St. Clement’s C. of E. Academy

Special Educational Needs and Disability Policy

**COVID-19 School Closure arrangements for children with Special Educational needs and Disabilities**

**Purpose of this document**

This document is intended to be a temporary appendix to our SEND Information Report which can be found on the school’s website:

<http://www.stclemce.bham.sch.uk/website/policies_guidelines_and_legal_documents/77138>

Whilst the majority of our SEND Policy remains relevant during the temporary school arrangement, the procedures we need to follow and the organisation of SEND arrangements will differ.

At all times, we will ensure our approach is child-centred and considers what is in the best interests of the child and act accordingly. We recognise the extra-ordinary barriers exist in the current situation and have put in place procedures to support our pupils with special educational needs (and the wider school community).

**What arrangements are being made for children with special educational needs and those with an EHCP during COVID 19 school closures?**

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| **Class Teacher** | **SENDC0** |
| Include:   * Weekly home learning packs sent home. * Communication with parents via calls/emails, school blog, to provide communication/support for parents and children. To check on children’s progress and support them with home learning. * Liaison with SENDCo, if required. | Include:   * Communication with multi- agencies: resources and relevant information is sent home to parents. * Information sent home from multi- agencies/information put on website. * Liaison with class teacher. * Risk assessments completed in consultation with parents and Head teacher. * Weekly communication with parents to support them in completing learning packs and to support with learning and ensure that needs are being met. |

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

**SENDCo:** Mrs L McDonald via sendco@stclemce.bham.sch.uk

**Pastoral Team:** Ms D Akers viad.akers@stclemce.bham.sch.uk

**Class Teachers:** via admin@stclemce.bham.sch.uk

**Head Teacher:** Ms D Shryane via d.shryane@stclemce.bham.sch.uk

**Pupils with Education, Health and Care (EHC) plans**

Many children and young people with EHC plans can safely remain at home. We will consider the needs of pupils with an EHC plan, alongside the views of their parents and the Local Authority and make a risk assessment for each child or young person. The duty to ensure provision remains with the Local Authority.

They will need to consider a number of different risks to each individual, including:

* the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required;
* the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting;
* the ability of the individual’s parents or home to ensure their health and care needs can be met safely;
* the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered.

We expect most children with EHC plans will fall into the following categories:

* children who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. We will work with the LA to try to provide this care.
* and young people whose needs can be met at home, namely those who are not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home.

If the local authority has not yet issued a final EHC plan for your child, then they will not automatically fall within the definition of ‘vulnerable children’ for the purposes of attendance at an education setting during the COVID-19 outbreak. However, the Academy and local authority have discretion to undertake a risk assessment and offer support if that is needed.

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

* Completion of a risk assessment in consultation with Head teacher and parents. (Supporting document for medical condition to be sent to school).
* Differentiated work sent home.
* If required, resources/information from multi-agencies is put on the website and sent home.
* Weekly calls to homes from school to ensure welfare and to support learning; ensuring needs are being met.

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

* Every attempt will be made for EHCP reviews to take place within the allotted timeline. It may, however, take longer depending on availability of personnel involved.
* All relevant information will be collected for the review such as parents and pupils’ views, progress towards outcomes and information with relevant professionals will be obtained.
* The review will take place via telephone or video calling where appropriate.
* The EHCP plan will be reviewed and paperwork will be sent back to the LA as per the existing EHCP procedure.

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

If the school does reopen before the end of the academic year:

* Transition will go ahead as normal, eg, transition books, transition information shared between class teachers, possible visits to new classroom/teacher, yearly reviews for pupils with SEND will take place, whereby parents will meet the new class teacher and a review of the year will take place.
* The Pastoral Team will support children with social and emotional needs, eg, mental first aid or bereavement.
* Transition into secondary school will take place according to the new (yet to be formalised) arrangements of each different secondary school; children may or may not have the normal transition days at their allotted secondary school. However, contact will be made for pupils and parents to have virtual tours and/or meetings with the SENDCo of their secondary school, where available.

If school is not open before September:

* Transition information will be documented and shared between all staff.
* Yearly reviews for pupils with SEND will take place over the phone and parents will be informed who their child’s new class teacher will be.
* Transition books will be sent home for children and parents to look through.
* The Pastoral Team will support children with social and emotional needs, eg, mental first aid or bereavement.
* If necessary, children with EHCPs will go up to their new class with their key worker who is familiar with their specific needs and has all relevant training; ensuring continuity of support for the child. This will take place for at least half a term then, where appropriate a new staff member will work alongside the existing key worker and child to take over as their new key worker, if required.
* The SENDCo will make contact with the relevant secondary schools to make arrangements for transition where required for additional visits etc.

**Additional Information**

| **SEND Code of Practice Requirement** | **Covid-19 Arrangements** |
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| **Arrangements for consulting parents of children with SEN and involving them in their child’s education** | * 2x weekly phone calls with parents of children with EHCPs - self and well check (one of these calls could be from the SENDCo to check against learning progress). * Class teachers to keep in touch with parents. Do they? How often? * All calls recorded on CPOMs. |
| **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** | * Class teachers to keep in touch with parents via phone calls/email etc; discussion with parents about child’s progress. * Class teachers to offer additional support if required. * Class teachers to liaise with SENDCo, as required. |
| **Arrangements for supporting children and young people in moving between phases of education** | * SENDCo to contact external agencies to support transition to secondary school (where appropriate). * School to adhere to the different secondary school agendas of when children will visit (if schools are open before September) (see additional information above). * Transition documents to be completed by all class teachers and handed over alongside a discussion to inform all new class teachers of additional needs and provision. |
| **The approach to teaching children and young people with SEND** | * Personalised learning packs have been sent home. * New packs are to be sent out 3 weekly/half termly. * Information and resources to be sent home from all multi-agencies where required. * Information on the school website. * Class teachers to keep in touch with parents via phone calls/email for additional support, if required. |
| **How adaptations are made to the curriculum and the learning environment of children and young people with SEND** | * Familiar resources have been provided for parents to support the children’s environment and routine at home eg, visual time tables, now and next, specialist stationery. * Personalised learning packs have been sent home. New packs are to be sent out three weekly/half termly. * Information and resources to be sent home from all multi-agencies where required. * Information on the school website. * Class teachers to keep in touch with parents via phone calls/email for additional support, if required. |
| **Support for improving emotional and social development** | * Pastoral Team completing some safe and welfare checks via phone calls to parents, checking on social and emotional well-being. * Multi-agency resources have been sent home to support this. |
| **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 SEND and supporting their families** | * Emails/phone calls exchanged with external bodies. * Information and resources to be sent home from all multi-agencies. * EHCP risk assessment has been shared with parents and local authority. |
| **The expertise and training of staff to support children and young people with SEND** | * Staff will be informed of any relevant training. * SENDCos to analyse staff audit questionnaire responses and collate any themes relating to training. If there are common themes, SENDCos to deliver training remotely, eg. PowerPoints or links to websites. |
| **Evaluating the effectiveness of the provision made for children and young people with SEND** | * Pupils with SEND - at the end of the half-term SENDCo will discuss with parents to evaluate the effectiveness of the provision. * All other SEND needs provision will be monitored by the class teacher and will be fed back to the SENDCo. |

May 2020