

SEND

SEND Core Standards


2024 - 2025



Haringey
LONDON

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Introduction

The core standards for SEND set out expectations for the quality of provision for pupils with SEND in Haringey mainstream educational settings. They provide a clear framework for schools to understand and implement the provision that should ordinarily be available for children and young people aged between 4 and 19 who have SEND and are attending a mainstream setting.

- Core Standard One: Statutory Responsibilities
- Core Standard Two: A Fully Inclusive Setting
- Core Standard Three: High Quality Teaching
- Core Standard Four: Identifying Need
- Core Standard Five: Targeted Support and Intervention
- Core Standard Six: Working with Additional Adults

This guide provides a summary of the core standards and should be read in conjunction with:

- Haringey Bandings and Top-ups
- Haringey SEND Support Guide
- Haringey SENDCO Space website

You can find all these documents and information by visiting the [Haringey SENDCO Space website](#).

For further information, training is available as part of the Haringey Inclusion Training Offer. [You can book all training on the HEP Booking Hub website \(external link\)](#).

Alternatively talk to your SENDCO Support Partner.

Core Standard One: Statutory Responsibilities

Schools need to be aware of the following key legislation with regard to students with SEND:

- Equality Act 2010,
- Children and Families Act 2014 and the
- SEND Code of Practice 2015.

These are laws which place duties on schools to make reasonable adjustments, provide auxiliary aids and services, and ensure equal access to education for students with SEND. The education inspection framework ensures that the quality of provision for pupils with SEND forms part of the judgement decision for the overall effectiveness of an educational provision.

The governing body has oversight and responsibility for key responsibilities in relation to students with SEND and they must ensure that the school has the following key documents in place:

- SEN information Report
- SEN policy
- Accessibility plan
- Policy on meeting the needs of children and young people with medical conditions in educational settings

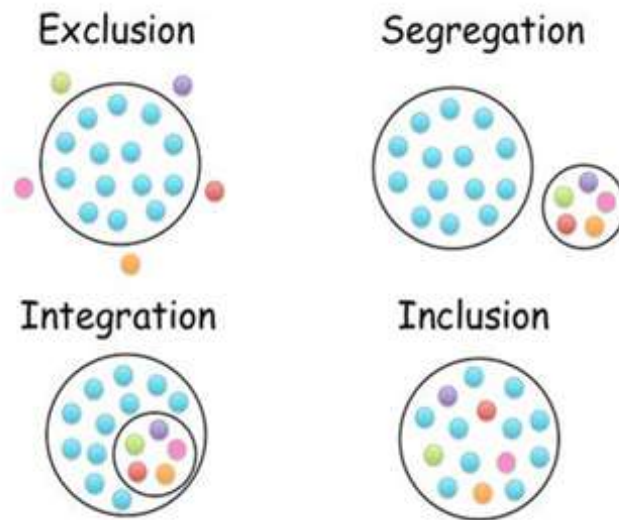
Schools' policies must reflect that pupils with SEND are particularly vulnerable to safeguarding challenges and ensure staff access appropriate and ongoing training.

Schools must appoint a Special Educational Needs Coordinator (SENCO) who is responsible for the provision of SEN support within the school. They play a key role in coordinating support, liaising with external agencies, and providing guidance to staff on best practices. There is a new mandatory NPQ for new SENDCOs

Other key points for schools to note:

- Schools must ensure that ensure pupils with disabilities are not treated less favourably than their peers and make reasonable adjustments to meet needs. This includes full access to the formal and informal curriculum including school trips. Reasonable adjustments include flexible behaviour policies, a responsive curriculum and environmental adaptations.
- Schools must ensure that their admissions policy does not treat children with disabilities less favourably and make reasonable adjustments to meet their needs. If a school is named on the child's EHCP then the school must admit them
- Children with continence issues are included within the medical needs policy and children cannot be refused entry because of toileting issues

Core Standard Two: A Fully Inclusive Setting



Inclusion means ensuring that every child is part of the school and school life, with adjustments made to accommodate individual needs. This differs from integration, where children with SEND are expected to conform to existing structures without adaptations.

Key components of a fully inclusive setting include:

- Establishing an inclusive ethos and culture throughout the educational setting.
- Recognising inclusion as a shared responsibility among stakeholders.
- Understanding inclusion as an ongoing process requiring continuous evaluation and development.
- Prioritising SEND policy and practice within self-evaluation and development planning.
- Viewing learning diversity as natural and integrating it into the curriculum and assessment systems.
- Focusing not only on access but also on participation and achievement for children with SEND.
- Adopting a proactive and supportive approach to behaviour management.
- Distinguishing between equity and equality to remove barriers to learning.
- Consistently challenging non-inclusive practices and addressing them within performance management procedures.

Every child, regardless of their needs, is valued, supported, and given equal opportunities to thrive.

Core Standard Three: High Quality Teaching

What 'high quality' teaching looks like:



High-quality teaching (HQT) has a pivotal role in ensuring that all pupils, including those with diverse learning needs, receive an education that is engaging, effective, and equitable. At the heart of HQT is good planning, and delivery of well sequenced, manageable lessons by teachers.

Key components of High-Quality Teaching Include:

- **Positive Relationships**- The relationship between teacher and child/ young person is a vital element of their learning experience
- **Pedagogical Choices** - Highlights the importance of evidence-based instructional strategies that are proven to be effective in promoting student learning and engagement
- **Prioritising learning over task completion or performance** – To ensure all children /young people move forward from their individual starting points, teachers must ensure that concepts, facts and truths have been learnt, not just performed
- **Personalised teaching**-Pupils are more likely to engage with learning when it is targeted towards them and appeals to their interests. This relies on teachers getting to know the pupils in their class and making activities and question personalised to individual need
- **Effective use of formative assessment** - Formative assessment plays a vital role in enabling everyone in a class to make the best possible progress from their individual starting points and is especially important in a class with diverse learning needs. Having an acute awareness of the breadth of understanding between different children /young people is key to helping them improve
- **Positive and Effective Adaptive teaching** - The expectation is that pedagogy is adapted and adjusted to meet the individual needs, abilities, and interests of all students

High quality teaching is the first step, the universal stage in the 3-stage graduated response. More details of this can be found in Haringey SEND Support Guidance

Core Standard Four: Identifying Need

It is vital to have a thorough understanding of the individual needs of pupils to enable them to improve their long-term outcomes. This is achieved through comprehensive assessment, early intervention, and collaborative approaches to ensure that every child receives the support necessary to thrive and succeed.

The process for identifying the needs of children:

- Schools implement robust systems for monitoring progress, assessments, and identifying potential barriers to learning, ensuring HQT in place
- Regular assessments, especially in their area of difficulty, feed into a 'graduated approach' following the assess, plan, do, review cycle and enable school to monitor progress

Stages to identify SEND and address barriers to learning:

- Concerns raised by professionals and parents/carers
- Education settings gather information to identify from a variety of sources, baseline assessments and put support in place to help overcome barriers
- Progress, or lack of progress, despite targeted, researched interventions is investigated further
- Input of outside agencies to gain a holistic understanding of each child's strengths, challenges, and support needs, including academic, social, emotional, and behavioural aspects of development.
- Collaboration between parents, carers, educators, and external professionals to develop tailored person-centred support plans that address the unique needs, preferences, and aspirations of each individual.
- Support strategies are individualised, relevant, and aligned with the unique strengths, interests, and needs of each child or young person.
- If despite robust and consistent interventions, progress continues to be less than expected and difficulties are long lasting, education settings carry out detailed assessments covering four broad areas of need (Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory & Physical)

SEN/D Profile

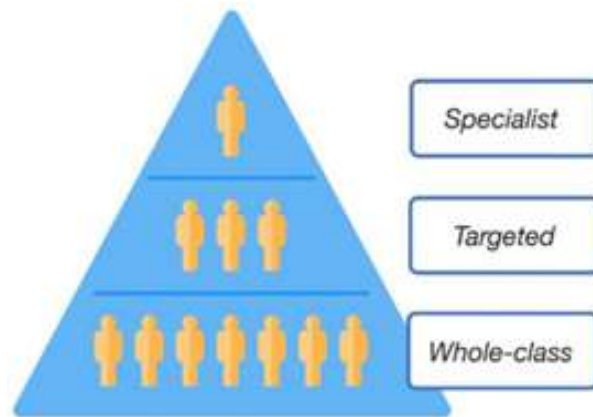
- If support needed is different from or additional to the setting's core offer, the child should be placed on the school's SEN/D profile (formally register)
- Consider a referral to a specialist service or for an Education, Health and Care Needs Assessment, if assessments indicate this is necessary

Children, young people, and their families should be empowered to actively participate in the assessment and support process, promoting self-advocacy, empowerment, and positive outcomes.

This core standard should be read in conjunction with the Haringey Bandings and Top-Up documents and the Haringey SEND Support Guidance.

Core Standard Five: Targeted Support and Intervention

Children with SEND are likely to require targeted support and interventions which complement high quality teaching. They may take the form of targeted teaching strategies within the classroom or interventions. These form the second stage in the graduated response.



Key components of effective interventions:

- Are evidence-based
- Are guided by individual assessments
- Link to classroom learning
- Have clear entry and exit criteria
- Provide value for money
- Are brief, regular and sustained over time
- Emphasise quality over quantity and do not cause the child to miss out on valuable classroom time or enrichment activities
- Are delivered consistently by trained staff in suitable locations

Targeted support and interventions should be well documented, in order to provide vital evidence about the child's needs and the provision needed to meet them. This document should be shared with all relevant adults to ensure a shared understanding and consistent approach.

Documentation should include:

- Personal SEND support plans documenting the child's strengths and needs and the targeted strategies and interventions in place to meet these needs
- One Page Profiles
- Records of regular reviews, discussions with parents
- A provision map to track all additional support and interventions (at a whole school and individual child level)
- Copies of any specialist assessments or advice

This core standard should be read in conjunction with the Haringey SEND Support Guide and the model pro-formas in the Haringey SENDCO Space Resource

Core Standard Six: Working with Additional Adults



Effective collaboration and coordination among teachers, support staff, and additional adults is vital to ensure the successful inclusion and support of all pupils, including those with Special Educational Needs (SEN).

The key components of best practice when deploying, managing, and working with additional adults are:

- Strategic deployment based on students' individual needs, strengths, and learning goals.
- Establishing clear roles, responsibilities, and expectations for additional adults to ensure that their support aligns with students' educational plans and the overall goals of the school. This clarity promotes effective communication, collaboration, and accountability among staff members.
- Providing appropriate training and professional development for additional adults to enhance their skills, knowledge, and understanding of best practices in supporting students with SEN. Training programs should cover topics such as differentiation, behaviour management, communication strategies, and safeguarding protocols.
- Effective collaboration and communication among teachers, SENCOs, and additional adults are essential for providing coordinated support to students with SEN. Regular planning meetings, team discussions, and feedback sessions enable staff to share information, exchange ideas, and address emerging challenges proactively.
- Ensuring additional adults prioritise promoting independence and self-advocacy among students with SEN; scaffold learning experiences, provide opportunities for autonomy and decision-making, and empower students to advocate for their own needs and preferences.
- Regular reflection and evaluation processes to assess the effectiveness of additional adults' support and identify areas for improvement. Feedback from students, teachers, and additional adults themselves can inform ongoing professional development and support planning efforts