

SEND Information Report – Addendum January 2021

COVID-19 School Closure arrangements for children with Special Educational needs and Education Health Care Plans (EHCP).

What arrangements are being made for children with special educational needs and those with an EHCP during COVID 19 school closures?

Class teacher	SENDCo
<p>Blended learning for children at home. This will include:</p> <ul style="list-style-type: none">• Remote learning with children accessing lessons digitally on Zoom.• Differentiated work packs for SEND children sent home and/or made available to be collected from the school office.• Children given login details and passwords to access online educational resources at home e.g. Purple Mash, Times Table Rock Stars, etc. which can be accessed according to the learning levels of children with SEND.• Communication with parents through Class Dojo app. Teachers can send direct messages to families, share lessons or announcements, and assign classwork to students which can be adapted to meet the needs of individual children with SEND <p>School places to be offered to children to children with an EHCP and other children with vulnerable children with Special Educational Needs as places become available.</p>	<ul style="list-style-type: none">• SENDCO to liaise with class teachers via email and offer ongoing support where appropriate in provision for children with SEND.• SENDCOs to use online cloud platforms e.g. Microsoft Teams, Zoom, etc. to continue with meetings and consultation with outside agencies.• Children with an EHCP to have an individual risk assessment completed by the SENDO which is shared with the Local Authority Special Needs team.• SENDCO to make weekly telephone calls to parents of children with an EHCP to monitor how well they are coping and offer support where appropriate.• SENDCo to monitor engagement of children with SEND and offer support where appropriate.

Who do I need to contact if I have any queries or concerns?

If you have a query or concern, please contact the school office and leave a message for your child's class teacher or one of the Special Educational Needs and Disabilities Coordinators and they will get back to you: Diane Macedo for children in EYFS and Key Stage 1 or Glenn Hickson for children in Key Stage 2. Alternatively, you can message your child's class teacher using the Class Dojo app.

My child has an EHCP and but they need to stay at home for medical reasons etc., what support will I get from school?

- Children with an EHCP to have an individual risk assessment completed by the SENDO which is shared with the Local Authority Special Needs team.
- Differentiated work packs for children with an EHCP sent home and/or made available to be collected from the school office.
- SENDCO to make weekly telephone calls to parents to monitor how well their child is coping at home and offer support where appropriate.

My child has an ECHP and is due an Annual Review, what arrangements are in place for this?

- In the event that an Annual Review is due during school closure, the meeting will be held remotely between key staff members and, where appropriate, SEND Team in line with Local Authority guidance.

What arrangements are being made for the transition back into school once schools are reopened?

- Depending on the level of need, children with SEND to be given a transition booklet containing photographs and key information to remind them about school routines, their class teacher and other staff who will be supporting them, in advance.
- SENDCOs will ensure that children with SEND continue to receive the same level of support as they did before the COVID-19 school closure.
- SENDCOs will prioritise meetings with parents of more vulnerable children with SEND when the school reopens.

Additional Information

SEND Code of Practice Requirement	Covid-19 Arrangements
Arrangements for consulting parents of children with SEN and involving them in their child's education	Individual Education Plans will be sent home with school reports. Parents will be able to respond to teacher comments via Class Dojo or by telephone with the class teacher.
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.	Individual Education Plans to be reviewed based on the latest available information and progress towards targets recorded where possible. Annual EHCP review meetings to be carried out remotely. SENDCOs to send home Parents and Child's views form for completion and liaise with class teachers/support staff via email to write the School Information form.
Arrangements for supporting children and young people in moving between phases of education	When classes for September are decided, SENDCOs to liaise remotely to plan transition for priority children e.g. those with an EHCP, receiving HLN or with a medical diagnosis moving from Key Stage 1 to Key Stage 2. Key Stage 2 SENCO to liaise with secondary school SENDCOs remotely to share information about children with SEND.
The approach to teaching children and young people with SEND	SENDCOs to liaise with professionals to investigate resources and good practice for teaching children with SEND at home. These to be shared with class teachers who can then liaise with parents via Class Dojo.
How adaptations are made to the curriculum and the learning environment of children and young people with SEND	See above where appropriate.
Support for improving emotional and social development.	A range of online resources for improving emotional and social development signposted to parents of identified children.
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families	SENDCOs to access ongoing support offered by other bodies, including health and social care and local authority services via telephone or, where appropriate, through video conferencing.
The expertise and training of staff to support children and young people with SEND	SENDCOs to make staff aware of online resources appropriate to their role via email.
Evaluating the effectiveness of the provision made for children and young people with SEND	SENDCOs to liaise remotely with class teachers to obtain feedback on how well children with SEND have responded to the learning resources sent home.