



SEND Information Report

Covid 19 Annex

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June 2020

Aims

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19 related partial school closure starting from 20th March 2020.

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

School Motto

‘Always treat others as you would like them to treat you.’

Date Written	4 th June 2020
Written By	M Baggott
Next Review	As required – following Guidance from DfE
Summary of changes	New Annex published for COVID-19 crisis

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to continue to provide care for a limited number of children – those who are vulnerable and children whose parents are critical to the COVID-19 response – who absolutely need to attend and who cannot be safely cared for at home. ‘Vulnerable children’ includes those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), ‘looked after’ children, young carers, disabled children and those with education,

health and care (EHC) plans. On 1 May 2020 some aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19). The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities needing instead to apply 'reasonable endeavours' to support these children and their families.

This means that local authorities and health commissioning bodies must consider for each child and young person with an EHC plan what they can reasonably provide in the circumstances during the notice period. For some individuals, this will mean that the provision specified in their plan can continue to be delivered; but for others (because of the impact of coronavirus (COVID-19) on local authorities or health commissioning bodies) the provision may need temporarily to be different to that which is set out in sections F and G of their EHC plan.

Once the notice expires or is cancelled, local authorities and health commissioning bodies would in all cases need to secure or arrange the full range of provision, as specified in the EHC plan.

On 29th May 2020 a series of documents were updated which essentially kept coronavirus temporary arrangements in place until 30th June 2020. The Secretary of State can issue a further notice if need be.

Given that the changes to legislation are temporary, the DfE will not be updating the statutory guidance, the [SEND code of practice: 0 to 25 years](#) and recommend that anyone referring to the SEND code of practice about EHC needs assessments and plans, also reads the guidance: 'Education, health and care needs assessments and plans: Guidance and temporary legislative changes relating to Coronavirus (Covid-19).'

The updated guidance clarifies that delays to the legislated times for assessments, (e.g. six weeks to make a decision on EHC needs assessment) are only allowed if the process started after 1st May.

There are exceptions to this which may apply, such as not being able to get advice from an educational psychologist. 36 Education, health and care needs assessments.

In terms of annual reviews the guidance accepts that these may be delayed except for transfer reviews for a child or young person moving between key phases of education.

There are no changes to the timescales for schools to respond to a proposal to name them in an EHC plan. There are no changes to the remit of tribunals in terms of rights of appeal but time scales may be modified.

This addendum of the Busill Jones Primary Inclusion and SEND Information Policy contains details of our individual arrangements and changes to our usual mode of working in the following areas:

- Vulnerable children and eligibility
- Safeguarding, attendance and monitoring of wellbeing
- Arrangements for consulting parents of, and young people with, SEND
- Arrangements for assessing and reviewing children's progress
- Arrangements for supporting children in moving between phases of education
- Transition periods within school
- The approach to teaching children with SEND
- Support for emotional and social development
- Working alongside other professionals

Please note: This annex should be read in tandem with the Busill Jones Primary School COVID-19 Safeguarding Policy Annex.

2. Key Contacts

Role	Name	Email
Head Teacher / Designated Safeguarding Lead	Mrs S Field	sfield@busilljonesprimary.co.uk
Deputy Head/ SENCo	Mrs M Baggott	mbaggott@busilljonesprimary.co.uk
SEND Governor	Mrs G Bladon Acting Chair of governors	gbladon@shineacademies.co.uk
Safeguarding Governor	Mrs Claire O Leary	Contact via postbox@busilljonesprimary.co.uk

3. Vulnerable children and eligibility

Vulnerable children include those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

These risk assessments will consider a number of different risks to each individual, including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required.
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- The ability of the individual's parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- The availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)

4. Safeguarding, attendance and monitoring of wellbeing

Busill Jones Primary School continues in its commitment to ensuring the safety and wellbeing of its children during this period of general school closure.

Where children with EHC plans take up an eligible place in school, Busill Jones Primary School will continue to ensure a safe space for these children to attend and flourish. The Head Teacher will work alongside the Deputy Head/SENCo to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive placement for those children. The support appropriate to each child in this circumstance will be recorded and reviewed on an individual basis. Any updates to a child's situation will be updated on their risk assessments which are then shared with the Local Authority and the Senior Management Team.

Busill Jones Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Having worked with parents and other professionals to decide whether children with EHC plans will be attending school, Busill Jones Primary School will then follow up on any pupil that they were expecting to attend, who does not attend to establish reason behind this non-attendance and discuss any support needed.

Where children with EHC plans do not take up a place in school and are cared for at home, an individual risk assessment will be completed and a communication plan will be put in place for the child. This will be recorded on risk assessments for each pupil which are shared with the Senior Leadership Team and the Local Authority.

The communication plans can include; remote contact, phone contact, door-step visits.

Busill Jones Primary School, its Head Teacher (DSL) and Deputy Head/SENCo (Deputy DSL) will work closely with all stakeholders to maximise the effectiveness of any communication plan for children with EHC plans.

This plan must be reviewed weekly and where concerns arise, the Head Teacher/DSL and Deputy Head/SENCo will consider any referrals as appropriate.

For children with SEND, but without an EHC plan, who have not been offered a place in school, contact details for key staff will always be available on the school website. This will ensure that parents of children with SEND will always have a way of contacting and communicating with school staff where needed.

The school will share safeguarding messages on its website.

5. Arrangements for consulting parents of, and children with, SEND

Working in partnership with children with SEND and their parents continues to be central to Busill Jones Primary School's policies and practice.

The views of parents and children will be considered in determining whether children with EHC plans take up an eligible place in school, as detailed in Section 2 of this addendum.

For children with EHC plans who are being cared for at home, their individual risk assessments will include communication plans to ensure that regular contact is maintained with key school staff. These communications may include: individual expectations for home learning, discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting children at home. In addition, all families have access to home learning packs (on line and printed for collection if necessary) of work along with resources to support the change of timetable and routine, sensory activities and key websites to support children with Special educational Needs – this can be found on the school website. Families are also signposted to personalised support as required following contact and weekly 'check ins'.

For children with SEND, but without an EHC plan, signposts will be included within year group home learning to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.

The school website will include contact details so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so.

Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and children with, SEND so that their views are actively sought, considered and promoted.

6. Arrangements for assessing and reviewing children's progress

Busill Primary School recognises that assessments and reviews of children's progress will continue to be necessary for some purposes during this period of school closure, mainly for the purpose of statutory assessment and review for new or existing EHC plans and for other assessments being completed by external professionals, for example community paediatricians.

Where this is needed, key school staff will maintain communication with parents and relevant professionals to share, with necessary consents, the most current assessment information and professional observations that the school holds.

Where children's EHC plans are due for review within the period of school closure, the school will discuss arrangements with parents, children, the Local Authority and professionals involved in the plan to decide whether arrangements for a 'remote review' should be made, or whether reviews should be postponed until it is possible to meet with all parties involved in the plan. The SENCo will make the necessary arrangements following this decision.

7. Arrangements for supporting children in moving between phases of education

For children due to move between phases of education at the end of this academic year, Busill Jones Primary School will continue to make contact with the new settings to share necessary information to make children's transitions as smooth as possible. The SENCo will make contact with SENCos in the

new settings to share information on SEND needs. Where children with SEND would benefit from additional transition visits, every effort will be made to facilitate these where possible within DfE, Public Health England and Government guidance.

For Year 6 children, the SENCo and Year 6 teachers will share key information with secondary schools and school staff will request and complete conversations with named transition staff in secondary schools to discuss vulnerable children. In this way, Busill Jones Primary School will seek to maintain a good flow of important information to support children's transfer from primary to secondary.

Busill Jones Primary School recognises that transition may be a particular concern for parents of children of SEND, and communication remains open for parents to contact key school staff to discuss this. We are also working with Walsall's School nursing Service to support parents in getting access to virtual workshops for Y6 to Y7 and children coming into Reception. Busill Jones is also facilitating access to other parental workshops, such as toileting, behaviour, bed wetting and puberty. Y6 pupils have also been offered access to virtual workshops to discuss puberty.

Some children with EHCPs will be transferring to Specialist Provision and Busill Jones SENCo is liaising with staff at receiving schools to support this as much as possible – this may include virtual tours, transition booklets, Team Virtual meetings with staff. Visits are not possible at this time but consideration will be given to these if Lockdown eases and Government and DfE Guidance changes.

Busill Primary School's approach to supporting children with transition will continue to be reviewed in line with all available DfE and government guidance on school closure.

8. Transitions within school

For children transferring between classes the SENCo will continue to inform the new class teacher of pupil's needs using electronic folders/transfer information records, Case Studies and Provision Maps, and meetings where appropriate. Additional transition work will be used where necessary to relieve any worries and doubt. Transition booklets, including Communication Passports, Strengths and difficulties profiles, and All About Me booklets have been sent to parents to partially complete with their children. Transition Booklets, including details and photographs of new teachers and classrooms will be sent to identified children, or if parents request as additional support.

Any consultations that the school receives in during this time will be responded to within the designated timescales unless illness prevents this.

9. The approach to teaching children with SEND

Busill Primary School recognises that children with SEND need access to home learning resources and activities which take account of their strengths and needs.

For children with SEND, but without an EHC plan, signposts will be included within year group home learning, and in Specific SEN area on the school website, to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND. Class teachers will liaise with parents to provide appropriate and/or additional support as required. The Assistant Head will ensure that differentiated tasks are available to parents.

Communication plans will be in place for any children with EHC plans being cared for at home to ensure that regular contact is maintained for discussion and setting of individual, appropriate learning activities, strategies and resources. In addition, all families have access to home learning packs (on line and printed for collection if necessary) of work along with resources to support the change of timetable and routine, sensory activities and key websites to support children with Special Educational Needs – this can be found on the school website. Families are also signposted to personalised support as required following contact and weekly 'check ins'.

The school website will include contact details so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so.

10. Support for social and emotional development

Busill Jones Primary School understands that children's social and emotional development is particularly at risk within the current national climate and period of school closure.

Individual risk assessments for children with EHC plans will consider children's social and emotional development and will ensure that communication plans are in place to enable at least weekly reviews/check ins. Regular contact between school staff and parents/children will be central to identifying when additional support may be needed. Where concerns are raised or are apparent within these communications, the child's risk assessment will be reviewed by key school staff and appropriate action and onward referrals considered.

For all parents, key contact details are available on the school's website so that they are always able to reach school staff for support if needed.

Busill Jones Primary School will signpost parents to other professionals who may be able to support them and their children at this time, particularly the Educational Psychology Service, Speech and Language Therapist, Community Paediatrician, Early Help, CAMHS, and the School Nursing Service. The school will also share parent and child-friendly information with links to mental health and wellbeing support strategies and agencies on the school website or via email.

11. Working alongside other professionals

Busill Jones Primary School will continue to maintain contact with other professionals during this period of school closure. This will particularly include liaison with the Speech and Language Therapy Service, Educational Psychology Service, School Nursing Service, and SEN Service within the Local Authority. These services will be sharing resources which may be of use to parents and professionals during this time.

The SENCo holds contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENCo and key school staff are available via the school website should professionals need to make contact.

Busill Jones Primary School will signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

Review

This addendum to the information report will be reviewed in light of new government guidance as and when it is published.