

SEND Information Report

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>Class teachers will:</p> <ul style="list-style-type: none">• Set work for all children in their class, either in school or remotely via Dojo.• Differentiate work and provide additional support/resources according to individual children's needs to ensure they are able to access the tasks and the curriculum.• Direct class TA to support children with learning, either in class or remotely via Dojo.• Provide feedback for children in line with school systems.• Ensure all children are able to understand and access the learning tasks and make adjustments as necessary.• Communicate with parents of all children with SEND, particularly those working remotely, via Dojo and/or phone calls.• Where appropriate, provide opportunities for verbal and/or face-to-face communication with children with SEND who are learning remotely.• Monitor engagement of children with SEND and identify any children with SEND who are not engaging with remote learning despite the above actions being taken and bring these to the attention of the SENCO.• Ensure up to date Personalised Provision Plans are in place for all children with SEND, which take into account remote learning opportunities where appropriate.• Plan and deliver remote learning opportunities which allow children to work towards the targets identified on their Personalised Provision Plans.• Share Personalised Provision Plans with parents.• Review and record progress of children with SEND alongside the school systems, including reviewing Personalised Provision Plans.	<p>The SENCO will:</p> <ul style="list-style-type: none">• Identify key children to offer a school place to (children with EHCPs and HLN funding) and complete risk assessments as appropriate.• Work alongside class teachers and TAs with regards to learning opportunities, differentiation & support, and monitoring & reviewing progress.• Ensure all staff are clear about the systems in place for meeting the needs of children with SEND during lockdown.• Communicate with external agencies throughout to continue to meet the needs of children and provide support for staff in school & for families during home learning where appropriate.• Have an overview of the provision for all children with SEND, whether in school or remotely, including the engagement with this provision.• Provide support for staff and parents where engagement is low by identifying and addressing any barriers.• Continue to ensure EHCP provision is in place and targets are being worked on and reviewed.• Continue to have an overview of Personalised Provision Plans across school.• Continue to monitor the progress of children with SEND alongside the school systems.• 2x weekly phone call to parents of children with EHCP/HLN not in school, focused on welfare and engagement in remote learning.• Communicate with parents of children with SEND through Dojo messages and/or phone calls as needed, for example to support with overcoming barriers or to address any issues.

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

Class teachers – via Class Dojo or phone call (0115 9155821)

SENCO – Claire Roberts – via Class Dojo, phone call (0115 9155821 or 07716522243) or email claire.roberts@williambooth.nottingham.sch.uk

Remember you can also contact us on safeguarding@williambooth.nottingham.sch.uk or on 07719 710073 if you need urgent support.

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 are all attending school during lockdown. If this changes, we will complete a risk assessment, send work and tasks via Class Dojo in line with the EHCP and complete daily check ins with either TA, class teacher or SENCO.

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

Our current EHCP reviews are not due until the Summer Term.

Reviews will go ahead inline in with their planned due dates. This may mean the use of a virtual meeting will be set up if schools are still closed/the county remain in lockdown. You will receive information regarding any reviews that are planned.

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

School successfully supported transition for every member of the school community, including those with special educational needs, following the previous school closures during lockdown in 2020. We plan to use the systems and procedures we had in place at that time to ensure a smooth transition following this Spring lockdown. Arrangements will include: review of individual circumstances and needs, 1:1 transition sessions with a key staff member (face to face wherever possible), meetings with parents, involvement of external agencies, use of videos from key staff members, visual resources including timetables, photos of staff members and classrooms, reminders of routines and expectations, plans for assessing and planning learning.

Additional Information

SEND Code of Practice Requirement	Covid-19 Arrangements
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>Parents can communicate with class teachers, TAs and school SENCO via Class Dojo messaging, phone call or email throughout the lockdown period.</p> <p>Class staff will be in regular contact with parents, particularly through Class Dojo.</p> <p>School SENCO will communicate with parents as and when needed, for example to support with any particular issues, and to co-ordinate any meetings or reviews that are due to take place.</p> <p>Personalised Provision Plans will continue to be used to support learning and will be shared with parents.</p>
<p>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</p>	<p>The progress of children with special educational needs will continue to be monitored and reviewed through the use of Personalised Provision Plans, marking and feedback of work (both at school and remotely), school assessment systems including AET and PIVATS.</p> <p>Where there are issues or concerns around the progress of a child with special educational needs, parents and/or class teacher will raise these concerns and additional measures will be put in place which may include: a meeting via phone or video call with school staff and parents, SENCO involvement, personalised work being prepared, resources sent home to support with work, a phone or video call or a video message to the child from a staff member they have a close relationship with.</p> <p>The school has a clear timetable of annual reviews for pupils with EHCPs. The SENCO will liaise with the Local Authority and parents and complete 'remote' annual reviews where possible.</p>
<p>Arrangements for supporting children and young people in moving between phases of education</p>	<p>Transition documents and paperwork will be completed as normal. Class teachers and the SENCO will make contact with the new school to discuss current provision. A bespoke package of transition, taking into account the views of the child, parents and professionals will be put into place and may include: meetings, 1:1 transition sessions with a key staff member and visual aids such as photos and videos.</p>
<p>The approach to teaching children and young people with SEN, including remote learning opportunities for children with and young people with SEN</p>	<p>All children will be taught by the class teacher, either in school or remotely via Dojo. All children, in school or remotely learning, will follow the class timetable, with work set for English, reading, maths and topic (phonics, maths and topic for EYFS).</p>

	<p>Support for children in school remains largely as normal, with the class teacher and class TA continuing to offer support as they did pre-Covid.</p> <p>Remote learning tasks will be added to individual children's Dojo portfolios and all tasks, in school and remotely, will be differentiated according to individual needs.</p> <p>Remote differentiation may include: additional instructions, simpler instructions, verbal information, additional resources, adapted level of questions/outcome.</p> <p>Remote learning tasks will include an input and clear instructions about the work the children need to complete and how to submit the work. This will be done using a video, photo or text.</p> <p>Class teachers and TA will take into account children's individual needs and abilities when setting remote learning tasks, for example they will use verbal instructions rather than written for younger children and children with lower reading levels.</p> <p>All children working remotely have received a work pack that includes resources to support them in accessing the remote learning.</p> <p>Children requiring completely differentiated work (for example those who would usually access our provision group) will have personalised work planned and a weekly pack sent home to support with this.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>All curriculum learning is being adapted to ensure it can be accessed at home, with additional support put in place including remote differentiation, resources sent home and contact with school staff.</p> <p>Where the child is in school, they will continue to access the same resources as they would during normal school opening.</p>
<p>Support for improving emotional and social development.</p>	<p>All children will be contacted daily by the class teacher or TA via Dojo. Class teacher and SENCO will work together to ensure children requiring additional support for emotional and social needs receive this support .</p> <p>Parents can contact class teachers and/or SENCO if they require further additional support.</p>

	School SENCO will liaise with external agencies to source additional support materials and resources as required.
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 SEN and supporting their families	The school has effective working relationships with external support agencies which will continue throughout lockdown. Support including meetings with parents, support for class staff and individual children support will be discussed with external services and continue as best possible.
The expertise and training of staff to support children and young people with SEND	School SENCO will continue to ensure staff are able to access appropriate training opportunities delivered remotely by the LA services.
Evaluating the effectiveness of the provision made for children and young people with SEN	<p>Class teachers and school SENCO will continue to use Personalised Provision Plans to detail targets for the child, the provision in place for the child and the impact of this provision. Where needed, these will take into account remote learning opportunities where appropriate.</p> <p>School SENCO and class teachers will work together to ensure children are able to access online learning effectively.</p> <p>Children's engagement with online learning is monitored daily by class teachers. SENCO will review these weekly. Where engagement is low, measures will be put in place accordingly.</p>