

Mainstream Minimum Standards for all Learners

This document is the result of work done by groups of primary, secondary and special school headteachers and local authority officers as part of the SEN Strategy, Policy and Provision Review.

The document contains the expectations on schools for the Universal, Targeted and Personalised offer they make to all children. It describes what can be delivered from the schools own resources. A document will be published later describing the offer from additional services external to the school.

It takes account of the thinking within the *Support and aspiration: A new approach to special educational needs and disability: A consultation 2011* (SEN Green Paper) and *The Importance of Teaching: The Schools White paper 2010*.

It avoids previous terminology (i.e. waves, school action, school action plus), and any reference to SENCOs referring instead to school leaders.

Good quality provision in column A will reduce the need for the deployment of more expensive resources in columns B and C, therefore delivering better value for money.

“The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers.....all the evidence shows that good teachers make a profound difference.” *The Importance of Teaching- The Schools White Paper 2010*.

“For those children that face the greatest educational challenges, high quality teachers trained to support pupils with a wide range of SEN will be the most powerful way to drive up attainment” *Support and aspiration: A new approach to special educational needs and disability: A consultation 2011*.

Response to need – expectations of schools – value for money model Draft V1.1

<p>A : Whole School Response Personalised Quality First Teaching</p>	<p>B : Targeted support for Individual and small group short term interventions All of A, plus the following</p>	<p>C : Personalised / Individualised Learning Long term interventions All of A and B plus the following</p>
<p>The quality of teaching is fundamentally important to the achievement and life chances of every child.</p> <p>It is the responsibility of schools to provide good teaching for all pupils. It is particularly important that pupils that have most difficulty with their learning are taught by good quality teachers.</p> <p>Interventions in columns B and C in this document should not be a substitute for weak or ineffective practice in column A.</p> <p>The school has an Equality Scheme and Accessibility plan that ensures that current and future pupils with SEND have full access to the life of the school to enable good progress in their learning.</p> <p>The leadership of the school, informed by an analysis of their data which is based on moderated teacher assessment, strategically plans within its school development plan to meet the needs of all current and future pupils.</p>	<p>Additional assessment/information to inform the reason for absence of progress at A, and the choice of intervention and composition of groups</p> <p>Some staff have undertaken specialist training in high incidence needs, in order to understand the range of assessments available, the most effective strategies to support learning and provide individual and group tuition where indicated</p> <p>Staff trained to implement short term interventions to secure improved progress for children and young people which enables them to benefit from whole class teaching and to promote social</p>	<p>Pupil may have a statement of SEN which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. IEP with SMART targets will be required. Annual review will be required which shows tracked progress.</p> <p>Pupil has a need which is long term and low incidence (with no peers requiring the same intervention). In these cases the planning for intervention is personalised and specifically formulated to take account of unique individual need. IEP with SMART targets will be required which shows tracked progress.</p>

<p>The school enables the smooth transition within the school and beyond, offers a curriculum and accreditation to pupils which meets the diversity of learning needs. The school ensures that staff are well trained and the learning environment of the school is supportive to all learners.</p> <p>All teaching staff have foundation level understanding and skills (i.e. the Inclusion Development Programme and awareness raising provided by other support professionals) which ensures that they understand how to make their teaching accessible for learners with high incidence SEN and a willingness to undertake training in low incidence needs should the need arise (e.g. visual timetables, alternative recording, adapted classroom equipment, personalised activities etc)</p> <p>All staff understand the overarching teaching and learning policy which reflects Equalities legislation and accessibility requirements which actively promotes overcoming barriers to learning for all children, taking into account individual differences (SEN or otherwise), and promotes understanding and acceptance in the peer group.</p> <p>Teachers can demonstrate a good quality of teaching where the large majority of pupils make good progress as evidenced in the school's regular scrutiny of quality of teaching.</p> <p>The staff have the confidence and capability to take account individual children's learning styles and adjust their teaching accordingly.</p>	<p>development.</p> <p>A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, pre-formulated interventions will include SMART targets so that they can be used by trained staff with minimal adaptation. They may include training CYP to be competent and independent in use of curriculum aids e.g appropriate computer software, touchtyping</p> <p>The effectiveness of interventions are evaluated by the teacher and monitored by SLT in order to determine the impact on pupil academic and personal development progress. The intervention should have the impact of accelerated progress with review every term.</p> <p>The SLT applies a greater level of scrutiny of pupil progress through the use of interventions to ensure that learning is</p>	<p>A Common Assessment Framework may have been completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff. A Single Point of Access will decide the way forward, including a team around the child which require attendance by staff</p> <p>External advice given in reports for individual pupils is implemented by the school.</p> <p>Staff who have the skills to create and implement a care plan for pupils who require one to maintain their health, which is monitored by specialist staff and/or IEPs</p>
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<p>All pupils are assessed during the year (at least 3 times) and their progress tracked. Where insufficient progress is noted quality of teaching is reviewed and where this is good quality they are offered interventions / personalised intervention to secure their progress. [i.e. tracking progress against a learning trajectory indicated by either the Progression Materials using the upper quartile or the threshold expectation for the key stage or the trajectory to make 2 levels of progress (KS1-2) or 3 levels of progress (KS2-4)]</p> <p>The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being.</p> <p>The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and by using resources flexibly to meet needs.</p> <p>Teachers are able to respond to un-predicted need by flexible use of the environment e.g. time out space.</p> <p>The staff are able to implement a care plan for pupils who require one to maintain their health</p> <p>The school uses ICT to overcome barriers to learning</p>	<p>sustained within the classroom.</p> <p>The location of the group tuition will have been carefully considered to provide the optimal conditions according to the profile of need.</p> <p>The selection of targeted interventions for any individual pupil will be complimentary to the teaching offered at whole class level as demonstrated by the balance of whole class / group lessons in order to maintain the continuity of whole class learning.</p>	
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> • CL targeted support 	<ul style="list-style-type: none"> • CL personalised learning

<p>The school incorporates some elements of recognised intervention programmes into everyday classroom teaching to support literacy, numeracy, motor development or behaviour for learning</p> <p>The staff applies a portfolio of teaching skills which enables children to make good progress which takes account of their cognitive strengths and weaknesses.</p> <ul style="list-style-type: none"> • CL quality first teaching 		
<p>Communication and Interaction</p> <p>The staff applies a portfolio of teaching skills which enables children to make good progress which takes account of their communication and interaction strengths and weaknesses</p> <p>School leaders support staff to learn how to adjust their responses to children and young people who manifest a range of unusual responses associated with communication and interaction needs and are able to implement flexible access arrangements to the curriculum and social life of the school.</p> <ul style="list-style-type: none"> • CI quality first teaching 	<ul style="list-style-type: none"> • CI targeted support 	<ul style="list-style-type: none"> • CI personalised learning
<p>Behavioural, emotional and social development</p> <p>The school has developed a behaviour policy in consultation and shared with staff, pupils, parents, governors which</p>	<ul style="list-style-type: none"> • BESD targeted support 	<ul style="list-style-type: none"> • BESD personalised learning

<p>promotes self-regulated behaviour and is robust and consistently applied. It acknowledges existing needs, is differentiated (e.g. to ensure compliance with Equalities Legislation) and is evaluated to assess effectiveness / impact on behaviour.</p> <p>Leaders analyse behavioural incidents over time to identify any group over-representation, location. or staff involvement in order to strategically plan improvements</p> <p>School leaders support staff to learn how to control their behavioural responses to pupils' challenging behaviour, and are able to implement flexible arrangements which provide opportunities for de-escalation of challenging behaviour.</p> <ul style="list-style-type: none"> • BESD quality first teaching 		
<p>Physical and sensory need</p> <p>The staff applies a portfolio of awareness and teaching skills which enables children to make good progress which takes account how the physical/sensory need impacts on their learning</p> <p>The learning environment is managed to ensure that mobility and accessibility is available for C&YP who may have a physical/sensory need</p> <p>The school trains staff to apply the appropriate technology to</p>	<ul style="list-style-type: none"> • HI targeted support • VI targeted support • MSI targeted support • PD targeted support 	<ul style="list-style-type: none"> • HI personalised learning • VI personalised learning • MSI personalised learning • PD personalised learning

facilitate access to the teaching and learning environment (Braille, hearing aids, wheel chairs) – including regular maintenance requirements.

- [HI quality first teaching](#)
- [VI quality first teaching](#)
- [MSI quality first teaching](#)
- [PD quality first teaching](#)
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