

SEND Information Report 2019-2020

Update on the school's implementation of the SEND system during the Corona virus outbreak

How school has targeted support with SEND (approaches to the school offer)

Home learning to all pupils is currently being provided through an online communication app called class dojo. Class teachers are using all reasonable endeavours to support the pupils in their class to continue learning during the school closure period. Class teachers will be using a range of strategies to support pupils with identified special needs including providing differentiated tasks/resources or alternative work, providing scaffolds to support them to complete tasks. Where possible activities targeted at meeting the outcomes identified on the child's support plan will be provided either by placing personalised tasks in the child's portfolio, by providing additional paper based resources or directing parents to appropriate online learning resources.

How school is implementing the Graduated Approach cycles 1-3 (Assess Plan Do Review)

All SEN children's support plans were reviewed at the end of the Spring term by class teachers. The usual review meeting with parents was not held due to school closure. Class teachers are using information from this review and the related support plan to support them in providing appropriate home learning to the children with identified SEN in their class. During the school closure period a new support plan will be created through shared conversations between families, SENCo and class teacher. These support plans will be prepared to support the child as they transition back into school as and when the government state that schools can re-open.

Information about how statutory assessments for EHCP and Annual Reviews are being carried out and submitted to the Local Authority

If you have a child with an EHCP and their plan is due for an annual review during this lock down period schools are still expected to use their "reasonable endeavours" to hold it.

In discussion with parents it will be decided if it is in the best interest of the child to complete the annual review during the school closure period. Where sufficient information is available, parents and professionals are willing and able to the review will be carried out remotely using Microsoft teams or through phone conversations.

Once the review document has been compiled, it will be provided to the parent and agreed before the review is submitted to the Local Authority.

There may be situations where it is necessary to delay the annual review until important information that will impact on the review can be acquired or where parents request delaying the review. Where this is the case the SENCo will make a record of this decision on the child's graduated approach support plan. The review will be held at the soonest possible time when all information and involved parties are able to attend.

How risk assessments are carried out for a setting whether pupils with EHCPs are safer at home or at school

The inclusion Service from North Yorkshire has provided a risk assessment form to support deciding which children with and EHCP should be accessing the childcare provision available in school. This risk assessment is completed through informal discussion between the SENCo and parent (phone conversations) and is reviewed regularly to ensure the decision is still appropriate. The guidance from government is the basis of these discussions and decisions.

The following is taken from the guidance for schools, colleges and LAs relation to the closure for schools:

The most recent scientific advice on how to further limit the spread of COVID-19 is clear. If children can stay safely at home, they should, to limit the chance of the virus spreading. That is why the government has asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend.

We expect most children will fall into the following categories:

- Children and young people 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.
- Children 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.

Arrangements for communicating with parents/carers

The whole school is using a communication app called class dojo to facilitate easy communication between parents, pupils and class teachers. Parents can also use this system to communicate with school leaders.

The school answer phone is regularly checked for messages and these are responded to.

The SENCO, safeguarding team and Community Support Advisor are regularly having phone contact with families who may be vulnerable or where their child has additional needs.

Arrangements for communicating with pupils

Class dojo has been set up for pupils where parents have consented to it use. The child is able to access their account and can submit work to their teacher. They will get feedback on their work. Pupil accounts do not have a direct messaging facility however, they can send comments and questions with work that they submit. They can ask their parent to send a direct message through the parent account.

How school is involving other bodies including Health and Social Care

School is liaising with other outside bodies where appropriate to the needs of the child on a case by case basis. This may include phone conversations/ email communicating with a social worker, health visitor, physiotherapist or specialist teacher.

Arrangements are in place for handling complaints from parents for children with SEN

The school complaints procedure is still in place.

The SENCo is making regular phone contact with SEN parents and this is a forum for resolving issues that arise as well as offering additional tailored support.

Where there is a shared approach to meet the needs of pupils with SEND between schools please set out the arrangements

At this time there are no pupils with a shared approach to educations.