected by classroom noise than their peers.	Dockrell & Shield, 2006
Use of teaching assistants	All pupils and students 1,2,3,4, +16	Teaching assistants support the work of the teacher by working with individual pupils, small groups or take the larger group to allow the teacher to work with a small group	Good evidence that teaching assistants can be effective when they are well trained and have a clearly designated role.	Research: EEF Review
Peer tutoring	All pupils and students, particularly low attaining Pupils 2,3,4,+16	Pupils and students work in pairs or small groups often mixed ability or mixed age groups.	Good evidence that peer tutoring improves learning, but effects are largest when children are taught explicit strategies for supporting each other.	Research: EEF-Sutton Trust Review

Strategy	Most useful for Key Stage 1 and 2	What is the strategy?	How strong is the evidence?	Further information
Encourage the use of memory strategies	Learning difficulties, attention difficulties 1,2	Encourage pupils and students to use strategies to improve their memory. These include chunking, mnemonics and linking audio and visual knowledge.	Good evidence that this is effective in improving memory.	Research: Wolgemuth et al, 2008
Promoting language awareness and communication strategies in the classroom	Language difficulties, attention difficulties 1,2	Complete an audit working out how well the classroom supports communication, and how practice could be improved.	Good evidence that the checklist is based on practice examples in classrooms. Promising evidence of the effect of using the checklist.	Resource: Communication Supporting Classroom Observation Tool Research: Dockrell et al, 2012

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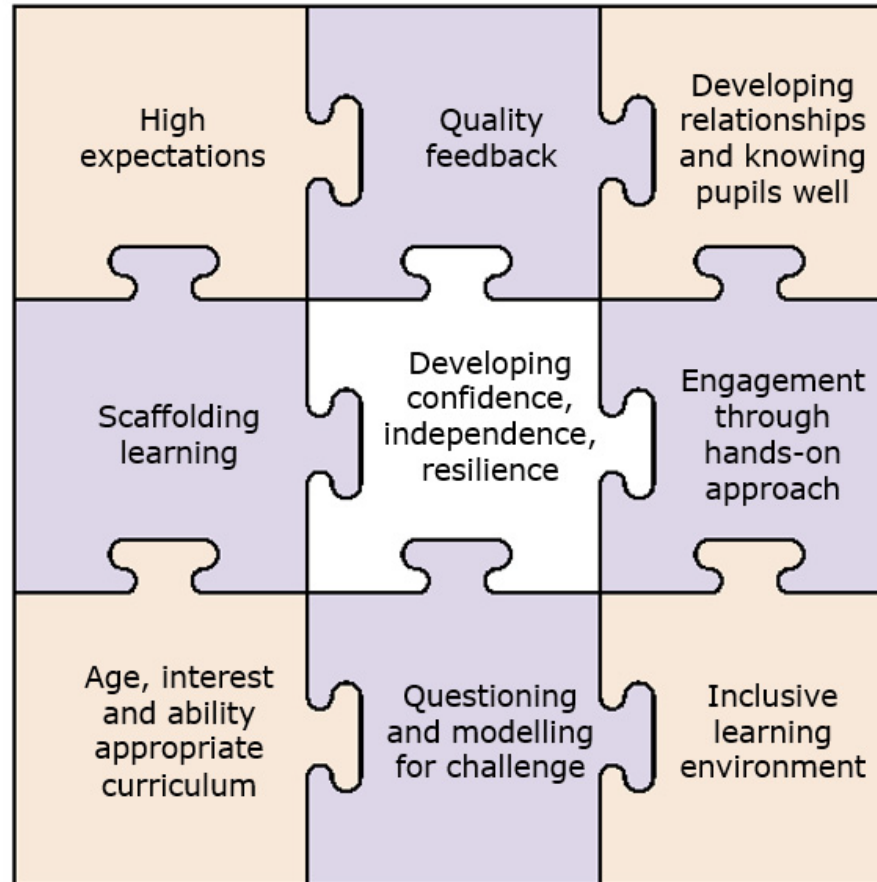
Strategy	Most useful for Key Stage 1 and 2	What is the strategy?	How strong is the evidence?	Further information
Systematic phonics based reading instruction	Literacy needs 1,2	Systematically teaching pupils and students the links between the sounds of spoken language (phonemes) and letters and words.	Good evidence that this improves literacy outcomes.	Research: EEF phonics report
Encourage pupils and students to work towards specific goals which are appropriate for them	All pupils and students 1,2	In a range of different fields, it is more effective to focus on meaningful task goals rather than focusing on basic underlying skills. For example, a focus on improving handwriting is more effective than teaching the underlying sensorimotor skills.	Moderate evidence that this principle holds true.	Research: Kearns & Fuchs, 2013; Schaaf et al 2014; Santangelo & Graham 2016; Rodger & Brandenburg, 2009

Strategy	Most useful for Key Stage 3 and 4 or above	What is the strategy?	How strong is the evidence?	Further information
Encourage the use of memory strategies (e.g. chunking, mnemonics)	Learning difficulties, attention difficulties 3,4,+16	Chunking involves joining individual pieces of information into larger units – e.g. remembering 1-2-5-7-7-3 as 125 773. Mnemonics involve teaching rhymes or patterns for remembering information (e.g. ‘Richard of York gave battle in vain’ for the colours of the rainbow).	Good evidence that this is effective in improving memory.	Research: Wolgemuth et al, 2008
Promotion of mathematical resilience	Numeracy needs 3,4, +16	Pupils and students are made aware that becoming successful at maths sometimes involves struggle in different areas, valuing mathematics and improving your knowledge of it.	Promising evidence that this improves mathematical outcomes.	Mathematical Resilience Research: Johnstone-Wilder et al, 2010
Forming support groups	Emotional difficulties 2,3,4, +16	Helps students develop interpersonal skills, emotional intelligence, emotional regulation, forming and maintaining good relationships, empathy, self-esteem and confidence, and a positive attitude towards learning.	Promising evidence that this helps to develop good interpersonal skills.	Research: Mowat (2010)

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Natalie Packer Teacher's Guide to SEN (201

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5.1.2 Needs Checker and Summary table

[Needs Checker \(editable resource\)](#)

[Needs checker summary sheet \(editable resource\)](#)

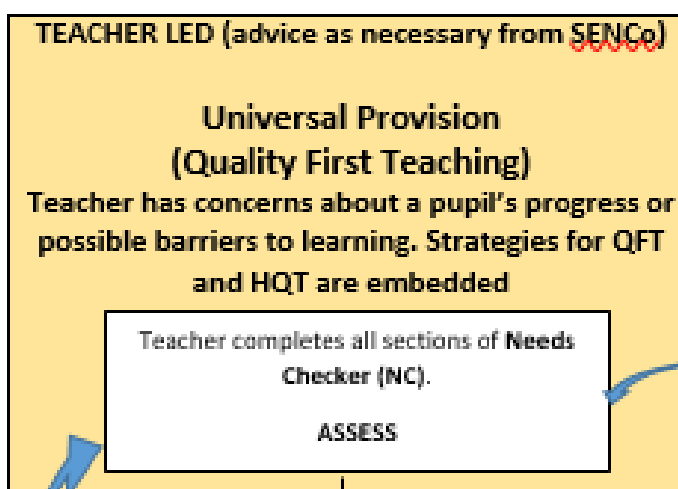
At this stage it is the responsibility of the teacher or tutor to assess the level of need. This is the ASSESS stage of Assess Plan Do Review.

The Needs checker should be used by a class, tutor or subject teacher when they first have concerns that a child or young person may have SEN **and they have implemented and fully embedded the principles of Quality First Teaching and High Quality Teaching in their class.** It is used to identify the possible barriers to a child or young person's learning and complements the Universal Provision materials.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. SEND Code Of practice PP6.15 p 94-5

The checker is organised into areas of need based upon the 4 broad areas of need defined in the Code of Practice 2014 - Cognition and Learning; Communication and Interaction - Speech and Language(S&L) and Social, Communication and Interaction Difficulties (SCID); Social Emotional and Mental Health (SEMH) difficulties; Physical/Sensory needs – Physical/Medical needs, Hearing Impairment and Visual Impairment.

Use the Needs-checker summary table at the end of the needs checker assessment. This is where a teacher can summarise the key areas of need identified and then use the Universal Provision documents.



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5.1.3 Universal Provision Checklist

3.211 Universal provision checklists and resources

[Cognition and Learning Universal Provision Checklist \(editable resource\)](#)

[Physical/Medical Needs Universal Provision Checklist \(editable resource\)](#)

[Speech and Language Universal Provision Checklist \(editable resource\)](#)

[Social Communication and Interaction Difficulties Universal Provision Checklist \(editable resource\)](#)

[Social Emotional and Mental Health Needs Universal Provision Checklist \(editable resource\)](#)

[Sensory Needs Hearing Impairment Universal Provision Checklist \(editable resource\)](#)

[Sensory Needs Visual Impairment Universal Provision Checklist \(editable resource\)](#)

[What Purpose \(or Function\) Does Challenging Behaviour Serve for People? \(Editable resource\)](#)

[ABC Chart and example \(editable resource\)](#)

[SEMH Primary and Secondary Need Explained \(editable resource\)](#)

[Stress Reduction Plan \(editable resource\)](#)

At this stage it is the responsibility of the teacher or tutor to plan to meet the level of need. This is the PLAN stage of Assess Plan Do Review.

The Universal Provision Checklists allow the teacher to explore in further depth expected strategies at Universal Provision i.e. those strategies that should be universally available to all pupils through reasonable adjustment. The checklists have been co-produced by Swindon Advisory Teachers, SENCO champions, Swindon SEND Families Voice, STEP and our specialist providers.

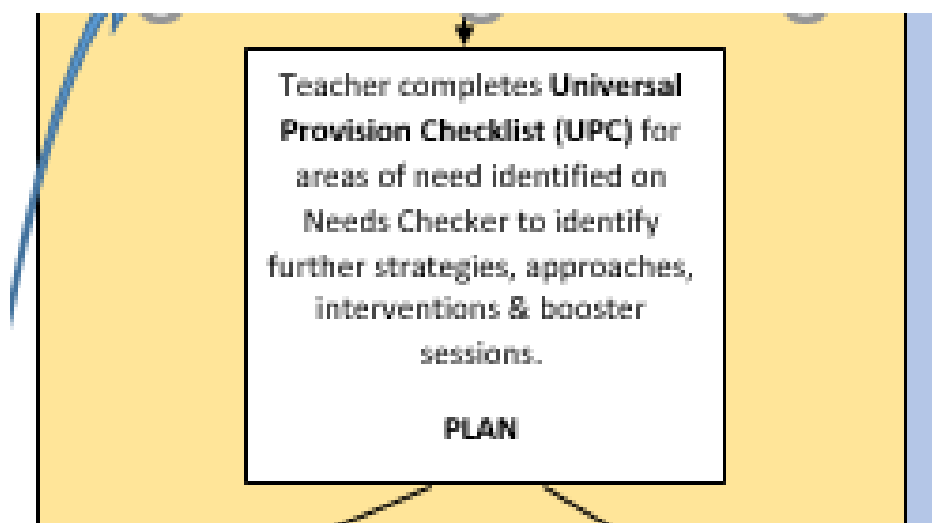
Teachers may want to use the APDR proformas, the Pupil Profile to collate evidence about the whole child or young person to contribute to the provision at this stage.

Remember to consult with parents and carers as well at this stage.

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5.1.4 Assess Plan Do Review proformas

FOLDER 3.23 APDR Proformas

[Primary Exemplar and Guidance: Top tips for using the Assess, Plan Do, Review \(APDR\) process to accelerate progress \(editable resource\)](#)

[Secondary Exemplar and Guidance: Top tips for using the Assess, Plan Do, Review \(APDR\) process to accelerate progress \(editable resource\)](#)

[Pupil Profile Exemplar \(editable resource\)](#)

At this stage it is the responsibility of the teacher or tutor to deliver/do the strategy or intervention to meet the level of need. This is the DO stage of Assess Plan Do Review.

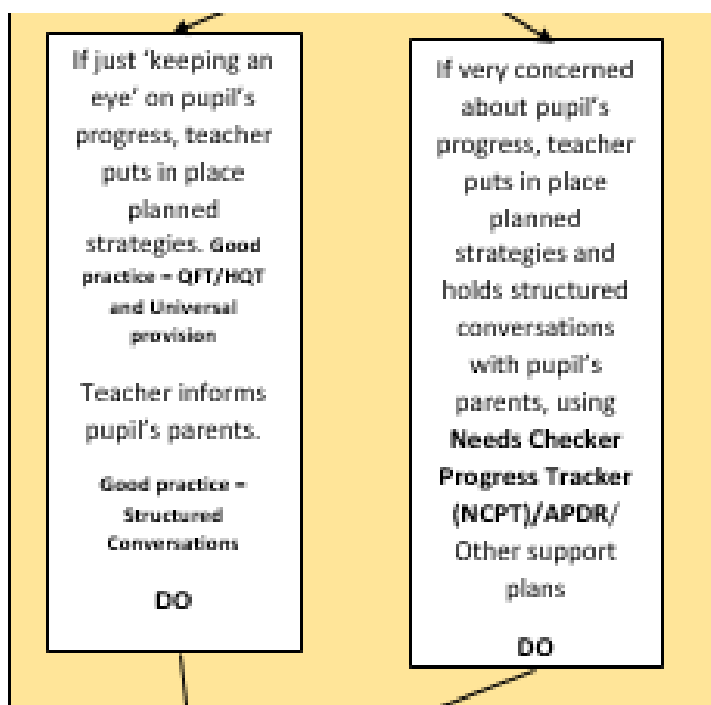
These proformas are guides or suggestions of how to evidence the progress made following interventions or strategies to address identified need. They consider the whole child and so consultation with parents/carers and other agencies involved with the child is important.

At this stage the teacher might be just keeping an eye on the progress of the child, following good practice guidelines. The teacher might be more concerned if slow or no progress is being made. Detailing the progress in the Needs Checker Progress tracker or the APDR is important here.

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5.1.5 Needs Checker Progress Tracker

[Needs checker progress tracker \(editable resource\)](#)

At this stage it is the responsibility of the teacher or tutor to review the impact of the strategy or intervention to meet the level of need. This is the REVIEW stage of Assess Plan Do Review.

Using the colour coded date into the relevant baseline/progress score, will demonstrate if the need is being met and can indicate the next step – continue to provide extra targeted support or reduce it; or to move to SEN support. The link above is to the editable NCPT resource

Progress tracker		
Name:		
Date of Birth:		
Year Group:		
Key	Put the date for baseline and each review into the relevant coloured boxes. Write the areas of concern for the pupil in the left hand column of the chart at the bottom. Use the colour for each baseline/review to fill the boxes on the scale, to show the pupil's progress in this area.	
Date	0	Significant concerns and these concerns indicate a significant negative impact on the pupil's access to the curriculum and learning
Date	1 – 3	Evidence of difficulty remains (very patchy progress if any/little or no evidence of impact of interventions)
Date	4 – 7	Some evidence of difficulty remains but also evidence that effective practice is having an impact on pupil's access to learning and curriculum (although not consistent or widespread)

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Date		8 - 10	No significant concerns and these are not impacting on pupil's access to the curriculum and learning										
Date													
Date													
Date													
Area of concern	Strategy/intervention/progress detail	0	1	2	3	4	5	6	7	8	9	10	

5.2 Resources for the graduated response – SEN Support

5.2.1 Identification Criteria for SEN

4.1 Identification

[Cognition and Learning Identification Final \(editable resource\)](#)

[Hearing Impairment Identification Final \(editable resource\)](#)

[Physical/ Medical needs Identification Final \(editable resource\)](#)

[Social Communication and Interaction Difficulties/Autistic Spectrum Condition \(ASC\) Identification Final \(editable resource\)](#)

[Definition of SEMH primary needs \(editable resource\)](#)

[SEMH Pupil Profile \(editable resource\)](#)

[SEMH Identification Final \(editable resource\)](#)

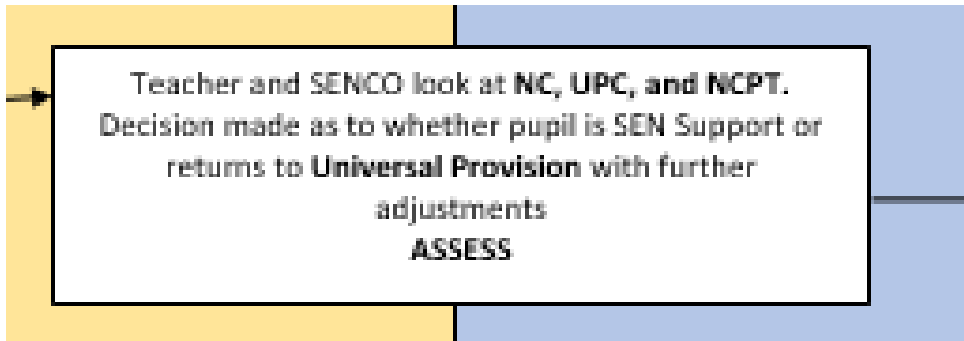
[Visually Impaired Identification Final \(editable resource\)](#)

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At this stage the teacher should seek the support of the SENCO or other senior leader with responsibility for SEND/Inclusion to **ASSESS** the impact of the universal provision so far. This is the **ASSESS** stage of the Assess Plan Do Review.



The Pupil will be added to the SEN register. The teacher or tutor discusses with the SENCO the Identification criteria, stating the recorded evidence that demonstrates the criteria. This is based upon the knowledge of the child or young person through Universal Provision and what has worked or not worked to meet need. They will fill in the identification summary chart.

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5.2.2 Identification Summary chart

Planning the next phase is based upon the identification of the specific needs and targeting interventions to improve access to the curriculum and /or learning. Accessing the specific Menu of Provision at this stage will also support the planning process. See section 6.3.

This is the PLAN stage of Assess Plan Do Review.

[SEN Support identification summary chart \(editable resource\)](#)

Pupil name:	Date assessment completed:
Date of Birth:	
Current year group:	
Primary need identified:	Particular areas of concern:
Secondary need identified:	Particular areas of concern:
Additional needs identified:	Particular areas of concern:

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5.2.3 Parent Voice

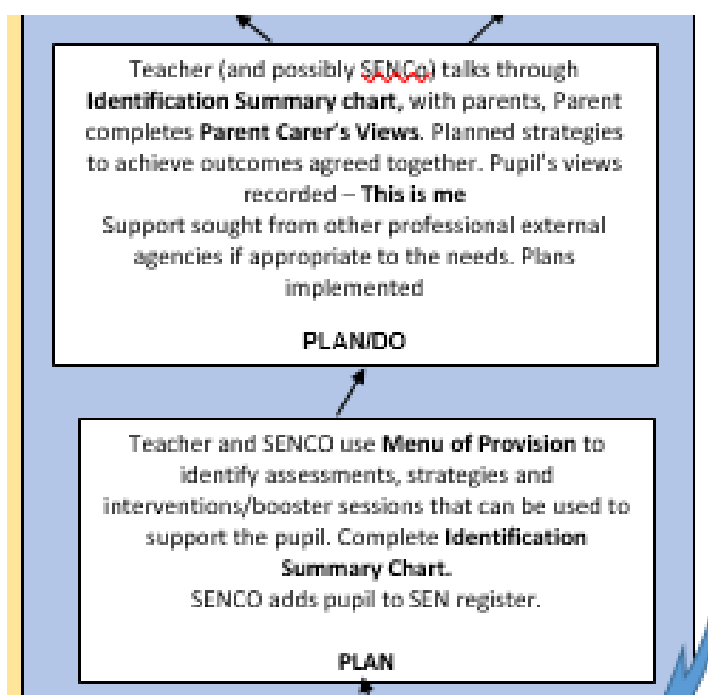
Parents views

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

SEND Code of practice 2015 p104

Capturing the views of parents/carers is essential to understanding the needs of child or young person. It is also clearly stipulated as expected practice in the Code of Practice. Engaging parents/carers needs to happen at each stage of the process from initial concerns through to SEN Support and beyond if this is required.

The forms here can allow the teachers and SENCOs to do this.



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5.2.4 This is Me – CYP voice

[This is me – younger \(editable resource\)](#)

[This is me - older \(editable resource\)](#)

The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

SEND Code of Practice 2015 p104

Involving pupils in the decision making processes is also a beneficial process and should be part of good practice in schools at every stage of a child's development regardless of need. It is however, for ease of consistency, stipulated as a requirement (*) of the Code of Practice and the forms here have been designed with young people to be accessible and present their views as captured through these processes.

(*) In this Code of Practice, where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law....

So, where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.

SEND Code of Practice 2015 p12

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5.2.5 Progress Plan and Tracker

[SEN support plan \(editable resource\)](#)

[SEN Support progress tracker \(editable resource\)](#)

At this stage the teacher and the SENCo will review the interventions they planned to deliver and the impact this has had on the pupil's progress accessing the curriculum and their learning. This is the REVIEW stage of assess plan do review.

There are two outcomes here: either the pupil has made expected progress as defined by the targeted intervention plans; or they have not made the expected progress and require further assessment of their need. The teacher and SENCo may decide that they can complete another targeted APDR following advice from external agencies within SEN Support stage. The progress plan and tracker can be used for this purpose and to demonstrate progress and impact.

Progress tracker											
Name:											
Date of Birth:											
Year Group:											
Key	Put the date for baseline and each review into the relevant coloured boxes. Write the pupil's desired outcomes in the left hand column of the chart at the bottom. Use the colour for each baseline/review to fill the boxes on the scale, to show the pupil's progress towards this outcome.										
Date (Baseline)		Score as follows 0 Significant concerns and these concerns indicate a significant negative impact on the pupil's access to the curriculum and learning									
Date (Review)		1 – 3 Some evidence of difficulty remains (very patchy/little or no evidence of impact of interventions) but not consistent or widespread									
Date (Review)		5 – 7 Evidence of difficulty remains but also evidence that effective practice is having an impact on pupil's access to learning and curriculum									
Date (Review)		8- 10 No significant concerns and these are not impacting on pupil's access to the curriculum and learning									
Date (Review)											
Date (Review)											
Desired Outcome	0	1	2	3	4	5	6	7	8	9	10

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

5.3 Menus of Provision for each specific area of need

5.3.1 Cognition and learning

5.3.2 Speech and Language

5.3.3 Social Communication and Interaction

5.3.4 Social emotional and mental health needs

These resources have been co produced by SENCOs, Senior leaders, Advisory teachers, SENCO Champions, Swindon SEND Families Voice, STEP and our specialist providers to support practitioners to find strategies and interventions to support reasonable adjustments to the provision in schools and settings at Universal and SEN Support stages.

Click on the links to select the relevant pages on the Local Offer.

[Cognition and learning menu of provision \(editable resource\)](#)

[Speech and language menu of provision \(editable resource\)](#)

[Social Communication and Interaction \(including ASC\) menu of provision \(editable resource\)](#)

[Social emotional and mental health needs menu of provision \(editable resource\)](#)

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

6. How to use the materials in the Core Standards for Post 16

6.1 Universal Provision resources

Colleges should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life. Most young people attending post 16 settings will have progressed through Swindon settings who will have adopted the principles of the Swindon Core Standards for SEND. Post 16 settings should be requesting information from schools that provides a similar level of detail about those young people from their originating secondary school if they have been identified as having a special educational need or disability. Some will attend from other authorities, so it is vital that all post 16 settings understand the core standards from the perspective of the Secondary school. The requirement for post 16 settings is no different to that expected of schools and EYs settings.

Colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.

SEND Code of Practice (2015) p113

Schools and Colleges can refer to the High Quality Teaching chart on pages 30-32 of this brochure to support their development of teaching practice and pedagogy in their setting.

Colleges should give all applicants an opportunity before, or at entry, and at regular subsequent points, to declare whether they have a learning need, a disability, or a medical condition which will affect their learning. If such a declaration is made, the college should discuss with the student how they can provide support.

All post-16 students with additional or special educational needs or disabilities who attend Post-16 education have a minimum entitlement to provision that is normally available, whichever school or college they attend. Under the SEND Code of Practice (0-25), further education colleges and other Post-16 Institutions have the following duties that they must follow:

- to **co-operate** with the local authority on arrangements for young people with SEND
- to offer a place to a young person if the institution is named in an educational health and care (EHC) plan
- to have regard to the SEND code of practice
- to do everything they can to secure the special educational provision that the young person needs

The following duties are expected to be adhered to under the 2010 Equality Act:

- colleges and institutions must not discriminate against, harass or victimise young people who are disabled
- they must make **reasonable adjustments** to prevent young people being placed at a significant disadvantage

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- they must prevent discrimination, promote equal opportunities and good relationships

Colleges and other post-16 providers need to have a range of provision available at an appropriate level to meet all young persons' needs.

Post 16 settings should follow the Graduated Response Flow Chart above as their guide to using the Core Standards materials alongside the Universal Provision Matrix.

The following Universal Provision Matrix (developed from the Warwickshire model of the same name 2017) provides a checklist for teachers, lecturers and other adults to account for a graduated approach to teaching and learning that embeds the principles of Quality First Teaching, but that acknowledges that this is not exactly the same as secondary school.

[Post 16 SEND Universal Provision Matrix FINAL \(editable resource\)](#)

6.2 SEN Support resources

Where a student has an identified learning difficulty or disability that calls for special educational provision, the college must discuss with students the type of appropriate support to put in place for them.

Colleges should take the "Assess, Plan, Do, Review" cyclical approach to assessing need, planning and providing support. They should involve the student closely at all stages of the cycle (see the Flow chart above and refer to the proformas in the main Core Standards) and they should ensure that staff have the skills to do this effectively.

SEN Support might include:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note-takers
- interpreters
- one-to-one and small group learning support
- travel training
- accessible information such as symbol based materials
- access to therapies (e.g. speech and language therapy)

Specialist help should be involved at this stage if necessary, and if the young person is still are not progressing with the support being provided (this will be clearly evidenced in the APDR cycle), the young person can be considered for an assessment for an EHC plan (See 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020').

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Where a young person is aged over 18 consideration must be given to whether or not the young person requires additional time (in comparison to the majority of others of the same age who do not have SEN) to complete their education or training.

The following editable resource can help to establish good working practice in post 16 settings.

[Post 16 SEND - SEN Support Provision Matrix FINAL \(editable resource\)](#)

[These materials have been drawn together using the many publicly available resources surrounding SEND, which includes published SEND materials from other Local Authorities]