



Special Educational Needs and Disabilities

Supporting pupils at SEND Support and Education, Health and Care Plan Levels

SEND Support

Our SEND pupils are being contacted on a regular basis.

Concerns regarding work are being addressed, as these are mainly the result of certain work tasks not being understood. A number of families have requested some additional work tasks to support specific difficulties and needs. Where necessary, some packs have been produced for collection or delivered to families based on specific SEND needs.

Through the weekly contact from the class teachers, some families have expressed concerns about their child's specific SEND needs, including Physical Disabilities, Communication and Interaction and Social, Emotional and Mental Health needs. The SENCO is alerted to any concerns and will contact the parent, carer or family separately to discuss concerns and issues. Actions are then taken based on these conversations, including, where appropriate, directing families to outside agencies or making these links through the school.

Many Local Authority and NHS Services remain available, although delivering support in very different ways to how they were accessed prior to the COVID-19 Lockdown. Each Service has maintained contact with either the schools through the SENCOs, or directly through contacting the children they support.

Local Authority-based Services:

Educational Psychology Service – Although limited to telephone consultations, SENCOs can contact Educational Psychologists for advice for ongoing cases which have been agreed as requiring Educational Psychologist involvement. The Pyramid Planning Meetings are re-commencing in the second half of the summer term in a virtual format using video links.

Autism and Social Communication Education and Training Service (ASCETs) – At the beginning of Lockdown, the ASCETs Team produced packs which were distributed to all families of children with a diagnosis of Autism, on the General Development Assessment Pathway or suspected to have Social Communication Difficulties. These packs were distributed by the SENCOs to the families. The ASCETs Team made their central email address available (through the SENCOs communicating this to the families at the time of distributing the packs) so that both SENCOs and families had a direct link to

the Team to raise concerns and seek advice.

Services for Children with Visual and Hearing Impairments – The specialist teachers have been making direct, regular contact with the children they support in schools. Any issues regarding specific equipment are directed either by the families or the SENCOs to the Teams.

Behaviour Outreach Support Service – The Specialist Officer remains in contact with the schools SENCOs. Any issues or concerns are directed to the Specialist Officer through the SENCOs.

Virtual School (although also appearing under the Safeguarding section) – Where SEND Needs are involved, virtual meetings are taking place using video links. Updates on funding through ePEP are being sent to schools.

#### NHS-based Services:

A number of Services were initially re-purposed or redeployed across areas of need in the NHS. As the levels of need begins to change, many staff are returning to their original roles, enabling therapies and support to recommence, although in a different way to previous delivery.

Speech and Language Therapy Service – At the start of June, tele-therapy has been introduced for all children who were accessing direct Therapist support in clinic. Referrals have now started to be accepted once again. SENCOs are able to have telephone consultations with Therapists to update on the children who have been receiving support primarily through school, working under the direction of the Therapists.

Occupational and Physiotherapy Service – These Service have remained unchanged on the whole, although therapy programmes are being delivered virtually where possible.

Child and Young Person Mental Health Service (CYPMHs/ CAMHs) – The Service has introduced a helpline for children and young people and their families, accessible on Tuesdays and Thursdays. This has been advertised through the school's website. Families are given this helpline number, if appropriate, if they contact the SENCO with concerns around their child's emotional or mental health.

General Development Assessment Service – Referrals continue to be received.

Medical Services – In general, those children with medical appointments have been attending these appointments. Where possible, these are virtual, although where health needs and medical conditions require direct contact at consultation appointments, these are arranged to be accessed as safely as possible.

The SEND Support Plans are currently being discussed with class teams. It is likely that the outcomes

currently in place will need to be reviewed again once the children have returned to school and an understanding of any areas which require specific work have been identified.

The delivery of SEND interventions in the future will be different due to social distancing, but it is the intention that academic interventions will continue to be delivered, depending on staff availability, once the bubble system is established. For all children on the SEND Register, as with all children across school, the focus on re-introducing children back into the school environment must take priority, with child wellbeing at the heart of re-establishing routines.

The transition process for the Year 6 children preparing for their move into secondary education is already well through the Transitions Team at the Local Authority. Contact has been made with the majority of the secondary schools during the summer term and preparations are well underway for delivering a virtual transitional experience for the Year 6 children with additional needs. The school is responding to changes as they happen in order to provide the most comprehensive experience possible.

#### Children with an Education, Health and Care Plan

As for those children at SEND Support, the children with an EHCP are contacted by their class Teacher or by the SENCO. The class teams are setting work for these children as they know their children the best. Concerns regarding work are being addressed, as these are mainly the result of certain work tasks not being understood. A number of families have requested some additional work tasks to support specific difficulties and needs. Where necessary, some packs have been produced for collection or delivered to families based on specific SEND needs. The SENCO is updated if any particular concerns arise.

The SENCO is contacting the families of the children with an EHCP on a regular basis. These telephone calls help to maintain the relationships with the children and can quickly identify problems and difficulties as they arise. Through these telephone calls, the ongoing medical and SEND needs can continue to be met with the SENCO liaising with the appropriate Local Authority and NHS agencies and services.

Requests for Statutory Assessment continue to be made and submitted to the Local Authority. Coproduction remains key to the submission of the Request for Statutory Assessment and all agencies are involved in the preparation for the submission, although this may need to be done so virtually. In communicating with the family, it has been important to note that there may be some temporary changes to the expected timescales, including the 20-week expected period for the Local Authority to conduct the Assessment.

It is the aim of the school that the Annual and Transfer Reviews for these children will go ahead as

planned, with these to take place in the autumn term of the next academic year. This information has been communicated to the families, with the understanding that the time away from school during the Lockdown period will impact on the Medium and Long Term Outcomes set in the EHC Plans. The need to reinforce, revisit and possibly repeat key learning has been understood by the families. The outside agencies and services working with the children have been informed and are prepared to support up on the children's return to school.

Any children requiring support with their transition to different settings have a specific transition plan in place, subject to changes over time.

Documents for reference:

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-careneeds-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessmentsand-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19#fnref:2>

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessmentguidance/coronavirus-covid-19-send-risk-assessment-guidance>