

APPENDIX 1: SEND Information Report: Updates made as a result of COVID 19

1. **Kinds of SEND:**

- No changes have been made.

2. **Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO.**

- Additional Risk Assessments have been completed during this time of partial closure.
- Updates to the safeguarding policy have been made in line with COVID 19.
- No other policy changes have been made.

3. **Consulting parents of children with SEN- the decision to educate in home or in school- partnership working of work set:**

- Risk Assessments completed and reviewed weekly.
- If they have an EHCP and Social Worker, they pose a greater risk by being at home so the school has ensured these pupils are in school or where in a part time provision a detailed risk assessment is produced to mitigate the risks.
- Calls home if the children don't turn up and/or home visit by key staff..
- Daily contact with class teachers through Class Dojo. SENCO on site if needed.

4. **Consulting young people with SEN- expectations about work, especially that done at home:**

- Daily contact with class teachers through Class Dojo.
- Some staff in school should parents need to speak to them.
- Information and updates readily available on the school website.
- Key staff make regular 2/3 times per week welfare calls.
- 1x food delivery to the home is made if necessary.

5. **Arrangements for assessing and reviewing children's progress towards their outcomes (arrangements if annual review due)**

- EHCPs at Firs Primary are recent and will not need annual review until January 2021 at the earliest.
- In school reviews of SEND targets was undertaken by all staff for all SEND pupils March 2020.
- Class teachers have the ability to be able to track pupils progress through accelerated reader and MYON if applicable.
- They can also track pupils engagement online and send messages of encouragement for our hard to reach parents.

6. **In moving between phases of education (Year 6 pupils moving to secondary in September.)**

- Key staff are in school and are continuing to work through transition arrangements.
- Vulnerable information was sent to the LA for pupils at Firs.

- Relevant staff have been working through the KS3 Transition Portal and are ahead of schedule following a conversation with the transition lead at Bemrose.
- Key staff have been allocated to contact particular schools within the city.

7. The approach to teaching children with SEN (How work is chosen.)

- Parents and pupils have the access on the school website.
- Daily contact with class teachers through Class Dojo
- Work uploaded by pupils and is marked by staff.
- Universal provision is provided for all pupils (SEN and Non Sen) so that they can access the learning.
- Staff in the office who are readily available to help.

8. How adaptations are made to the curriculum and the learning environment of children with SEN e.g. how work for home is adapted for individuals.

- Work is differentiated to meet the needs of the pupils.
- Specific work for SEND pupils has been prepared and delivered to homes via staff unless collected from the front office by parents.
- See comments in point 7.

9. The expertise and training of staff to support children with SEN including how specialist expertise will be secured:

- Trust and LA have provided links for staff to access CPD including that for SEN.
- Consistent staff are being used to support children with SEN so that we are reducing the amount of change for some of our most vulnerable pupils even if this means school incurs an additional cost.
- Staff are in regular contact with external professionals should greater support and advice be needed.
- SENCO in frequent contact with key professionals via email and phone calls.

10. Evaluating the effectiveness of the provision made for children with SEN:

- Risk assessments have been completed for SEN pupils and are evaluated on a weekly basis.
- Daily and 2/3x weekly call made to parents to ensure we are fulfilling our duty of care to the most vulnerable pupils.
- Daily contact by the class teacher through Class Dojo and the website.

11. How children with SEN are enabled to engage in activities available with children who do not have SEN:

- All work is planned through the class teacher who knows the children.
- Children are grouped accordingly to secure the best possible outcomes.
- Use of visuals and instructions for parents available online.
- Regular updates are available via the school websites as well as the Text To Parents facility.

12. Support for improving emotional and social development. (Extra pastoral support arrangements for listening to the view of children with SEND-e.g. Resources to explain coronavirus and manage anxiety.

- Key staff are on call throughout the partial closure to ensure that any issues can be resolved.
- The Inclusion Team will make regular contact with families.
- NCAT member is on site to support EAL families if they feel anxious.
- EP provided the school with Social Story about COVID 19 which we have circulated to parents if needed.
- STEPs team have been in regular contact with the school via phone and email and have offered support.
- SC- some have been in contact with school and have supported families through home visits or calls

13. How the school involves other bodies including health and social care bodies, LA support and voluntary sector organisations, in meeting children's SEN and supporting their families.

- School has made regular contact to SC and emails or records of calls are held in the COVID 19 Casefile that is in the main office

14. Arrangements for handling complaints from parents of children with SEN about the provision made at school.

- Key/relevant staff who are needed are readily available and will respond to complaints.
- The policy remains the same despite COVID 19

15. The Local Offer and where it is published.-

- No changes need to be made as a result of COVID 19