

Appendix to SEN Information Report in the light of COVID-19 – January 2021

This is an appendix 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 pandemic.

Since the situation in which we find ourselves is fast-moving, this report is based on the current information available and is subject to change.

What are the entitlements of children and young people with SEN during the COVID-19 Pandemic?

For our children with complex needs, a risk assessment has been carried out to ensure that their needs are safely met within in the educational environment.

Not all children with EHC plans will have 'complex needs' (and equally some children without EHC plans may have complex needs); whether or not a risk assessment was necessary has been determined by the school.

These risk assessments take into account:

- ✓ the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required.
- ✓ the ability of the individual's parents or home to ensure that their health and care needs can be met safely, should the child need to self-isolate.
- ✓ the potential impact of changes to routine or the way in which provision is delivered to the wellbeing of the individual.
- ✓ the availability of appropriately trained staff (the school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)
- ✓ the views of parents and children will be considered in determining risk to the children

What are the entitlements of children and young people with SEN when self-isolating, or if school closes, due to Coronavirus?

During isolation the school will endeavour to provide as a full a curriculum as possible for your child, in line with children still attending. This will be done through Google Classroom. The range of activities on offer will be as fully in line with a child's needs and, if they have an EHCP, their EHC provision as possible.

All children can access remote learning via the internet: via Google classrooms. For pupils who do **not have access to the internet, the school will provide alternative work e.g. paper-based.**

Some SEN children (with or without an EHCP) who struggle to access their class-based work without additional adult support will have support provided by their class teacher or TA, e.g. paper-based work and Interventions and resources to aid inclusion and accessibility.

All families with children on SEN support who attend St Mary's CofE (Aided) Primary School will receive a weekly well-being phone call or Google Meet by a member of staff. This phone call is to check that families can access appropriate help and advice during the self-isolation period and to ensure that any risks to a child or young person's health, well-being or safety are addressed if they are unable to receive a particular provision or intervention during isolation. If a child is isolating at home and requires direct therapy, it is not possible for this to be delivered in the home setting. It may, however, be possible for:

- ✓ A speech and language therapist to deliver sessions via video link or phone call
- ✓ An occupational therapist or a physiotherapist video-linking to a child's home and modelling exercises that the parents could do with their child
- ✓ Advisory teachers from Inclusion support to hold a consultation with you via a phone call

Please contact the school if you have any enquiries about accessing any additional provision for your child or if you have any general queries about delivering home learning to your SEN child.

Please ring the school on 01798 872007 or email the SENCO, Miss M Wilkins at office@stmarysprimarypulborough.co.uk

School Closure:

Under the current guidance, the school is open to keyworker and vulnerable children. Vulnerable children include the following and these children can come to school as normal: children in care, adopted children, children with a social worker or intensive family support worker, children with an EHCP, children who have SEN (special educational needs) and any child who will find accessing learning at home difficult due to lack of technology.

How can I help my child cope with having to remain at home?

We understand that this is a significant change for many families. Please try to establish a home routine and give yourself and your children time to adjust to this new routine. Do not place too much pressure on yourself or your child to complete school work. Maintaining positive mental health and emotional well-being is very important and the school can provide resources to help support this, e.g. social stories

What plans will be made for my child to re-integrate back into school after isolation?

We know that any changes to routine or transitions for many of our children with SEN can be stressful and needs to be well-planned and should not be introduced abruptly. We understand that reintegration back in to school is going to be made even more challenging following a period of prolonged absence. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support. As such, our aim will be to support transition and re-integration by working closely with you as parents/carers. We will offer transition arrangements once we know the date that schools will reopen to all children.

Review

This addendum to the SEN information report will be reviewed in light of new government guidance, and significant changes, as and when published.