

# Robert Shaw Primary & Nursery School

## SEND Information Report - Appendix 1

**COVID-19 School Closure arrangements for children with Special Educational needs and Education Health Care Plans (EHCP).**

**What arrangements are being made for children with special educational needs and those with an EHCP during COVID 19 school closures?**

<b>Class teacher</b>	<b>SENDCo</b>
Include: Personalised learning pack sent home. Communication with parents via Class Dojo/phone calls/emails etc. YouTube channel with videos. To provide communication/support for parents and children. To check on children's progress and support them with home learning. Liaison with SENDCo.	Include: Communication with multi agencies- resources and relevant information is sent home to parents. Personalised learning packs sent home. Information sent home from multi agencies/information put on website. Liaison with class teacher. Risk assessments completed in consultation with parents and Head teacher. Weekly communication with parents to support them in completing learning packs and to support with learning and ensure that needs are being met.

**Who do I need to contact if I have any queries or concerns?**

EYFS/KS1 SENDCo - Amie Bennett [senco@robertshaw.nottingham.sch.uk](mailto:senco@robertshaw.nottingham.sch.uk)

KS2 SENDCo - Seeja Manjunath [senco@robertshaw.nottingham.sch.uk](mailto:senco@robertshaw.nottingham.sch.uk)

Class teachers/school counsellor can be contacted via [admin@robertshaw.nottingham.sch.uk](mailto:admin@robertshaw.nottingham.sch.uk)

Head Teacher: [headteacher@robertshaw.nottingham.sch.uk](mailto:headteacher@robertshaw.nottingham.sch.uk)

Deputy Head: [deputyhead@robertshaw.nottingham.sch.uk](mailto:deputyhead@robertshaw.nottingham.sch.uk)

**My child has an EHCP but they need to stay at home for medical reasons etc., what support will I get from school?**

Completion of a risk assessment in consultation with Head teacher and parents. (Supporting document for medical condition to be sent to school).

Differentiated work sent home.

Resources/information from multi agencies is put on the website and sent home.

Weekly check ins from school to ensure welfare and to support learning; ensuring needs are being met.

**My child has an EHCP and is due an Annual Review, what arrangements are in place for this?**

EHCP reviews will take place within the allotted timeline. All relevant information will be collected for the review such as parents and pupils views, progress towards outcomes and information with relevant professionals will be obtained. The review will take place via telephone or video calling where

appropriate. The EHCP plan will be reviewed and paperwork will be sent back to the LEA as per the existing EHCP procedure.

**What arrangements are being made for the transition back into school once schools are reopened?**

If the school does reopen before the end of the academic year, transition will go ahead as normal e.g. transition books, transition information shared between class teachers, visits to new classroom/teacher, yearly reviews for HLN and EHCP children will take place, whereby parents will meet the new class teacher and a review of the year will take place. The school counsellor will support children with social and emotional needs. Transition into secondary school will take place as normal as per the agenda of each different secondary school, children will have transition days at their allotted secondary school and additional arrangements where required will be made by the SENDCo (if additional visits etc. are required).

If school is not open before September transition information will be documented and shared between all staff. Yearly reviews for HLN and EHCP children will take place over the phone and parents will be informed who their child’s new class teacher will be. Transition books will be sent home for children and parents to look through. The school counsellor will support children with social and emotional needs. Children with EHCPs and HLN will go up to their new class with their key worker who is familiar with their specific needs and has all relevant training; ensuring continuity of support for the child. This will take place for at least half a term then, where appropriate a new staff member will work alongside the existing key worker and child to take over as their new key worker. The SENDCo will make contact with the relevant secondary schools to make arrangements for transition where required for additional visits etc.

**Additional Information**

<b>SEND Code of Practice Requirement</b>	<b>Covid-19 Arrangements</b>
<b>Arrangements for consulting parents of children with SEN and involving them in their child’s education</b>	2x weekly phone calls with parents of children with EHCPs- self and well check (one of these calls are from the SENDCo to check against learning progress). Class teachers to keep in touch with parents via Class Dojo/email/phone calls etc.
<b>Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b>	Class teachers to keep in touch with parents via Class Dojo/email/phone calls etc.; discussion with parents about child’s progress. Class teachers to offer additional support if required. Class teachers to liaise with SENDCo.
<b>Arrangements for supporting children and young people in moving between phases of education</b>	SENDCo to contact external agencies to support transition to secondary school (where appropriate). School to adhere to the different secondary school agendas of when children will visit (if schools are open before September) (see additional information above). Transition documents to be completed by all class teachers and handed over alongside a discussion to inform all new class teachers of additional needs and provision.

<p><b>The approach to teaching children and young people with SEN</b></p>	<p>Personalised learning packs have been sent home. New packs are to be sent out half termly. Information and resources to be sent home from all multi-agencies where required. Information on the school website. Class teachers to keep in touch with parents via Class Dojo/email/phone calls for additional support.</p>
<p><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b></p>	<p>Familiar resources have been provided for parents to support the children’s environment and routine at home e.g. visual time tables, now and next, Makaton/PECs. Personalised learning packs have been sent home. New packs are to be sent out half termly. Information and resources to be sent home from all multi-agencies where required. Information on the school website. Class teachers to keep in touch with parents via Class Dojo/email/phone calls for additional support.</p>
<p><b>Support for improving emotional and social development.</b></p>	<p>School counsellor completing some safe and welfare checks via phone calls to parents, checking on social and emotional well-being. Multi-agency resources have been sent home to support this.</p>
<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</b></p>	<p>Emails/phone calls exchanged with external bodies. Information and resources to be sent home from all multi-agencies. EHCP risk assessment has been shared with parents and local authority.</p>
<p><b>The expertise and training of staff to support children and young people with SEND</b></p>	<p>Staff will be informed of any relevant training. SENDCoS to analyse staff audit questionnaire responses and collate any themes relating to training. If there are common themes, SENDCoS to deliver training remotely e.g. PowerPoints or links to websites.</p>
<p><b>Evaluating the effectiveness of the provision made for children and young people with SEN</b></p>	<p>Children with EHCP’s at the end of the half-term SENDCo will discuss with parents to evaluate the effectiveness of the provision. Children with HLN funding at the end of the Summer term SENDCo will discuss with parents to evaluate the effectiveness of the provision in the review meeting. All other SEND needs provision will be monitored by the class teacher and will be fed back to the SENDCo.</p>