

## **SEND School Information Report COVID-19 School Closure Addendum (May 2020)**

### **1. Context**

In response to the COVID-19 pandemic, parents were asked to keep their children at home, wherever possible from 20th March 2020, and for schools to remain open only to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. From 1 June 2020, the government has asked that schools be prepared to potentially welcome back pupils from named priority year groups if the school feels they can safely accommodate the children and staff in an environment that allows for social distancing measures to be maintained. The majority of children, however, will continue to be home educated via online learning opportunities provided by teachers and supported by parents.

This addendum of the St Monica's Catholic Primary School SEND Information report contains details of our provision for children with SEND during this time of limited opening. It is written in line with current government guidance and information and advice from the DFE and local authority.

### **2. Contact Details**

The SENCo/Inclusion Manager remains Bridget Hradsky who can be reached at [senco@st-monicas.hackney.sch.uk](mailto:senco@st-monicas.hackney.sch.uk)

### **3. What will we be able to provide for children with SEND during this time**

During this period of limited school opening and home learning, the school will work pragmatically and flexibly to meet individual needs as much as possible. Whilst pupils are being educated offsite or within a socially-distanced classroom setting, the school will not be able to consistently deliver 1:1 and small group interventions in the usual format and there may be changes in key teams working with children.

Whilst the school will endeavour to meet the needs of all children, the full provision stated in pupils' Educational Health Care Plans (EHCP) may not be able to be delivered. Any changes made to a child's provision would only remain in place temporarily. The full range of provision would be reinstated as soon as it is safe and practicable.

The SENCo will work with all staff to try and ensure that the needs of any children in school are understood, and the staff present in school have a range of skills to support the children in school.

### **4. Assessing and Reviewing**

During the time of the school closure, the SENCO, Speech and Language Therapist, Specialist Teacher and class teacher will keep in regular contact with the parents of any children on their caseload or with EHCPs to assess progress and offer support through additional targeted resources, home learning ideas and strategies, where requested. Where possible, assessments will be attempted by external specialists via teleconferencing, but the school recognizes that this may not be an accurate measure of pupil progress.

IEP reviews will continue to be held at least termly via class teacher telephone conversations with parents. The SENCO will continue to support teachers with reviewing and setting targets as requested and remains available for discussions with parents. Progress will be measured through work submitted via the school's online learning platform anecdotal comments from parents and reports from external specialists who have been working with pupils remotely. Review paperwork will be signed electronically.

Annual reviews will be held via online teleconferencing, where possible, with written reports provided by key stake holders in advance. If a key stakeholder is unable to attend the virtual meeting, the written reports will be circulated in order for them to comment upon them. Review paperwork will be signed electronically.

Upon the school's full reopening, all children with SEND will be reviewed by their class teacher and relevant specialists and a new IEP written by their class teacher to support their learning. This may also include support in getting children back into a school routine.

## **5. Transitions**

For children that are transferring from Year 6 to year 7, the SENCO will continue to liaise with the receiving secondary schools and pass on all relevant information using the protocols set out by the LA. This communication may be via email, telephone or video conference.

For current pupils transferring within EYFS and from Reception to Year 1, the SENCO will continue to liaise with parents and pupils' key workers and will arrange enhanced transition if required. For children transferring between classes the SENCO will continue to inform the new class teacher of pupil's needs using electronic folders and meetings where appropriate. The SENCO will endeavour to contact parents of children with EHCPs or SEND that are transferring once schools have re-opened.

Any consultations that the school receives in during this time will be responded to within the designated timescales unless illness prevents this.

## **6. Approach to Teaching and Adaptations**

During school closure, class teachers will:

- set work online that is suitable for all children; however, SEND pupils will be sent additional resources to support their access to activities with some receiving a more highly-differentiated task that best meets their needs and current level of attainment;
- the SENCO and relevant external specialists will support parents to access the activities and choose alternative learning activities where appropriate. For example:
  - The Speech and Language Therapist (SALT) will make contact fortnightly with their caseload children, offering both with indirect & direct (virtual) support (it is at the parents' discretion whether they take up this offer);
  - The SALT will upload universally supportive input on Class Dojo (e.g. Makaton Sign of the Week & family games)
  - The SALT will upload input weekly directly to groups of EYFS pupils in lieu of their weekly Launchpad for Language sessions;

- The Specialist Teacher will make direct contact with caseload pupils to aid home learning & transitions (e.g. parents may be offered sessions via an online video conferencing platform which the parents may accept at their discretion);
- The Educational Psychologist (EP) will continue to offer advice for caseload pupils as needed. Additionally, the EP Service has established a free advice service for parents to which non-caseload parents will be signposted.

If the need arises, children with a visual impairment will be offered an enlarged copy of the learning if they are unable to access it online. As required, the school will work with the local authority sensory impairment team to continue to support children at home, for example with visual and hearing impairment to make sure they can access equipment essential for learning.

If the school reopens more widely to pupils, the above offering will continue for SEND pupils who remain at home. Those SEND pupils who attend school will continue to have similar provision due to social distancing impeding typical interventions from external providers. In addition to SALT support at home, however, the option of teletherapy with the SALT will be offered for onsite caseload pupils for 1:1 and/or small group sessions (provided the group members are from the same year group/assigned pupil group. If this form of intervention takes place, a member of school staff as a member of staff will be present to ensure safeguarding requirements are in place.

## **7. Consulting with Parents**

During this time of limited school opening, the will endeavour to continue our partnership with parents including:

- Offering children with EHCP's a place at school if they wish to take it;
- Discussing and carrying out a risk assessment with parents to support their decision about whether they wish to take up a place taking into account the following factors:
  - the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required;
  - the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting;
  - the ability of the individual's parents or home to ensure their health and care needs can be met safely;
  - the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered;

If parents do not wish to accept a place, the SENCO and class teacher will agree communication protocol with parents to ensure that they can access support for their child during this time.

We will ensure that information that is helpful for parents of children with SEND is published on the website and on Class Dojo where appropriate.

We will work with the local authority SEND and EHCP teams, where appropriate, to communicate messages to parents.

## **8. Consulting with Children**

During this period of limited school opening, the school will ensure:

- Teachers post appropriate learning opportunities online and children have a choice in the tasks they are asked to do at home during the school closure;
- Regular, clear communication with parents that tasks are not mandatory and can be adapted.
- Tasks and learning activities are planned for children in school which take into account children's needs and views.

### **9. Support is there for a child's overall wellbeing**

The school continues to have two trained Youth Mental Health First Aiders that can be contacted via Class Dojo, as well as access to wellbeing and mental health support through the school's participation in the WAMHS (Wellbeing and Mental Health in Schools) project and the school's link Mental Health in School's Team (MHST). Further, The SENCO will continue to provide parents with information that will support their children's mental health and wellbeing from home, and control anxiety.

The class teachers will contact parents of vulnerable pupils twice weekly and the SENCO will contact parents of children with complex needs at least twice weekly to ask if further support is needed. Following these conversations, the SENCO will contact relevant professionals for support or to make referrals.

### **10. Working with outside Agencies**

In order to continue to support the well-being, education and safety of children with SEND, the school will continue to work with a range of services including but not limited to:

- Speech and Language Therapy
- Specialist Teachers for physical, visual, hearing, autistic spectrum disorder needs;
- School Nurse Service
- Health Visitor Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care

### **11. Review**

This addendum to the information report will be reviewed in light of new government guidance as and when it is published.