

## Appendix: COVID-19 Additional Information for SEND Information Report

**School Name:** Ely St Mary's C of E Jnr School

**Date:** 19<sup>th</sup> January 2021

**Key Contacts:** Vicky Berry (SENDCo) Rebecca Ireland-Curtis (Headteacher)

**Purpose:** This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19 related partial school closure starting from 5th January 2021.

### Context, Legislation and Guidance:

#### Restricting attendance during the national lockdown: schools

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/952443/210114\\_School\\_national\\_restrictions\\_guidance\\_FINAL\\_14012021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf)

**Ely St Mary's home learning offer:** [https://www.elystmarys.org.uk/web/home\\_learning/459011](https://www.elystmarys.org.uk/web/home_learning/459011)

**Ely St Mary's SEND Information Report:** <https://www.elystmarys.org.uk/web/send/392971>

This addendum of the Ely St Mary's C of E Junior School SEND Information Report contains details of our individual arrangements and changes to our usual mode of working in the following areas:

### Vulnerable children and eligibility

St Mary's implements the government's definition of vulnerable children and young people, which includes those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET ('not in employment, education or training')
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty

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engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

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

Ely St Mary's SENDCo is Vicky Berry ([vberry@esm.school](mailto:vberry@esm.school) / 01353 662163).

- Ely St Mary's will continue to follow the graduated approach as outlined in its SEND Information report.
- St Mary's will invite all children with EHCPs into school during partial closure. In addition, any children for whom an EHCNA request is being made will also be invited to attend to ensure the process of needs assessment can continue unaffected.
- In addition, using the criteria listed above and where there is capacity to do so, children are invited into school. **This is subject to staffing availability and may be subject to change in the event that the school does not have sufficient staff to safely meet children's needs.**
- Where children with identified needs are learning at home (either by parent choice or due to lack of capacity in school) class teachers continue to hold responsibility for monitoring children's progress and ensuring that reasonable adjustments to the curriculum are made. These may include, for example:
  - Differentiated learning packs
  - Provision of key skills works books
  - Provision of practical resources.
- Live remote intervention groups will be delivered (subject to staff capacity) in order to ensure children continue to work towards outcomes in their Assess, Plan, Do, Review records. Children will be selected on the basis of existing APDR targets and attainment levels and where paper-based independent work would not meet the learning purpose.

### **Risk assessments of pupils with SEND**

- All children with an EHCP have an individual risk assessment, written in collaboration with parents, to record how their EHCP outcomes are impacted by the current lockdown context and to note measures taken to address and minimise where possible these risks.
- These risk assessments should be read alongside the whole school Covid risk assessment – applicable to all children attending school - which addresses safety measures taken to mitigate the risk of contracting Covid-19.
- Any changes made to a child's EHCP provision is recorded on a Form M document, written in collaboration with parents. This document is updated as needed, and appended to EHCP Annual Review documentation.

As a school we endeavour to make sure appropriate support is made available for pupils with SEND, for example by redeploying teaching assistants, however there remains the risk that, due to staff illness or absence including but not solely related to Covid-19, it is not possible to deliver all provisions, such as 1-1 adult support, in an EHCP for a short duration of time. Where

this is the case, all efforts will be made to support the child. Parents will be informed of the staffing issue.

### **Safeguarding, attendance and monitoring of wellbeing**

- Children in school will have their safeguarding, attendance and well being monitoring in line with school policy and practice.
- Children learning at home have their engagement monitored via:
  - Attendance at online zoom calls with class teacher
  - Submission of work via Class Dojo portfolio
  - Participation in remote intervention groups where applicable.
  - Families identified as vulnerable (see above) are additionally supported via regular (weekly) 1-1 contact with one of: class teacher, pastoral team, SEND team, senior leadership.

### **Supporting vulnerable children in school and/or at home**

- Vulnerable children at home during this period are supported in a number of ways, including:
  - Regular contact with the ESM team (see above)
  - Provision of electronic devices to aid online learning engagement
  - Provision of printed learning packs where needed
  - Provision of FSM food vouchers

### **Arrangements for consulting parents of, and children with, SEND**

- Class teachers remain the first contact for all children with SEND, whether at home or in school
- APDR records remain in place, with termly consultation with parents (via phone or web-based meeting).
- Children with EHCPs continue to have their About Me and pupil passports reviewed as part of their annual review.
- EHCP annual reviews continue on their usual schedule. Meetings are held remotely during the Covid period in order to reduce visitor numbers in school.
- Where vulnerable families are unable to attend a meeting online, discussions are held between the SENDCo, families and START to agree whether it is appropriate to postpone annual reviews until in-person discussions are possible.

### **Arrangements for assessing and reviewing children's progress towards their outcomes**

- For children learning at home, where work is submitted via ClassDojo, teachers will acknowledge all work submitted and seek to review and give substantive feedback on one piece of work at least once a week.
- Children in school will continue to have their APDR outcomes monitored and reviewed, in collaboration with parents (see above). APDRs are formally reviewed once a term (Dec, March, July).
- Children with APDRs who are learning at home are supported by class teachers to identify ways in which the children can work towards their APDR targets.

### **Arrangements for supporting children in moving between phases of education**

- The St Mary's SENDCo works closely both with infant feeder schools as well as all local secondary schools to ensure as much information as possible about the children is shared and the transition is smooth.
- Where in-person transition visits are not possible due to Covid restrictions, ESM will ensure children and families are fully informed and supported where necessary to access transition information, eg printed materials, videos etc.

### **Transition periods within school**

- All usual arrangements regarding transition between year groups will remain in place as far as teachers liaising and SENDCo supporting with additional resources and information. IN the event that in person move up days are not possible due to Covid restrictions, ESM will ensure that children have opportunities to share information with their new class teachers about themselves, and to learn more about their new teacher.

### **The approach to teaching children with SEN**

- Teachers maintain high expectations for all their pupils, whilst also understanding the challenges for families of home-based learning. UK Government expectations are that KS2 children should be engaging in 4 hours learning per day. At ESM, all children are provided with appropriately-pitched learning packs of maths, English and a weekly foundation block. In addition, all are invited to daily 'Form Time' zoom meetings and have access to online platforms to practise key skills of reading, spelling and times tables. Our website further details weekly PE ideas for lessons and/or daily exercise.
- Where children are working significantly below Age Related Expectation (ARE) class teachers will signpost and/or provide the following
  - Work from another year group
  - Key skills workbooks
  - Personalised learning packs including physical resources.
  - Remote intervention groups (see above for more information).

### **Support for emotional and social development**

- Staff are in regular contact with children in a range of ways, not least daily Form Time zoom calls. Pastoral and SEND Team staff are also available should families need additional support.
- Here is a selection of resources which parents/carers might find to be useful as they support children through the period of isolation occasioned by the Coronavirus COVID-19 pandemic. Some are targeted towards those with specific needs; the advice can, however, potentially be helpful to us all. [https://stmarysely.eschools.co.uk/web/supporting\\_your\\_child\\_through\\_the\\_coronavirus\\_isolation\\_period/470702](https://stmarysely.eschools.co.uk/web/supporting_your_child_through_the_coronavirus_isolation_period/470702)

### **Working alongside other professionals**

Training of staff in particular areas of expertise (eg speech and language, visual impairment) continues wherever possible, usually delivered remotely.

School continues to involve other bodies including health and social care, LA support and voluntary sector organisations, in meeting children's SEN and supporting their families. Meetings/consultations are held remotely via phone or webcall.

### **Complaints**

- Arrangements for handling complaints from parents of children with SEN about the provision made at school.
  - Ely St Mary's has a fully transparent Complaints Policy, which parents would be invited to follow. <https://stmarysely.eschools.co.uk/web/policies/392977>

### **The Local Offer**

- The Cambridgeshire Local Offer is published here: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

**Review date:** By Friday 26th March 2021

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