



Roseberry Academy
SEND Information Report
COVID-19 response Appendix May 2020

Introduction

This SEND information report appendix outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND), and all those who support children with additional needs, during the current situation where our Academy is closed to all but vulnerable children and those of Key Workers due to the COVID-19 outbreak.

	What will Roseberry Academy do?
The kinds of SEND that are provided for	<p>Roseberry Academy will continue to provide additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
Consulting and involving pupils and parents	<p>We will continue to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil’s areas of strength and difficulty • We take into account the parents’ concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>These meetings and conversations will still be held albeit without a face-to-face in school meeting due to social distancing. Virtual meetings will be held using a range of technology including Teams, Skype or via telephone.</p>

<p>Assessing and reviewing pupils' progress towards outcomes</p>	<p>We continue to follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work remotely with the SENDCO to carry out a clear analysis of the pupil's needs.</p> <p>This will draw upon:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers' and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>The graduated approach document has been updated during the current school closure. The SENDCO continues to have discussions with staff and outside agency professionals albeit via technology about children's needs, ongoing targets and best ways to support children whilst learning at home.</p>
<p>EHCP assessments and annual reviews</p>	<p>EHCP review meetings are still being held during the current school closure.</p> <ul style="list-style-type: none"> • SENDCO makes an initial phone call to parents to explain the current situation and ensure they are aware of the changes in how EHCP review meetings are being held. • Request for information letters are sent to parents, outside agencies and school staff. • SENDCO will collate information and add this to the edited EHCP document. An online meeting through Teams will be held between staff and the SENDCO to add any additional changes to the EHCP document. • A copy of the edited EHCP document is sent to parents for them to read and request any additional information or changes be made to the EHCP document. • Once parents are happy with the report the SENDCO will make a final check of the report, recommend to the Principal and send the final draft report to the North Yorkshire SEND team.
<p>Supporting pupils moving between phases and preparing for adulthood</p>	<p>Information continues to be shared between the school and any other setting the pupil is moving to.</p> <p>These meetings will be held via technology including Teams, Skype or via telephone.</p> <p>Transition between classes and Key stages within Roseberry Academy will be arranged via Teams where staff can discuss provision and support which needs to be in place for children with SEND.</p>
<p>Our approach to teaching pupils with SEND</p>	<p>Teachers continue to be responsible and accountable for the progress and development of all pupils within their class, even during school closure.</p>

	<p>Learning opportunities are matched to the needs of the child with SEND to enable them to consolidate learning and achieve success. This will be tailored to their specific targets (documented through the graduated approach / EHCP). Teachers will be mindful that parents are not teachers and will use their discretion re introducing new learning concepts as well as offering additional learning scaffolds and support for parents.</p> <p>Children with an EHCP who continue to attend school will be supported by appropriate staff, with reference to the child's EHCP. Additional emotional support and use of social stories etc will be provided for children struggling with social distancing and change of 'normal' practice etc.</p> <p>Staff provide timely feedback on all pieces of work that is submitted on Teams.</p> <p>Feedback is positive and ensure pupils know what they have done well and how they can improve their work and learning next time. Teaching Assistants are linked to the classes of the children they support in order to enable them to offer encouragement and provide emotional support.</p> <p>Some staff will provide online teaching sessions through Teams, these are specifically designed to support those children who need additional support in certain areas of learning.</p>
<p>How adaptations and engagement in activities are monitored.</p>	<p>Teachers are providing online learning for all children.</p> <p>Activities are differentiated and adapted to ensure those with SEND can achieve alongside their peers.</p> <p>Additional visual support is provided using video clips, power points, access to number lines, word banks, grammatical terminology where needed.</p> <p>Staff are making regular contact through technology such as Teams and via telephone to support parents of those with SEND.</p>
<p>The expertise and staff training to support children and young adults</p>	<p>The principal and SENDCO have continued to research and provide online training courses for all staff during school closure. All Staff have access to a variety of Flick E leaning courses, online university free course including autism and communication needs, Compass Buzz mental health training on early health training, early identification and early intervention. Schudio online course preparing autistic children and those with SEND for going back to school.</p>
<p>Monitoring of provision</p>	<p>The principal, SENDCO, senior leadership team and learning mentor are continually monitoring all children who are on the SEND register and the most vulnerable of children.</p> <p>Staff are regularly checking which children who have and have not accessed online learning.</p> <p>If children have not accessed learning, a phone call will be made by the class teacher to discuss concerns of lack of engagement.</p> <p>Staff will monitor the situation and should there be no sign of improvement in pupil engagement the Principal will call parents to discuss engagement and the need for children to access online learning.</p> <p>Paper packs of teaching resources will continue to be sent to those families who have no online access. This will ensure the gap between those with SEND and their peers does not widen.</p>