

GUILDEN MORDEN (CofE) PRIMARY ACADEMY

"Together we work to succeed and flourish"

Guilden Morden School is committed to safeguarding and promoting the welfare of children in our care and expects all staff and volunteers to share this commitment.

Headteacher:
Mrs Sonia Singh

Pound Green, Guilden Morden
Nr. Royston, Herts. SG8 0JZ
Tel/Fax: 01763 852318
E-mail: office@guildenmorden.cambs.sch.uk
Website: www.guildenmorden.cambs.sch.uk

Appendix: COVID-19 Additional Information for SEND Information Report

Date: 20.1.21

**Key Contacts: Kate Wright, SENDCO.
Sonia Singh, 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.

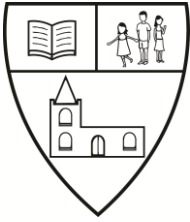
Context, Legislation and Guidance:

Refer to latest Government Guidance, quote, and date as appropriate.

This addendum of the [Guilden Morden Primary Academy](#) 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: **All vulnerable children are entitled to a place at school during this time. All children receiving Pupil Premium and SEN children are currently entitled to a place at school. This has been offered to all eligible children.**
- Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO. **Kate Wright SEN@guildenmorden.cambs.sch.uk**
- Risk assessments of pupils with SEND
- Safeguarding, attendance and monitoring of wellbeing – **All children are contacted fortnightly by the class teacher to monitor wellbeing. SEN children and vulnerable children are contacted weekly when not attending school, by the class teacher or SENDCO.**
- Supporting vulnerable children in school and/or at home – **Currently 4 children are continuing to receive speech and language therapy virtually at home, 1 child is meeting virtually with the Educational Psychologist and 1 family is receiving virtual support from SEND services. All SEN children are receiving differentiated work online to support them. Weekly wellbeing checks are being made.**
- Arrangements for consulting parents of, and children with, SEND - **where the child is not currently attending school, parents of children with SEND are being contacted weekly.**
- Arrangements for assessing and reviewing children's progress towards their outcomes – **the work being submitted online is assessed and progress reviewed. Work is differentiated and more support is offered where needed.**
- Arrangements for supporting children in moving between phases of education – **not currently applicable.**
- Transition periods within school - **not currently applicable**
- The approach to teaching children with SEN
 - expectations about work, especially that done at home **Children are given differentiated tasks matched to their ability and SEN need**
 - the approach to teaching children with SEN (How work is chosen.) **Online zoom lessons are offered when the class teacher is in school. Work is chosen to match the child's current level and what they will be able to access independently when at home. Oak National Academy and the Primary Knowledge Trust are used as their videos are very clear for children. Teachers are also making their own videos where appropriate.**





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- how adaptations are made to the curriculum and the learning environment of children with SEN
- evaluating the effectiveness of the provision made for children with SEN – **APDR targets will be addressed and discussed with parents, giving them strategies to support their child at home. Many children with SEND are now receiving online support.**
- how children with SEN are enabled to engage in activities available with children who do not have SEN
- Support for emotional and social development - **mental health and wellbeing advice has been sent out to parents with links of where to find support. PSHE and values lessons are set as part of their online learning.**
- Working alongside other professionals
 - the expertise and training of staff to support children with SEN including how specialist expertise will be secured – **Virtual staff meeting organised for 28.1.21 with Jetta Judge, SALT. This will train staff on Word Aware, a speech, language and vocabulary programme which we will be using to support children.**
 - Kate Wright (SENDCO) has met with various SEND professionals virtually this term.**
 - 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
- Statutory assessments, annual reviews, and reviews for pupils at SEN Support – **ECHP review submitted after meeting virtually. All ADPR'S discussed with parents on the phone.**
- Arrangements for handling complaints from parents of children with SEN about the provision made at school. – **Complaints policy in place.**
- The Local Offer and where it is published: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
- **Review date – February 22nd 2021**

