

SEND Information Report Appendix

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 , self isolation and arrangement of 'bubbles'?

Class teacher	SENCO
<p>Purple Mash set up to share work and enable direct communication to children self isolating. Home learning packs provided for families that have no internet access.</p> <p>Ensure all teaching meets the needs of children and specific programmes/ interventions can be accessed within their own 'bubble' Liaise with SENCO /Speech and Language TA/ SEN advisory teacher for support</p>	<p>Liaison with class teacher to discuss support and ensure specific programmes (e.g Speech and Language) are delivered Communication with multi agencies continued as necessary Risk assessments completed, and reviewed, for children with EHCP Communications with parents as necessary through email/phone calls if children are self isolating Safeguarding team making phone call 'check-ins'</p>

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

Email admin hilderthorpe.primary@eastriding.gov.uk if you want to get in touch with your child's class teacher or a member of staff. You can also send messages using Purple Mash to the teacher during school hours
Remember you can also contact us on 01262 672475 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?

Differentiated work and resources to use
Weekly check ins by phone

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

Reviews will go ahead inline in with their planned due dates to the best of our ability. This may mean completion of some pre-meeting paperwork and then the use of a virtual meeting or phone call. You will receive information regarding any reviews that are planned.

Transition arrangements may include (dependent on need): meet and greets, meetings/discussions with parents, revision of previous learning, re-establishing routines

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	The school will contact parents of pupils to discuss the child's learning needs.

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

	<p>Parents of pupils who have an EHCP (or one in the development) will receive weekly phone calls – part of this call will focus on learning.</p> <p>Where parents/carers do not wish to send their child with an EHCP to school, work will be set on Purple Mash.</p> <p>Termly Support Plans will continue to be provided and reviewed as normal. Reviews will take place through phone call and plans 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>If children are isolating at home, teachers will use Purple Mash to have conversations with children and to discuss work set. Children and parents can send messages to the class teacher through Purple Mash or via other methods listed previously.</p> <p>Termly Support Plans will continue to be provided and reviewed as normal. Reviews will take place through phone call and plans will be shared with parents.</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.</p> <p>Class teachers and the SENCO will make contact with the new school to discuss current provision.</p> <p>A bespoke package of transition, taking into account the views of the child, parents and professionals will be put into place.</p>
<p>The approach to teaching children and young people with SEN</p>	<p>SENCO will be in contact with the class Teacher/TA to discuss the weekly work requirements for pupils with SEND.</p> <p>Where work cannot be accessed via online resources, physical copies will be emailed or posted to parents. Please makes sure school knows if you need this service.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>Where the child is not in school. Resources and equipment will be sent home to support the child in the home environment.</p>
<p>Support for improving emotional and social development.</p>	<p>Resources regarding the current situation will be resources and sent to all pupils.</p> <p>SENCO and class teachers will discuss these resources during weekly conversations.</p>

How the school involves other bodies, including health and social care bodies, local authority support services	The school will continue to work closely with all organisations that support the pupils.
and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	Regular contact will be made to the LA and their support services to ensure they are aware of the current provision and the support they can offer.
The expertise and training of staff to support children and young people with SEND	The SENCO will provide staff with opportunities to develop their knowledge and skills through online remote learning.
Evaluating the effectiveness of the provision made for children and young people with SEN	The SENCO will continue to monitor the provision of all SEND pupils through regular check ins with teachers, parents and pupils.