

Ofsted/CQC Case study for child or young person with SEN Support

Child Name	██████████
Date of Birth	██████████
Gender	Male
Ethnicity	White - British
National curriculum year	██████████
Type of school / setting	Local Authority Maintained First School
Social Care involvement?	N/A
Health Involvement?	N/A
Description of need	Cognition and Learning - SEMH
Pupil Premium?	No

1. How has the child or young person with SEND experienced the pandemic?

██████████ experienced the pandemic with the full support of his school, The Prince of Wales School, which took a leading approach to creating a virtual school based on inclusion and equity.

The school welcomed the opportunity to allow ██████████'s parents to become 'direct consumers' of learning while recognising the challenges and opportunities that online learning presents, especially for those pupils with SEND.

██████████ was provided with a school-owned Chromebook Device to use at home from the start of lockdown and was supported by a rich, engaging and varied virtual school programme ([click here for the full archive](#)). This programme included three live broadcasts a day, as well as a host of differentiated/targeted [learning activities](#) across the full eighteen weeks). The programme continued throughout the Easter Holidays and Whitsun Half-Term as well as on Bank Holidays to provide exceptional support and consistency for remote learning.

For ██████████, the virtual school programme was also supplemented by regular physical resource delivery packs (including bespoke learning resources produced for ██████████ by his Class Teacher and Senior Teaching Assistant), [weekly parcels](#) (which included items such as [chalks](#), paints and even a [zip-wire challenge](#)) and regular phone calls (initially daily and then as required - no less than three times a week from his Class Teacher, Senior Teaching Assistant as well as the School SENDCO).

██████████'s family were also supported with weekly food parcels (dry goods and fresh produce provided through a partnership led by the school with a local butchers shop).

██████████ took part in virtual Emotional Literacy Support sessions weekly during lockdown with our school's ELSA TA. These weekly sessions were supplemented with video messaging as and when required.

On 24/03/2020 ██████████'s Mum wrote in an email to the school's Headteacher -

“Thank you to you all for everything extra for ██████████ to help him still succeed at home during this difficult time. Thank you Mr Spracklen for all the live virtual learning that you and the school have set up. We look forward to our future return.”

Although ██████████ was in Year 2, as the school emerged from lockdown and welcomed back Reception and Year 1 children first on Monday 1st June 2020, ██████████ was invited back to join a Year 1 “bubble”. This decision was taken in consultation with ██████████'s parents who agreed with our assessment that ██████████'s long-term needs would be best met by returning to school ASAP.

██████████ made a positive return to school and was further supported through attending our Summer School Programme which included 1:1 Tuition every Thursday throughout the Summer Holidays.

2. What has worked well in supporting them?

The Prince of Wales School know all of their children (including [REDACTED]) and their families exceptionally well.

The school has a highly-skilled and experienced team that are experts in meeting the complex needs of individuals.

Throughout lockdown, the school ensured [REDACTED] continued to benefit from a vibrant and dynamic curriculum that was enriched by experts ([see Giraffe Keeper example](#)).

To best support [REDACTED] , the school continued to be ambitious and engaging.

3. What have the challenges been?

Advice and Guidance - National Guidance sharing best practice for supporting children with SEND with remote/virtual learning was limited.

4. What are the plans for supporting child or young person in the future?

[REDACTED] has a fully personalised support plan to ensure his future success.

This includes (but is not limited to) -

- External SENSS Support (initial assessment made January 2020)
- Ongoing SALT Support (initial assessment made September 2019)
- Ongoing EP Referral ([REDACTED] is on a waiting list for EP Support)
- Community Paediatric Service (awaiting core diagnostic assessment)
- Weekly Emotional Literacy Support Input (ELSA TA)
- In-Class Interventions (Phonics and Maths)

[REDACTED] is also waiting for a sensory processing assessment from the OT Service.

In addition to this, [REDACTED] will continue to receive targeted 1:1 tuition, this will be paid for by the Coronavirus (COVID-19) catch-up premium.