

What provision is being made for children with special educational needs during coronavirus school closures?

All children of keyworkers, children with Social Work Care and children with EHCPs are entitled to attend school during the closure and have been given the opportunity to discuss their needs with the Headteacher before making their decision whether to keep their child off school.

All children provided with a home schooling learning pack immediately and this included online resources for families to access.

Children with Special Educational Needs provided with differentiated packs with ideas for continuing the provision they access in school. This includes tasks at the level appropriate to each child's needs, covering physical, sensory and basic skills development and links to online resources to support these areas of development.

Subsequently, weekly tailored learning packs will be hand delivered, supplemented with remote target-based inputs.

Any children requiring devices to access remote learning will be provided with an iPad.

How is the school going to communicate with me during coronavirus school closures?

Families are being contacted at least 2 x weekly by telephone by the SENDCo and a keyworker to support families and respond to any further needs. Contact will also be maintained by familiar staff through our Showbie platform. Any feedback and/or further requests for support can be via Showbie or forwarded by text or email communication to the SENDCo.

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

Families are being contacted at least 2 x weekly by telephone by the SENDCo and a keyworker to support families and respond to any further needs. Contact will also be maintained by familiar staff through our Showbie platform. Any feedback and/or further requests for support can be via Showbie or forwarded by text or email communication to the SENDCo.

SEND Code of Practice Requirement	Covid-19 Arrangements
Arrangements for consulting parents of children with SEN and involving them in their child's education	<p>2 x weekly telephone call and/or visit, more frequent if it becomes clear this is necessary.</p> <p>Review of current practice and amendment if it becomes clear this becomes necessary, either through school assessment or parent request.</p> <p>Home/school packs and remote learning provided and supplemented if it becomes clear this is necessary.</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>Whilst in school assessment is both robust and rigorous.</p> <p>Whilst it will not be possible to continue in this way during the Covid-19 restrictions, previous assessment will provide an accurate baseline when the restrictions are lifted.</p> <p>Weekly (or more frequent) telephone conversations will provide the opportunity for communication between parents and school with regards to child's current progress.</p> <p>Progress through remote learning tasks to be monitored through telephone conversation and evidence uploaded via</p>

	Showbie. Showbie will provide a platform for feedback, alongside telephone communication.
Arrangements for supporting children and young people in moving between phases of education	Where children are under consultation for placement at alternative settings, school staff will continue to work remotely with parents, the LA SEN Team(s) and/or alternative setting to provide adequate transition arrangements in the case that alternative provision placement becomes available. Usual procedures will be followed in a format workable for and in agreement with all stakeholders.
The approach to teaching children and young people with SEN	Differentiated home-school packs and remote learning, including links to online resources have been provided. This can be supplemented with telephone advice and/or additional resources when it becomes clear this is necessary. Provision will be under review on a weekly basis or more frequently if it becomes clear this is necessary. Keyworker staff provided with technology to enable them to resource paper-based and online target-based teaching and learning, informed by current provision map.
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	Differentiated practical based home-school packs and remote learning, including links to online resources have been provided, with particular reference to individual need, such as sensory provision, physical development, basic skills.
Support for improving emotional and social development.	Under normal circumstances school advise and support families with strategies that remain relevant during the Covid-19 restrictions. This may include social stories, behaviour and reward systems and behaviour plans that reinforce consistent approaches between home and school. These measures were already in place and should continue to remain in place. This can be supplemented with telephone advice and/or additional resources/support when it becomes clear this is necessary. The LA Educational Psychology and Learning Support Teams remain accessible remotely during this period. Families directed to additional online resources as part of weekly choice of learning tasks, appropriate to need such as educational games, singing and signing, PE/physical development sessions, art and craft hubs, mindfulness and wellbeing sites.
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	School remains in communication with LA Teams and keeps robust records of all agencies involved with each child. Remote communication continues between school and these agencies to continue with normal procedures as far as possible or when it becomes clear that further involvement with health, social care, LA and voluntary agencies may be necessary.
The expertise and training of staff to support children and young people with SEND	Keyworker staff to work alongside teaching staff and SENDCo to ensure provision continues to be target-based and tailored

	<p>to children’s needs, informed by current provision mapping and, where relevant, EHC Plan outcomes.</p> <p>Access to online training and guidance by external specialist services continues.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN</p>	<p>Monitoring will be via the Showbie platform and communication with parents. Progress against targets to continue to be tracked each half term, as they would be under normal circumstances using bespoke assessment.</p> <p>Tracking used to inform provision mapping each half term under plan-do-review cycle.</p> <p>Engagement in remote learning tracked and recorded daily.</p>
<p>Remote learning opportunities for children with and young people with SEN</p>	<p>Paper-based learning packs hand delivered each week to be supplemented with additional online target-based input by keyworkers, as well as regular story time and activities.</p> <p>Families directed to additional online resources as part of weekly choice of learning tasks, appropriate to need such as educational games, singing and signing, PE/physical development sessions, art and craft hubs, mindfulness and wellbeing sites.</p>