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| **SEND Information Report 2019-2020** |
| T:\Administration\Harrow Gate Primary Academy Logo Red Circle.jpg  **Update on the school’s implementation of the SEND system during the Corona virus outbreak** |
| **Please include:** |
| How school has targeted support with SEND (approaches to the school offer) |
| Harrow Gate Primary make their best endeavours to provide the necessary support and provision for all children on the SEND register in the current Corona Virus school closures.   * Differentiated work is set by the class teacher in conjunction with the SENCO to meet the academic, emotional, language understanding needs of each individual child. * This work is shared/ delivered directly by the class teacher/ TA either through Class Dojo, phone calls or Zoom conferencing. * Bespoke visual timetables/ Now and Next grids have been sent home to support structure and routine in the home. * Additional tools have been made available for children where necessary. * Continued intervention through targeted, bespoke work using online programmes, timetabled planned intervention or live online intervention with the TA or teacher. * Continued emotional support from the Well Being Officer is available for highlighted children. * Inclusion team are offering advice to parents about how best to support the needs of their child in the home – plans created and shared. The impact is then reviewed through contact with the parent. * An emotional regulation grid has been created for parents to access to support children’s mental health difficulties such as anxiety, anger, poor concentration. * An emotional support grid for parents to give parents a place of reference to develop ways to support their child. * SENCO continues to plan transitions involving all secondary schools. * Enhanced transition packages for SEND and vulnerable children arrange for both the transition back into school this year and then the transition into their next years groups.   All children in receipt of an EHCP have accurate appendices to their plan as to how the provision directed in the plan are being provided during home learning. |
| How school is implementing the Graduated Approach cycles 1-3 (Assess Plan Do Review) |
| Spring graduated approach review has taken place over live online video conferencing.  Plans then have been adapted to support the child during the Corona pandemic period of home learning.   * Staff (TAs and teachers) have targeted groups to contact and support daily/ three times a week. * Differentiated work, presented in a structured, visual and simplistic way. * Targeted intervention adapted where possible to support children in meeting desirable outcomes i.e. Word Wasp over Zoom. * Timetables of activities sent to parents so as to support motor development. All activities are accessible to families during lockdown. * Live online video conferencing to support access to work – scaffold, guide, model, give step by step instructions. * Daily feedback give either through video conferencing or dojo. * Social development work continues through video conferencing or through provided recommendation and advice to parents. * Parents reminded of the SALT recommendations that need to be met. * Teacher, TA, SEN team contact to parents to support parents in managing the various different highlighted difficulties. |
| Information about how statutory assessments for EHCP and Annual Reviews are being carried out and submitted to the Local Authority |
| EHCP reviews have continued to be carried out in the manner detailed below:   * School write their pen portrait of the child through SENCO, teacher, TA discussion. This is then shared with the professionals and parents prior to the meeting. * The SENCO requests information from other professionals either in report form or through conversations at the online video meeting. * Child views are sought through the TA/ teacher having a phone call/ video conference. * Parent views are sought either by the completion of the Parent views form or over the phone with the SENCO. * The meeting is then held either through video conferencing (where possible and necessary) or over the phone. The SENCO works through the plan and all parties discuss any amendments need. Desirable Outcomes are reviewed and new outcomes set. The plan is amended on the ‘School Track Changer’ document, with the agreement of everyone present. * The Annual Review form is then completed. * All required paperwork is submitted, via email, to the Local Authority. |
| How risk assessments are carried out for a setting whether pupils with EHCPs are safer at home or at school |
| The SENCO has had conversations with parents, teachers and other members of the SLT to gather up to date information about the child’s situation. The SENCO has then referred to the DFE guidance <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance> to make informed decisions about whether each child is safer to be at home or in school during this Corona virus outbreak.  This information was then shared with the Local Authority and EHCP appendices were created, which document the provision/ support needed to allow the child to access home learning successfully where appropriate or to plan provision needed in school to meet need.  The risk assessment has been fluid and where there have been changes to home situations, a number of children with EHCP were risk assessed to be safer in school. |
| Arrangements for communicating with parents/carers |
| All parents have direct contact to all members of the school staff through the Class Dojo system. Teachers make daily contact with families via dojo. Work is set on this platform, children can then upload completed work and feedback is given. Children/ parents can access support for work through this medium.  Teachers/ TAs have designated SEN children and parents who they are contacting via phone call. The level of need determines the frequency of the phone call.  The SENCO and Well Being Officer have a specific page with highlighted vulnerable child on the Class Dojo and they post regularly about general ways for parents to support the children.  The Well Being Office contacts parents of a group of children with mental health and well being needs. This is to offer support and advice and to check on the well being of the whole family.  Teachers and TA are directing concerns to the SENCO to follow up with parents as and when necessary. The SENCO will then make contact and provide the appropriate support required. |
| Arrangements for communicating with pupils |
| All parents have direct contact to all members of the school staff through the Class Dojo system. Teachers make daily contact with families via dojo. Work is set on this platform, children can then upload completed work and feedback is given. Children/ parents can access support for work through this medium.  Teachers/ TAs have designated SEN children and parents who they are contacting via phone call. The level of need determines the frequency of the phone call.  The SENCO and Well Being Officer have a specific page with highlighted vulnerable child on the Class Dojo and they post regularly about general ways for parents to support the children.  The Well Being Office contacts parents of a group of children with mental health and well being needs. This is to offer support and advice and to check on the well being of the whole family.  Teachers and TA are directing concerns to the SENCO to follow up with parents as and when necessary. The SENCO will then make contact and provide the appropriate support required. |
| How school is involving other bodies including Health and Social Care |
| School continue to make appropriate referrals over this period i.e. SALT and OT referrals.  Continued support and advice through the school EP – Applied Psychology. The SENCO has carried out a planning meeting to look at ways the EP can continue to work with school and have planned work for when/if children return to school.  Social care contacts remain in place where appropriate through the Education Welfare Officer and meetings attended by school when necessary. School continue to instigate contact and make referrals where deemed appropriate. |
| Arrangements are in place for handling complaints from parents for children with SEN |
| If this happens then parents will be direct to follow the complaints procedure that is usually in place – see the Complaints Policy in the Policies section on the website. |