



Robert Shaw Primary & Nursery School

SEND Information Report - Appendix January 2021

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?

Class teacher	SENDCo
Personalised learning pack sent home and interacting with children remotely using Zoom or Microsoft teams. Targeted work set on Showbie and supported by 1:1 support staff. 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.	Communication with multi agencies - resources and relevant information is sent home to parents. Personalised learning packs sent home or uploaded on Showbie with voice notes and videos. 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

KS2 SENDCo - Seeja Manjunath senco@robertshaw.nottingham.sch.uk

Class teachers/school counsellor can be contacted via admin@robertshaw.nottingham.sch.uk

Head Teacher: headteacher@robertshaw.nottingham.sch.uk

Deputy Head: deputyhead@robertshaw.nottingham.sch.uk

School Office: admin@robertshaw.nottingham.sch.uk

My child has an EHCP and 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 Headteacher and parents. (Supporting documents for medical condition to be sent to school).

Differentiated work is shared via Showbie, Zoom calls and personalised learning packs are sent home. Bespoke learning pack includes practical activities and resources to meet the targets mentioned in their EHCP.

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

Weekly Calls made by SENDCo to ensure welfare and to support learning; ensuring needs are being met.

Zoom calls/ phone calls are made by CT/TA at least 3 times a week.

My child has an ECHP 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 LA as per the existing EHCP procedure.

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

Transition arrangements will be made depending on the needs of the individual. The information will be documented and shared between all staff. Parents will be contacted over the phone/Dojo/Zoom calls. Yearly reviews for HLN and EHCP children will take place virtually. 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).

Additional Information

SEND Code of Practice Requirement	Covid-19 Arrangements
Arrangements for consulting parents of children with SEN and involving them in their child's education	3x 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/zoom calls etc. Virtual learning at least 2 times a week to engage them.
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	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.
Arrangements for supporting children and young people in moving between phases of education	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.
The approach to teaching children and young people with SEND	Where the child is being educated in school, a tailored curriculum will be provided to meet the child's needs. This will be managed by the class teacher alongside the SENDCo, and will be communicated to the members of staff leading the provision. All SEND children will have access to daily pre-recorded sessions with their class teacher via Showbie. Some SEND children will be offered bespoke sessions with support staff on a weekly basis. The work set will be differentiated to meet individual needs with voice notes explaining the task. Live lessons to teach and to give feedback. Where work cannot be accessed via online resources, school will either provide iPad/laptops on loan when available, or provide bespoke physical learning packs available for collection from the school office. 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 /Zoom calls for additional support.

<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</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 boards, Makaton/PECS. Personalised learning packs have been sent home. Live lessons on Zoom or Microsoft Teams to interact and teach the children. 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>Support for improving emotional and social development.</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>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</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>The expertise and training of staff to support children and young people with SEND</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. PowerPoint or links to websites.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN</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>
<p>Remote learning opportunities for children with and young people with SEN</p>	<p>Differentiated work is uploaded on Showbie. Voice notes and video recording are used to explain the task. All SEND children will have access to their learning via Showbie where the class teacher will ensure the work set is explained using voice note or personalised comments so that children can access the work independently and engage. Some SEND children will be offered bespoke sessions with support staff on a weekly basis. The work set will be differentiated to meet individual need. Some lessons will be taught virtually to explain the concepts and give feedback. Practical activities included in the lesson to engage them with their learning. Parents are contacted via Dojo and phone calls to check if they need any support.</p>