

# **Special Educational Needs and Disability (SEND) Policy**

2022-2024

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools June 2018  
(<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)
- SEND Code of Practice 0-25 (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf))
- Schools SEN Information Report Regulations (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf))
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017  
(<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>)
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014  
(<https://www.gov.uk/government/collections/national-curriculum>)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf))
- Rochdale Local Offer:  
[http://search3.openobjects.com/kb5/rochdale/fsd/advice.page?id=G54\\_KiEudEI](http://search3.openobjects.com/kb5/rochdale/fsd/advice.page?id=G54_KiEudEI)
- Rochdale Council Family Service Directory:  
<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/service.page?id=0E-BdUIRBss>  
  
Rochdale Parent Carers Voice
- <http://www.rochdaleparentcarersvoice.co.uk/about-us/>  
  
SENDiass
- <http://www.barnardos.org.uk/rochdalesendiass>
- Independent Parental Special Education Advice  
<https://www.ipsea.org.uk/>

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## Beliefs and Values

Lowerplace Primary School is committed to the provision of a broad and engaging curriculum which offers equal access for all children; every teacher is a teacher of every child including those with SEND. Our focus is to work as a team; we strive to work closely alongside our families, community and agencies, to ensure every child's needs are met.

## Principles

The school shares the principles that are set out in the Code of Practice 2014.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents or carers
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

**(SEN Code of Practice 2014)**

## Aims

The aims of this policy are to:

- Ensure the special educational need of pupils are identified early, assessed comprehensively and provided for effectively
- Work within the guidance provided in the SEND Code of Practice 2014
- Provide a curriculum that take into account the specific needs of all children
- Develop confident staff so these needs can be catered for
- Use effective assessment systems that show all steps of progress and guide next steps
- Work closely with parents and their children in developing policies and procedure

## Definition of Special Educational Needs (SEN)

*'A person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

(SEN Code of Practice: 0 to 25 years – Introduction xiii and xiv 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,  
or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

**(SEN Code of Practice 2014)**

### **Management of SEND within the school**

The governing body has delegated the responsibility for the day- to- day implementation of this policy to the SENCO who has Qualified Teacher Status and holds the National Award for SEN Coordination.

### **Role of the SENCo**

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

*(SEN Code of Practice 2014)*

### **Governors**

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. This governor meets regularly with the SENCO to discuss provision and other issues relating to the management of SEND within the school.

### **Identification of SEN**

- *How does the school know if children/young people need help?*
- *What should I do if I think my child has special educational needs?*

Provision for children with special educational needs is a matter for the whole school. All teachers at Lowerplace Primary School are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

The SEN Code of Practice (2014) categorises four broad areas of SEN:

1. Communication and interaction
2. Cognition and learning
3. Social emotional and mental health difficulties
4. Sensory and/or physical needs

SEN encompasses a wide range of needs and difficulties which may include one or more of the following:

- Cognition: understanding and ability to reason/make links between learning
- Learning delay: difficulty with reading, writing, spelling, numeracy skills etc.
- Sensory difficulties: hearing or visual impairment
- Physical difficulty: gross and fine motor skills
- Speech and Language development
- Social skills/interaction
- Emotional and behavioural difficulties
- Medical difficulties linked to any of the above

In addition to this, at Lowerplace we recognise that attainment and progress can also be effected for children who have:

- Disability
- Poor attendance and punctuality
- Poor health and welfare
- EAL (English as an Additional Language)
- Pupil Premium status
- Looked After status
- A parent who is a serviceman/woman
- Poor behaviour

It has to be acknowledged that some children with SEN may also be a member of these categories.

### **A Graduated Approach to SEN Support**

In the new SEND Code of Practice the categories of School Action and School plus have been replaced by a single category called SEN Support. We use our Quality First Teaching strategies for different forms of SEND and then evaluate the effectiveness.

We then use the following categories:

- **‘Cause for Concern Referral’ (C)** – We can class children as a ‘Cause for Concern’ if we feel that we are concerned about any area of learning and we then put in place various interventions and monitor their effectiveness. Referrals can be made to outside agencies. These concerns are referred into the Inclusion Team through a referral form which is shared with parents and carers.
- **‘SEN Support’ (K)** – If a child has received targeted support and we still feel that issues remain the SENCo will meet with parents and discuss the possibility of additional provision and interventions. These will then be put into place and reviewed depending on the timescale agreed on with parents, teaching staff and SENDCO.

- **‘Educational Health Care Plan (EHC)’ (E)** – For those children with severe and complex needs a decision can be made to place a formal request in to the Local Authority to be assessed for and EHC Plan (‘My Plan’ in Rochdale). If the plan is created then we set up an EHC Support Plan which sets out the current outcomes and provision that is being worked on.

Each class teacher is responsible for the progress of any child with SEN in their class, but they have support from the SENDCO, SLT, their Phase Leader and Key Stage colleagues. Opportunities to discuss support is further provided through Pupil Progress Meetings, Phase meetings and through the SENDCO.

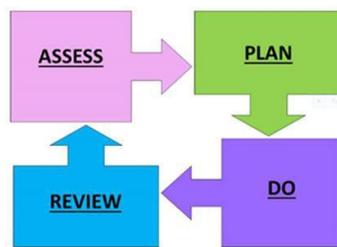
Where a pupil is identified as having Special Educational Needs, to enable the pupil to participate, learn and make progress we take action to:

- Remove barriers to learning
- Put effective special educational provision in place

SEN Support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



At Lowerplace, we also have an Inclusion and Welfare Team who help support the needs of children by providing additional support through a range of interventions and additional provisions.

The graduated approach starts at a whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children to ensure each child achieves their potential. However, where a possible special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupil’s learning;
- Continual reflection on approaches to meeting the pupil’s needs, leads to a growing understanding of the barriers to and the gaps in the pupil’s learning. This may lead to a child receiving additional support through group or individual interventions;
- Continual reflection on approaches to meeting the pupil’s needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this supportive process, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

*‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. (Code of Practice, 2014: 1.24)*

This happens from the start of the Foundation Stage through until the end of Key Stage Two. Parents are informed about their child's attainment throughout the year via two Parents' Evenings and an annual report. In line with the SEN Code of Practice, parents of pupils with SEN are kept informed and involved with their child's specific needs and progress. Meetings with parents are held regularly and they are kept informed about changes and asked for advice and input.

**The class teacher will:**

- Ensure that the child's needs are met through appropriate differentiation, use of resources and teaching strategies in the classroom setting
- Monitor, evaluate and review the child's progress and discuss this with parents and the SENCo
- Liaise with any multi-agencies involved with the child, supported by the SENCo as requested
- Inform the SENCo of any resources, additional support or CPD required to continue meeting the child's needs
- Work directly with vulnerable children as much as any other child during the week
- Provide positive support for any intervention programme
- Organise TA support in the classroom to maximum effect
- Liaise with any SEN Champions

**The SENCo will:**

- Give advice on differentiation, resources and teaching strategies
- Address staff training needs
- Support the class teacher in liaison with parents
- Be accountable for reporting to the Headteacher, governing body and Local Authority on matters linked to SEN

**Referral for Statutory Assessment**

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- SEN Support Plan.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals

## Education, Health and Care Plans

Rochdale Authority now provide EHC plans (Education, Health and Care plans) and these are known, in Rochdale as a 'My Plan'.

The Local Authority will decide whether to issue an EHC plan based on the information supplied by parents, school and multi-agencies. The plan then forms the basis of the child's SEND provision in school with stipulated additional support time and aims of the provision. The school has the responsibility for arranging the support. . A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

Reviews of a 'My Plan' are held annually and involve a meeting to discuss progress towards targets and any specialist input. For a child in Y6, an Interim or Transition Review may be held during the autumn term, prior to transfer, in order to discuss an appropriate secondary placement for the pupil. They can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision.

## Partnership with Parents

As part of our overall school vision and ethos, we advocate and encourage close relationships with parents. We value their input with regard to their child's welfare and education at Lowerplace and welcome an active, open partnership with honest dialogue. Children with SEN will require additional communication to take place, informing parents of specific progress being made in learning and any on-going difficulties experienced. We encourage their attendance at meetings with agencies and advocate their role in any decision making relating to their child's education.

The child's class teacher will be the first point of reference for parents to discuss any concerns.

The Local Authority and our school have drawn up a Local Offer. This sets out what the LA and our school do to support parents with a child with SEN.

The LA Local Offer ('Our Rochdale') can be found here:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page>

The School's Local Offer and SEN Information Report can be found on our website:

[https://www.Lowerplace.rochdale.sch.uk/rochdale/primary/Lowerplace/site/pages/schoolinformation/s\\_end](https://www.Lowerplace.rochdale.sch.uk/rochdale/primary/Lowerplace/site/pages/schoolinformation/s_end)

Families can be supported under the EHA (Early Help Assessment) details of which can be accessed here: [https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj\\_O2F1XD8](https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj_O2F1XD8)

The SENCo liaises with the class teachers and bursar to order any specialist exam papers. Discussions are

held about special arrangements needed.

During transition information is passed up to the next class teacher. If a child is moving school the SENCo or class teacher rings and speaks to the new school's SENCo or class teacher. If a child is moving to high school the SENCo speaks to the SENCo of the receiving school and may set up a meeting. They are invited to Annual/Interim reviews.

### **Supporting Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the school's Medical Conditions Policy for more information.

### **Monitoring and Evaluation**

The SENCo ensures that the school reviews policy and practice regularly. This can also be led by the admission of a child with a specific form of SEND. Pupil Progress meetings and analysis of data ensures the focus is auctioning areas of development. The Inspirational Professional Learning Community Network (IPLCN) hosts an Inclusion Cluster, which the SENCo attends. Good practice is shared and areas of need for individual schools addressed.

### **Training and Resources**

Training is developed via the SENCo and by bringing in outside agencies. At the beginning of the year the SENCo facilitates a SEN training session which updates and informs new and existing staff. The school's SENCo attends LA SENCo Cluster meetings as well as the IPLCN Inclusion Clusters.

### **Policy Review**

This policy and the SEND information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## COVID-19 Addendum

Guidance	Area	Action
<p><b>Adapting the curriculum for remote education</b> Published 5 May 2020 From: <b><u>Department for Education</u></b></p>	<p><b>Remote Education</b> Consideration will need to be given to how remote education approaches can be tailored to ensure the content is accessible to pupils with special educational needs and disabilities (SEND), including children who are in receipt of SEN support</p>	<p><b>Remote Education</b> SENCo to add to risk assessments for children with EHC Plans and then to review SEN Support Plans in collaboration with parents and young people</p> <p>SENCo/ Class teacher to provide differentiated work via the school website</p>
<p><b>Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak</b> Published 22 March 2020 Last updated 15 May 2020 From: <b><u>Department for Education</u></b></p>	<p><b>Attendance</b> Vulnerable children and young people across all year groups continue to be expected to attend educational provision where it is appropriate for them to do so.</p> <ul style="list-style-type: none"> <li>• identify vulnerable children and young people based on the definition below</li> <li>• determine whether attendance at educational provision is appropriate for individual vulnerable children and young people and take appropriate action to encourage this and follow up where children and young people are absent</li> <li>• consider how best to support vulnerable children and young people’s welfare and education, both remotely and on-site</li> <li>• consider how to respond to potential increased safeguarding concerns</li> <li>• consider how to respond to staffing, transport and other logistical concerns</li> </ul> <p>For vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following <a href="#">risk assessment</a> (see guidance below), that their needs can be as safely or more safely met in the educational environment.</p>	<p><b>Attendance</b> Vulnerable list drawn up between SLT and Family Support Worker (this is a fluid document and more may be added as time goes by) Discussions with parents regarding attendance Remote learning set up and appropriate work set DSL, DDSL and staff in school to carry out all safeguarding procedures as per normal (See addendum in <a href="#">Child Protection and Safeguarding Policy</a>) SLT to draw up a rota and risk assessment for staffing</p> <p>SENCo to have discussions with parents regarding attendance and risk assessments to be put in place</p>
	<p>Parents will not be penalised if their child does not attend educational</p>	<p>SENCO and Family Support Worker to relay 10</p>

	<p>provision. We expect educational providers and other relevant partners to work with and support the relevant families and pupils to return to school, where attendance is appropriate.</p> <p><b>Risk Assessments</b> We are asking local authorities and educational providers to keep risk assessments under review.</p> <p>For children and young people with an EHC plan in mainstream settings:</p> <ul style="list-style-type: none"> <li>those in year groups specifically targeted for return should return to school, where medical advice suggests they are not clinically vulnerable to coronavirus, informed by their risk assessments, and are not <a href="#">shielding and protecting people defined on medical grounds as clinically extremely vulnerable</a></li> <li>those in other year groups should continue to attend or not depending on their individual risk assessments</li> </ul> <p><b>Online Resources</b> <a href="#">Oak National Academy's</a> existing online resources are being made more accessible through the addition of signing and subtitling, and specialist lessons have also been introduced so more pupils can engage effectively with these resources. There is also a list of <a href="#">SEND resources</a> for pupils and teachers that has been developed with a focus on accessibility and inclusivity, based on the recommendations of trusted organisations, charities, multi-academy trusts and special education Headteachers</p> <p><b>On-Site Education</b> In cases where vulnerable children and young people are returning to educational provision, including where they have previously been absent, educational providers should:</p> <ul style="list-style-type: none"> <li>consider their pupils' mental health and wellbeing and</li> </ul>	<p>this information when speaking to parents</p> <p><b>Risk Assessments</b> Risk assessments discussed with parents/carers and amended when children return to school</p> <p><b>Online Resources</b> SENCO to keep resources updated and highlight good resources to all staff via email and update the W Drive/O drive resource folders DfE resources shared on the website and save on school drive</p> <p><b>On-Site Education</b> Mental health and well-being resources sourced by AHTs and shared with staff and parent via online platforms</p>
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	<p>identify any pupil who may need additional support so they are ready to learn</p> <ul style="list-style-type: none"> <li>• assess where pupils are in their learning, and agree what adjustments may be needed to the curriculum over the coming weeks</li> <li>• identify and plan how best to support the education of high needs groups, including disadvantaged pupils, SEND and vulnerable pupils</li> <li>• support pupils approaching transitions (such as those in year 6 moving to year 7, or later year groups) and examinations, including in years 10 and 12</li> </ul> <p><b>EHC Plans</b> (See below)</p> <p><b>Personal Budgets</b> For children and young people with an EHC plan, the duties relating to personal budgets remain in place.</p>	<p>Reviewing of the SEN/EHC Support Plans/Annual Review/Interim Reviews to be a collaboration between SENCO, parents, child and staff</p> <p>Risk assessments for EHC Plans and SEN Support Plans to have outcomes included</p> <p>Transition to be adapted to ensure all information shared about a child</p> <p><b>Personal Budgets</b> Currently no families take advantage of this offer.</p>
<p>Guidance <b>Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID- 19)</b> Updated 29 May 2020 From: <b><u>Department for Education</u></b></p>	<p><b>Working with Families</b> At this challenging time, it is even more important that local authorities, health services, education settings and all those involved in the processes relating to EHC needs assessments and plans work with families to identify appropriate ways forward. It is a fundamental principle of the SEND system that children and young people with SEND and their parents need to be fully involved in decisions about their support.</p> <p>Where the changes in the law affect what families experience, they need clarity as to:</p> <ul style="list-style-type: none"> <li>• what provision will be secured for each child and young person and the reason for any difference from the special educational and health care provision specified in the EHC plan</li> <li>• when decisions will be made as part of the various processes relating to EHC needs assessments and plans</li> </ul>	<p><b>Working with Families</b> Regular communication is held between parents and SENCo.</p> <p>See risk assessments</p> <p>Emailing the SEN Officer and attendance at online SEN Clusters</p>

	<p><b>Co-operation</b> The duty on early years providers, schools and colleges to co-operate with the local authority in the performance of its SEND duties remains in place. Close working and communication between all parties is a central element in ensuring that children and young people do receive appropriate provision.</p> <p><b>Reasonable Endeavours</b> Local authorities and health commissioning bodies must consider for each child and young person with an EHC plan what they can reasonably provide in the circumstances during the notice period.</p> <p><b>Decision Making</b> Coronavirus (COVID-19) may make it more difficult for a local authority or health commissioning body to secure or arrange all the elements of the specified special educational and health care provision in an EHC plan. The Secretary of State for Education has listed some of the reasons why this might be more difficult in the notice:</p> <ul style="list-style-type: none"> <li>• the child or young person is not currently attending an early years provider, school, college or other setting</li> <li>• the implementation of ‘protective measures’ may disrupt education settings’ normal programmes for those who are still attending and make certain interventions impractical</li> <li>• the resources and services to secure and deliver the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19)</li> </ul> <p>In deciding what provision must be secured or arranged in discharge of its modified s42 duty, the local authority and health commissioning body should consider:</p> <ul style="list-style-type: none"> <li>• the specific local circumstances (such as workforce capacity and skills and that of others who contribute to EHC needs)</li> </ul>	<p><b>Co-operation</b> Emailing the SEN Officer and attendance at online SEN Clusters</p> <p><b>Reasonable Endeavours</b> SEN Cluster on 10.06.20 saw SENCos collaborate on what could be considered ‘reasonable endeavours’</p> <p><b>Decision Making</b> Alternative arrangements listed in risk assessments</p> <p>List of provision has been provided by DfE, LA and shared resources obtained via IPLCN SENCo Cluster</p>
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	<p>assessments and plan processes, the numbers of pupils/students that education settings can accommodate currently, guidance on the implementation of 'protective measures' to reduce the transmission of coronavirus (COVID-19) and other demands of the outbreak)</p> <ul style="list-style-type: none"> <li>• the needs of and specific circumstances affecting the child or young person</li> <li>• the views of the child, young person and their parents over what provision might be appropriate</li> </ul> <p><b>Provision</b> In deciding what provision would be required, it might be appropriate to consider the questions listed below: <b>What?</b> Securing something different to the provision stated in the plan, for example in relation to availability of staff, availability of technology and any significant risk that may cause harm</p> <p><b>Where?</b> Location where provision is to be provided may be altered, for example early years provider, school, college, community setting, home or clinic</p> <p><b>How?</b> Frequency and timing of provision may be altered or modified in the light of available staff and risks that may cause harm <b>When?</b> Method of delivery may be altered, for example virtual rather than face-to-face and smaller rather than larger groups for teaching (where this can be done following the guidance on reducing transmission of coronavirus (COVID-19))</p> <p><b>By whom?</b> Changes to the person delivering the provision, for example a learning assistant under virtual supervision rather than a specialist therapist or teacher</p>	<p>Discussions held with parents over provision</p> <p><b>Provision</b> Listed in risk assessments</p>
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**Alternative Arrangements**

Examples:

- alterations to the frequency and timing of the delivery of provision in school, for example, moving to a part-time timetable (where agreed with parents or the young person)
- a temporary placement in another school - mainstream or special. This will need to be with the agreement of the parents or the young person. Full account should be taken of the needs of the child or young person
- attendance at a local hub
- adjustments to home-to-school transport arrangements to support a modified school attendance timetable
- class sizes being reduced as part of the implementation of 'protective measures' in education settings
- video class sessions for children to keep in touch with classmates and teaching staff
- a home learning reading programme, provided by a Special Educational Needs Co-ordinator (SENCo) and reviewed weekly
- provision of printed exercises or worksheets
- weekly phone or video contact from school staff to monitor home learning programmes, to provide feedback, and to make adjustments as necessary
- a school or college delivering direct education or support in the home where a young person is not able to attend school or college (subject to risk assessment and appropriate health protection measures)
- educational psychologists providing brief therapy interventions
- specialist Special Educational Needs Teachers providing advice and support to parents in relation to autism, visual or hearing impairment or literacy programmes
- enlarged materials being provided in the home where a child or young person has a visual impairment
- a speech and language therapist delivering sessions via

**Alternative Arrangements**

Arrangements to be listed, following a detailed research of provisions available, in risk assessments

	<p>video link</p> <ul style="list-style-type: none"> <li>• a health visitor or school nurse providing health advice or developmental reviews via teleconferencing</li> <li>• the parent and child travelling to receive the therapy at suitable premises, where this can be done in ways consistent with guidance on reducing the transmission of coronavirus (COVID-19)</li> <li>• an occupational therapist or a physiotherapist video linking to a child's home and modelling exercises that the parents could do with their child</li> <li>• occupational therapists providing webinars for school staff on topics such as sensory strategies or pre-writing skills, or a teletherapy service</li> <li>• sending home accessible hard copy therapy programmes, with additional phone support for parents and young persons to help them work through them</li> <li>• where an EHC plan already includes a personal budget or a direct payment, widening its use to enable the purchase of equipment or other relevant material to support home learning</li> <li>• exercise sessions by video</li> <li>• provision of alternatives to short breaks named in section F of the plan, by providing online resources and activities for young people</li> <li>• loaning parents school equipment, such as specialist support equipment (seating equipment, IT equipment used at school etc) to be used at home to support learning</li> <li>• counselling, or cognitive behaviour therapy, delivered over the phone once a week for 6 weeks by a mental health worker</li> </ul> <p><b>Timescales</b> The law is only changed where in a particular case it is not reasonably practicable or impractical<sup>5</sup> for a local authority, health commissioning body or other body to discharge its duties for a</p>	<p><b>Timescales</b> Timescales are adhered to.</p>
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	<p>reason relating to the incidence or transmission of coronavirus (COVID-19)  EHC Assessment – 20 weeks  EHC Review Amendments – 15 days</p> <p><b>EHC Needs Assessments</b>  EHC needs assessments and plan processes remain unchanged, including the following:</p> <ul style="list-style-type: none"> <li>• a local authority must still consider requests for a new EHC needs assessment or a re-assessment</li> <li>• where the local authority decides to carry out an EHC needs assessment, it must still secure all of the required advice and information in order to be able to issue a plan</li> <li>• section 19 of the 2014 Act, which requires local authorities to have regard to the views and wishes of a child, the child’s parent or a young person when exercising</li> <li>• its SEND functions under the Act, remains in force</li> <li>• a final EHC plan must still include all of the required advice and information</li> <li>• the provision set out in the final plan should be in line with the statutory requirements for any EHC plan and not be limited because of the circumstances of coronavirus (COVID-19)</li> <li>• reviews and re-assessments of EHC plans must still take place (although there can in some circumstances be flexibility over the timing of an annual review that does not relate to a transfer between phases of education, see below)</li> </ul> <p><b>Adapting Processes</b>  New ways of working could include:</p> <ul style="list-style-type: none"> <li>• virtual advisory panels</li> <li>• share information in advance through secure electronic methods</li> <li>• professionals may be able to carry out observations of a</li> </ul>	<p><b>EHC Needs Assessments</b>  New requests will be completed and sent to LA at start of Autumn 2020</p> <p>Provision will be listed in risk assessments</p> <p>Interim and Annual Reviews booked will continue</p> <p><b>Adapting Processes</b>  No adaptations have been suggested. Telephone consultations with parents will take place and parental and child sheets sent to homes.</p>
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	<p>child if he/she is still in a setting where this can be done in ways consistent with guidance on reducing the transmission of coronavirus (COVID-19) or information could be gathered by phone or by a virtual meeting</p> <ul style="list-style-type: none"> <li>• Templates could be revised</li> </ul> <p><b>Annual Reviews</b> Annual review requirements remain in place. Where it is impractical for a local authority to complete an annual review of a plan within the prescribed timescales for a reason relating to the incidence or transmission of coronavirus (COVID-19), then (except with transfers between phases of education) the local authority must complete it as soon as reasonably practicable.</p> <p>It may be appropriate to use a simpler format to gather information electronically and to hold the meeting by phone or as a virtual meeting.</p> <p>Professionals contributing to the review may need to base that on the information already available and discussion with the family as they may not be able to meet the child or young person.</p> <p><b>Admissions</b> An early years provider, school, college or other setting named in an EHC plan must accordingly admit the child or young person.</p> <p>The government’s advice on <a href="#">Supporting children and young people with SEND as schools and colleges prepare for wider opening</a> (see below) is that during the outbreak local authorities should consider the needs of those with an EHC plan and undertake a risk assessment, consulting educational settings and parents or carers, to determine whether these children and young people can have their needs met at home and be safer there than attending an educational setting.</p>	<p><b>Annual Reviews</b> See above</p> <p><b>Admissions</b> One pupil is to be admitted with an EHC Plan. We received all the paperwork prior to the lockdown and sent back our acceptance to be named as provider. SENCo will contact parents via telephone and arrange an EHC Support Plan and Risk Assessment prior to child starting at Lowerplace. Foundation Stage Leader to also take a Zoom call regarding transition and we will collaborate.</p>
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	<p><b>Responding to Proposals</b> The expectation in the <u>SEND code of practice: 0 to 25 years</u> that local authorities give early years providers, schools and colleges up to 15 days to respond to a proposal to name their institution in an EHC plan remains in place.</p> <p><b>Appeals</b> No changes</p>	<p><b>Responding to Proposals</b> Completed prior COVID lockdown.</p> <p><b>Appeals</b> None at present</p>
<p>Guidance <b>Supporting children and young people with SEND as schools and colleges prepare for wider opening</b> Updated 26 May 2020 From: <b><u>Department for Education</u></b></p>	<p><b>Updating Risk Assessments</b> From 1 June, educational settings and local authorities should continue to offer places to all children and young people with EHC plans whose risk assessment determined that was the right course of action. Settings and local authorities should keep risk assessments up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and the wider opening of education and care settings to more children and young people. We recommend that risk assessments continue to be maintained for children and young people with EHC plans who remain at home.</p> <p>In the spirit of coproduction, educational settings should contact parents and involve them in decisions about their child who has an EHC plan.</p> <p>Schools and colleges will need to ensure that they have the staffing needed to support children and young people at safe ratios.</p> <p>Local authorities and educational providers will therefore need to work together to consider for each child and young person with an EHC plan what can reasonably be provided during this temporary period.</p> <p>Schools and colleges (both mainstream and special) should work</p>	<p><b>Updating Risk Assessments</b> Risk assessments updated as necessary</p> <p>Parents are contacted weekly</p> <p>Staffing rota compiled by SLT</p> <p>SENCO will add arrangements to risk assessment</p> <p>All resources that we have been directed to</p>

	<p>with their local areas (local authority and health partners) to ensure that services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility will be available as far as possible.</p> <p>Local authorities will need to work with schools and colleges to ensure that key support services are available to facilitate transition plans.</p> <p>We recognise that some children and young people with EHC plans will need careful preparation for their return, for example, social stories to help with the transition, or routes marked in Braille or with other meaningful symbols to support children and young people to follow protective measures that have been put in place.</p> <p><b>Supporting Children with EHC Plans</b>          Informed by risk assessments, local authorities and educational settings should consider whether it is now safe to bring back children and young people with EHC plans whatever year group they are in.</p> <p>Risk assessments should inform the way a school or college supports children and young people with EHC plans as they return.</p> <p>We encourage settings to provide additional support to pupils with EHC plans about to make a transition to another setting, or onto adult life.</p> <p><b>Supporting Learning from Home</b>          Educational settings should ensure that pupils and students who are not attending settings full time in person continue to engage in learning as far as is possible (for example through remote education), and that an increasing focus is put on preparing the way for their return.</p>	<p>have been saved in the school drives and shared with staff</p> <p>Transition Plans to be drawn up.</p> <p>SEN Resources saved in school drives and shared with staff.</p> <p><b>Supporting Children with EHC Plans</b> Risk assessments will be updated, but parental choice is paramount.</p> <p>No children is this position.</p> <p><b>Supporting Learning from Home</b>          Learning set on website in SEN section</p>
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	<p>Providers should engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning and to consider how parents can support this and any additional help they might need.</p> <p>We have an experienced, expert workforce of special educational needs coordinators (SENCOs), education psychologists, speech and language therapists, qualified teachers of sensory impairments, other therapists, and teaching assistants often with specialist knowledge.</p> <p>Designing at-home learning and support for children and young people with EHC plans could involve any or all of these professionals, to design or adapt interventions or learning materials. For example, this might involve designing a speech and language intervention that parents can deliver at home, or adapting or selecting online learning materials.</p> <p>For those children and young people with EHC plans in mainstream schools and colleges, SENCOs will typically lead on ensuring that they have access to materials they can use to learn, often drawing on other professionals to source or adapt online learning that addresses a child or young person’s special educational needs.</p> <p><b>Working with Pupils who Cannot Adhere to Hygiene Practices</b> We recognise that some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably. It will be impossible to provide the care that some children and young people need without close hands-on contact. In these circumstances, staff should minimise close contact wherever possible, increase hand-washing and other hygiene measures, and clean surfaces more regularly and maintain existing routine use of</p>	<p>Weekly phone calls</p> <p>New home learning resources to be reviewed in the risk assessments.</p> <p>SENCO has set up all resources.</p> <p><b>Working with Pupils who Cannot Adhere to Hygiene Practices</b> All station fully equipped and risk assessment in place</p>
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	personal protective equipment. We recommend that educational settings follow the Public Health England guidance on <a href="#">cleaning in non-healthcare settings</a> and the guidance on <a href="#">safe working in education, childcare and children’s social care settings</a> .	
<b>Adapting teaching practice for remote education</b> Published 5 May 2020 Last updated 21 May 2020 From: <u><b>Department for Education</b></u>	<b>Inclusive Remote Education Practices</b> Effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Many schools use video calls, instant messaging and weekly phone calls to support pupils with their learning needs.	<b>Inclusive Remote Education Practices</b> Weekly phone calls and emails (where necessary) have been used.
<b>Online science, PE, wellbeing and SEND resources for home education</b> Updated 22 May 2020 From: <u><b>Department for Education</b></u>	Full list of SEN APPs/online games/downloadable and printable resources and other resources are listed here:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#special-educational-needs-and-disabilities-send">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#special-educational-needs-and-disabilities-send</a>	All used to advise staff and parents.
<b>Annex A: details of the amendments to the existing Regulations</b> Updated 29 May 2020 from the Guidance <b>Changes to the law on education, health and care needs assessments and plans due to Covid</b>	Timescales amendments listed here:  <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/annex-a-details-of-the-amendments-to-the-existing-regulations">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/annex-a-details-of-the-amendments-to-the-existing-regulations</a>	Used if needed.

<p><b>Guidance for full opening: schools</b> Published 2 July 2020 <b>From:</b> <a href="#">Department for Education</a></p>	<p>SEN pupils are to be explicitly taught to clean hands, ‘catch it, bin it’ kill it’ and keep a social distance.</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Intimate care needs still to be carried out.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Risk Assessments need to re-visited to provide for the above.</p> <p><b>Deploying support staff and accommodating visiting specialists</b> Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.</p> <p>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</p>	
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Any redeployments should not be at the expense of supporting pupils with SEND.

Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.

### **Catch-Up Support**

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge.

For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.

### **Pupil Wellbeing and Support**

The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.

### **Behaviour Expectations**

Provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

### **Remote Education Support**

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

	<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul> <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	
<p><b>Guidance for full opening: schools</b> Updated 28 August 2020 <b>From:</b> <a href="#">Department for Education</a></p>	<ul style="list-style-type: none"> <li>• As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates.</li> <li>• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to</li> </ul>	<p><b>PLEASE REFER TO THE SCHOOL'S RISK ASSESSMENT</b></p>

support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.

- Ideally, adults should maintain 2 metre distance from each other, and from children. It will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
- Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

When staff return to school have due regards for:

- o Appropriate support for SEN
- o TAs used to cover but not at the expense of the children with SEN
- o Safe ratios are met and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.

#### **Educational visits**

- o We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review.
- o In the autumn term, schools can resume non-overnight domestic educational visits.
- o These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training).

#### **Behaviour expectations**

Provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour.

#### **Pupil wellbeing and support**

- o WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations

	<p>with schools about <a href="#">successful returns following a period of absence</a> and about <a href="#">transition planning for post-year 11 destinations</a>.</p> <ul style="list-style-type: none"> <li>○ WSS have also produced resources to support the schools' workforce to prepare for the return, such as the <a href="#">COVID-19 SEND review guide</a> which settings can use to reflect on their provision and a <a href="#">handbook</a> to support teachers to take a whole school approach to supporting pupils following a traumatic event.</li> <li>○ You can access WSS resources on the <a href="#">Whole School SEND Resource page</a> of the SEND Gateway and professionals in the schools' workforce can <a href="#">sign up to the Community of Practice</a> to be kept up to date with further information.</li> </ul> <p><b>Assessment</b> Engagement Model See section below</p>	
<p><b>The engagement model Guidance for maintained schools, academies (including free schools) and local authorities</b> Published 27 January 2020 Last updated 19 March 2020 <b>From:</b> <a href="#">Standards and Testing Agency</a></p>	<p>This guidance sets out the statutory requirements for using the engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). It describes best practice on how to use the engagement model, to support teachers and staff involved in assessing the progress of these pupils, and can be used by schools from September 2020. Schools will be required to use the engagement model from the 2021/22 academic year.</p> <ul style="list-style-type: none"> <li>○ Assessment model for pupils working below national curriculum level</li> <li>○ The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.</li> <li>○ Celebrates linear and lateral progress</li> <li>○ Based on regular observation and reflective teaching</li> <li>○ Assessments conducted by someone who knows the child well</li> <li>○ Formative and summative</li> <li>○ Supports Assess-is Plan-Do-Review</li> </ul>	

- Data not submitted – only the numbers on this system
- Used in all Key Stages

Allows teachers to assess:

- ✓ how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- ✓ how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
- ✓ pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The engagement model:

- is observation based
- pupil centred based on ability not disability
- values all sources of information incl. student, parents, professionals etc.
- promoted consistency and a common language
- recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress

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The engagement model does not:

- provide the curriculum for pupils who are not engaged in subject-specific study
- provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study
- replace a school's existing planning, assessment and reporting systems

The engagement model is for children not engaged in subject specific study i.e. Subject-specific study occurs where a pupil can

demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

The Pre-Key Stage standards should be used with the children who demonstrate recognisable skills.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- significant sensory impairment
- significant communication impairment
- significant motor impairment
- complex medical needs
- dependencies on technology (including augmentative and alternative communication such as Makaton)

#### **The areas of engagement**

The engagement model has 5 areas of engagement, these are:

- **exploration** – building on interactions, curious, still responsive when presented in different ways, finding interests
  - **realisation** – behaviours of control, excitement, fear etc. Using new skills in different contexts
  - **anticipation** – predicting what is going to happen from stimulus, awareness of the start and finish of an activity and understanding cause and effect
  - **persistence** – sustained attention, interaction starts and maintaining an activity long enough to learn
  - **initiation** – how a pupil investigates, creating an impact through interaction and developing independence
- (All are inter-related but not hierarchical)

