

KINGFISHER PRIMARY



SEN Information Report

Date: 01/09/21

Review: 01/09/22

The kinds of special educational needs that are provided for in Kingfisher Primary

It is a primary aim of Kingfisher Primary that every member of the academy community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by our academy and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive academy which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Main Contacts

Miss C Skinn (Principal) 01302 349275

Mrs A Parsons (Inclusion)

Mrs L Taylor (SENDCO)

Policies for identifying children and young people with SEND and assessing their needs

SEND Policy

Behaviour Policy

Accessibility Plan

Safeguarding Policy

Equal Opportunities for pupils (based upon the Equality Act 2010)

Procedures for identifying pupils with SEND and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. Please see the SEND policy for further information.

Arrangements for consulting parents of children with SEND and involving them in their child's education

- The best results are achieved when everyone around a child works together. In working towards this principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support.
- Provide opportunities for mediation and discussion.
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible.

Wherever possible, there should be pre-emptive action for the child/parents before the child enters the academy if it is known that they have additional needs. This includes:

- visits to the previous setting,
- advice from other professionals,
- discussions with the class teacher and the SENCo.

This support and communication continues when the child is at the academy with at least termly meetings and informal discussions as necessary. Each child on the SEND register has a SEND Support Plan, which contains their targets and how the academy and parents can help them to achieve them.

Arrangements for consulting young people with SEND and involving them in their education

We believe that pupils should understand and be involved in the setting of their own targets where appropriate. Our curriculum is child centred and we place a focus on meeting the needs of every child within the academy and valuing their opinion. We recognise that effective action for SEND students will depend on close cooperation between the academy and other services and agencies.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

After each cycle of SEN support plan we review the child's progress towards their outcomes. Children are involved in their own targets and therefore will be supported in recognising their own progress. Individual outcomes are reviewed and amended or new ones set, based on the needs of the child. in consultation with parents.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play drop in sessions, transitional meetings for children with additional needs as necessary- involving parents, class teacher, SENCo, PSA and relevant outside agencies. Academy also offer additional transitional sessions where this would benefit a child.

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition days, transitional meetings as necessary- involving parents, class teacher, SENCo, PSA and relevant outside agencies. We also provide a parents information book and a photo booklet for children in both FS1 and FS2.

To support the transition from Y6 to Secondary school and other academies we provide the following:

Extra support is given for children with additional needs and their parents to visit the transition academy- with extra visits available, meetings with key people, and activities for the children in their new environment. Moreover, staff new to the child are given the opportunity to visit Kingfisher Primary and work with the children.

Approach to teaching children and young people with SEND

At Kingfisher Primary our practice is inclusive. All staff, whatever their role within the academy, have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. These include Letters and sounds phonics, daily 1:1 reading, Rapid Reading, First Class Maths and any other focused support group that meet the needs of the child. We also run social/ emotional groups within the academy to improve attitudes towards learning on a 1:1 or small group basis.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the academy are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the academy environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through class interventions (see above). Children may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Kingfisher Primary we would ensure every effort is made to allow pupils with SEND to fully access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover the classroom layout may need changing to allow

space for a wheelchair or walking frame. We currently have 2 disabled toileting facilities in the academy and a disability lift.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

The allocation and effective use of resources

The performance of LA/Academy support services

The provision for SEND pupils including termly reviews

Individual pupil progress

Use of delegated funds

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Students with SEND and their families, have the right to be supported by high quality skilled professionals. The academy supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between schools including special schools. A comprehensive and appropriate staff development programme will be developed, which addresses the skills and knowledge staff will need to fully support and teach all students who attend the academy. Support staff are trained in delivering interventions (see above). Bespoke training is also put in place to meet the needs of children at the academy e.g.-moving and handling training and managing children with epilepsy in the academy.

Evaluating the effectiveness of the provision made for children and young people with SEND

The SENDCo monitors provision in the academy to ensure the needs of all SEND children are being met as well as individual SEND plans which are reviewed at least termly with parents. Interventions are regularly evaluated and progress measured, through pupil progress meetings. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENDCo makes a request for an EHCP to be written (Educational and Health Care Plan).

How children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum.

The academy also plans continually to increase access to education for SEND pupils in terms of:

Increasing the extent to which all pupils can participate in the curriculum.

Improving the environment in terms of accessibility.

Improving the delivery of information.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

At Kingfisher Primary, we have a thorough PSHCE curriculum throughout the academy. We have a clear behaviour policy followed by all children and staff. We have an Inclusion Team with a dedicated base and staff who provide small group intervention to improve the emotional and social development of those children who need additional support. We have a Parent Support Advisor who supports families and liaises with other agencies as well as working closely with the academy.

Our Anti-Bullying policy emphasises to all members of the academy community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent academy response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

It is important that we create an atmosphere in the academy where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Staff must ensure that everything that happens must be carefully recorded using CPOMs.
- The application of sanctions will depend on the individual circumstances of each incident.
- The academy will work with the parents of all children involved.
- Support will be available for the affected parties.

The academy curriculum

The academy curriculum will be used to:

- Raise awareness about bullying behaviour and the academy's anti-bullying policy.

- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the academy.
- There are many opportunities within the curriculum to raise awareness, teach relationship management and to discourage bullying or harassment via assemblies.
- PHSE/Drama/English lessons.
- Circle time.
- Close supervision of all areas at all times.
- Anti-Bullying week.

How the academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The academy involves other agencies such as: the health visitor and nurse; social services; speech and language; specialist support such as Educational Psychology, Occupational Therapy and Physiotherapy as and when it is necessary. Good relationships have been made with outside agencies and special schools. Moreover, the academy supports parents throughout this process led by the SENDCo and Parent Support Advisor.

Arrangements for handling complaints from parents of children with SEND about the provision made at the academy

If parents are unhappy with the provision made for their children they should contact the SENDCo in the first place and then the Principal. We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care.

Details of the academy's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. All academies are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about Children in Care is collated. The governor should report periodically to the governing body regarding Children in Care and their achievement. Accurate attendance records are maintained for all Children in Care and regular meetings with social workers and members of the Local Authority Looked After Children service. Children in Care have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside academy to allow them to access the curriculum effectively and to

close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by Children in Care and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.

Appendix: COVID-19 Additional Information for SEND Information Report

School Name: Kingfisher Primary

Date: 01.09.21

1. Context, Legislation and Guidance

[Guidance](#) was released in February 2021, to support schools with full opening from 8 March 2021. To support this, all schools are required to review and update their risk assessment (if necessary), make sure they have a system of controls to minimise risk of infection and to have a contingency plan in place for outbreaks or changes to restrictions. It is also important for schools to communicate such relevant information to schools.

The SEND Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities; and
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND Information Report

In 2020, the Coronavirus Act Modification of Section 42 of the Children and Families Act 2014 (England) Notice 2020 provided the following modification in relation to the duty to secure educational and health care provision in accordance with the requirements of the Education, Health and Care Plan:

- The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) can be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the Local Authority (LA) needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

This modification was in place from 1 May to 25 September 2020 inclusive, and adjusted the statutory timescales for the EHC needs assessments and plans. Following this date range, the modifications ceased and **there are currently no modifications in place.**

This appendix of the school's SEN Information Report should be read alongside the school's Annex 5 of the Safeguarding and Child Protection Policy and the Behaviour Policy (and any relevant Annex). This appendix contains further details of our arrangements for pupils with Special Education Needs and/or Disabilities in line with revised procedures from the government, in the following areas:

1. Context, legislation, guidance and key contacts
2. Vulnerable children
3. Risk assessments of pupils with SEND
4. Supporting children and young people's mental health
5. Supporting vulnerable pupils in school and/or at home
6. Statutory assessments, annual reviews and reviews for pupils at SEN Support
7. Dedicated School Transport for pupils with existing arrangements
8. Transition
9. Support from Astrea Academy Trust
10. Annex: Suggested SEND Risk Assessment Template

Key Contacts

Role	Name	Contact number	Email
SENCO	Laura Taylor	01302349275	laura.kenwright@astrea-kingfisher.org
Principal	Catherine Skinn		principal@astrea-kingfisher.org
SEND Officer	Caroline Embery	07387108846	caroline.embery@astreaacademytrust.org
Specialist Leader of Behaviour and SEND	Naomi Reed	07552995410	naomi.reed@astreaacademytrust.org
National Leader of Inclusion	Jenni Machin	07900401418	jenni.machin@astreaacademytrust.org
Director of Inclusion	Nicola Crossley	07393237674	nicola.crossley@astreaacademytrust.org

During the COVID-19 pandemic, it may not always be possible to have the SENCO on site, however, the SENCO, or a senior leader, will be available to be contacted via phone (contact school office to arrange a call) or email.

2. Vulnerable children

From 8 March 2021, pupils are to return to school to minimise (as far as possible) the longer-term impact of the pandemic on their education, wellbeing and wider development. However, the school notes that there may be a small minority of pupils that may still be unable to attend. This could be related to public health or clinical advice (for example, for pupils identified as extremely clinically vulnerable). In these cases, access to remote education will be offered (see section 5) and the pupil may be supported through the risk assessment process if applicable (see section 3).

Where parents/ carers are concerned about the risk of the child contracting COVID-19, the school will talk through these anxieties with the parent/carer, providing reassurance of the measures in place to reduce the risk in school. However, the expectation is that all pupils will be attending school unless a statutory reason applies.

During any COVID-19 'lockdown' (national, local or setting specific), following Public Health England advice, schools may close for some pupils but remain open only for vulnerable pupils and the children of critical workers, providing remote education for all other pupils.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a **child in need plan**, a **child protection plan** or who are a **looked-after child**;
- have an **education, health and care plan (EHCP)**;
- have been identified as **otherwise vulnerable** by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - **children and young people on the edge of receiving support** from children's social care services or in the process of being referred to children's services
 - **adopted children or children on a special guardianship order**
 - those **at risk of becoming NEET** ('not in employment, education or training')
 - those **living in temporary accommodation**
 - those who are **young carers**
 - those who may **have difficulty engaging with remote education at home** (for example due to a lack of devices or quiet space to study)
 - **care leavers**
 - others at the provider and local authority's discretion including pupils and students who need to attend **to receive support or manage risks to their mental health**.

3. Risk Assessments of Pupils with SEND

The school is committed to ensuring the safety and wellbeing of all its children and young people. The operational risk assessment of the setting, in line with government guidance, will drive decisions on provision as health and safety considerations are paramount in all decision making.

The school may re-visit pupil level risk assessments previously used in lockdowns to re-assess and identify what additional support children and young people with SEND may need to access education safely. Pupil level risk assessments may be used to support pupils and the staff working with them and are not a reason to deny pupils face-to-face education. Where schools complete these, please see section 12 for an example template.

When pupils who have been identified as extremely clinically vulnerable have been advised to shield, parents / carers are strongly advised to follow guidance. However, guidance for [special schools](#), [special post-16 institutions and alternative provision](#) states that in some exceptional circumstances it may be that the health risks need to be balanced with the wider impact of the child or young person not attending education and accessing the support that would normally be delivered. This might be due to the level of support that they need or their ability to access remote education and additional services such as therapies, as well as the impact on wellbeing for the wider family. With this in mind, in these circumstances we may use a risk assessment process to work with parents and the other organisations to agree the best arrangement for the child or young person and their family to ensure that they continue to receive the support they need.

Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the school will work with other settings to work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.

4. Supporting Children and Young People's Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. We are aware that there may be pupils with additional or worsened social emotional and mental health needs as a result of coronavirus (COVID-19). Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour and emotional wellbeing. Teachers should be mindful of this, in setting expectations of pupils' work. These pupils may need additional support and access to services such as educational psychologists, social workers, the Astrea Therapeutic Team, specialist staff or external support services.

Government guidance (found [here](#)), states:

'Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.'

The school will consider using pastoral and extra-curricular activities to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing
- provide focused pastoral support for pupils' individual issues.

Additionally, for pupils accessing remote education (because they are shielding, self-isolating or vulnerable), the school will still endeavour to offer pastoral support.

The school will also work with school nurses as appropriate to:

- support the delivery of the [healthy child programme](#)
- identify any health and wellbeing needs
- provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support pupils with additional and complex health needs.

The government has issued guidance and advice for parents/carers on looking after the mental health and wellbeing of children or young people during the COVID-19 outbreak. When considering mental health and wellbeing, the school will also refer to this as a starting point - [guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus outbreak](#). Further information for parents and carers in relation to supporting mental health and wellbeing can be found in the Astrea Home Learning brochures which can be found [here](#). Parents/carers can also contact their GP or refer to NHS 111 online if they have

concerns about their child's mental health. NHS trusts have also established 24-hour urgent mental health helplines in most parts of England for people of all ages as it is important to discuss such mental health issues with a professional.

In response, [government guidance](#) provides specific school information and signposting to:

- an '[Every interaction matters](#)' webinar can help with offering pastoral support for wellbeing
- a [webinar](#) recording from the DfE, Public Health England and NHS England for educational professionals on how to support pupil wellbeing;
- The Whole School SEND consortium – who have produced a variety of resources to support educational staff as well as families. This includes 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about [successful returns following a period of absence](#) and about [transition planning for post-year 11 destinations](#). They have also produced a [handbook](#) to support teachers to take a whole school approach to supporting pupils following a traumatic event.
- the [MindEd learning platform](#) and [staff resilience hub](#) for useful materials for teachers and front line staff

The Department for Education has also published [relationship, sex and health education training modules](#) for teachers to support them in delivering the required content on mental health and wellbeing (found [here](#)). The school's Relationship, Sex and Health education content can be prioritised this academic year to support emerging pupil needs.

If parents/carers have any specific concerns about the mental health and wellbeing of children which they would like to discuss further, they can also contact the school SENCO (Laura Taylor) or Designated Safeguarding Lead (Alison Parsons) via telephoning the school directly or by emailing safeguarding@astrea-kingfisher.org

5. Supporting Vulnerable Pupil in School and/or at Home

From 8 March 2021, all pupils, including those with SEND, are expected to attend school unless they are following specific clinical and/or public health advice not to attend. There may also be a statutory reason why pupils need to access immediate remote education from home (e.g. advised shielding, national or local / setting lockdown, advised self-isolating). The school will try to offer pastoral support remotely to pupils that are required to access remote education.

The school will follow government guidance in relation to **curriculum expectations, behaviour and pastoral support** (found [here](#)). The key principles that underpin this are:

- education is not optional: All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life;
- the curriculum remains broad and ambitious: All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Informed by these principles, we aim to teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time will be prioritised to address the most significant gaps in pupils' knowledge. Curriculum planning should be informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, the school may need to make modifications to the curriculum to create time to cover the most important content in which pupils are not yet secure.

The school may consider suspending some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 2, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If a decision is made to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) this will be in the best interests of the pupil and should be subject to discussion with parents/carers.

The use of **outdoor learning** may be utilised to support the delivery of the curriculum and protective measures will be taken to facilitate this. From 8 March 2021, schools are also able to consider an extra-curricular offer in line with [guidance](#).

For vulnerable pupils (including those with more complex needs), the school will also explore the use of government packages (such as 'catch-up support' funding and the National Tutoring Programme) to assist in addressing any individual gaps in learning.

For pupils with medical conditions, we will work with appropriate professionals to ensure they are supported and wherever possible, in receipt of an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on [supporting pupils at school with medical conditions](#) and additional operational guidance for [special schools, special post-16 institutions and alternative provision](#).

School based learning and protective measures

We know that particular care is needed to support pupils with SEND. Some pupils with SEND (whether with EHCPs or on SEN support) will need specific help, reasonable adjustments and preparation for any changes to routine. Staff will plan to meet these needs, for example using social stories.

Staffing needs will be considered as part of a collaborative, flexible approach - we will work with internal staff members, any relevant volunteers and appropriate external specialist staff to support pupils in school, ensuring that any relevant staff training required is in place. Measures will be taken to minimise the potential risks posed from external specialist visitors to school such as social distancing to allow any planned support to continue. Specialists, therapists, clinicians and other support staff for pupils with SEND will be encouraged to provide interventions in school as usual.

We will ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants to work with pupils in different classes or year groups. Where capacity allows, support staff may also deliver catch-up provisions or targeted interventions. Pupils will be kept in their groups (or 'bubbles') for the majority of the time, however, pupils may also access additional mixed groups in order to access specialist provision and/or wraparound care.

When working within the classroom, preventive distancing measures will be in place for the majority of pupils in order to reduce any risk of transmission. We know 2 metre distancing is not always possible, but staff will do this when circumstances allow. Staff will try to minimise close face to face

contact and close interactions. However, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support will be provided as normal.

In line with guidance, for pupils old enough, they will also be supported to maintain distance and not touch staff and their peers where possible. Similarly, this will not be possible for the youngest children and some pupils with complex needs and if it is not feasible where space does not allow.

The use of face coverings will also be considered where relevant and in line with guidance (found [here](#)) as part of our system of controls to minimise risks. However, we acknowledge the need for some exemptions and considerations in relation to the use of face coverings in order to support pupils (and staff) with specific special educational needs and/or disabilities. For example, this may include the use of clear face coverings.

Children and young people in school will be encouraged to regularly clean their hands thoroughly, including before and after using any specialist equipment. We acknowledge that some younger children or pupils with more complex needs may require help. Similarly, good respiratory hygiene will be encouraged. Again, some children and young people will be helped to get this right. Where pupils with specific needs struggle to maintain good respiratory hygiene (for example, through uncontrollable spitting or where saliva is a sensory stimulant), a risk assessment should be completed (see Section 3) in order to support both pupils and staff with face-to-face education provision. Government guidance states that this is not a reason to deny these pupils face-to-face education.

If appropriate and in line with guidance, the school will participate with the rapid testing programme, following the [Mass asymptomatic testing: schools and colleges guidance](#). The school will take swift action if we become aware that someone has tested positive for coronavirus. Following advice, all pupils (including the most vulnerable) may be sent home to self-isolate – in this instance, they would be given access to remote education.

Remote education

Any **remote education and home learning** needed will be of high quality and will align with in-school provision and curriculum resources. The educational offer will include both recorded or live direct teaching time, and time for pupils to complete tasks and/or assignments independently. To support this, the school may refer to the nationally available resources to support SEND pupils, such as the [Oak National Academy specialist content for SEND](#), as well as utilise the digital and technological support. The school staff may also utilise the government's [Get Help With Remote Education](#) page which signposts support available.

In relation to remote learning, we acknowledge the importance of:

- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

- setting meaningful and ambitious work each day, considering a pupils' age, stage of development and/or special educational needs (considering whether the work set would place significant demands on parents/carers for help or support)
- effectively utilising digital platforms for remote education provision to allow interaction, assessment and feedback
- overcoming barriers to [digital access for pupils](#), including for vulnerable learners and those with SEND
- acknowledging that some pupils who have difficulty engaging in remote education may be considered to be vulnerable and therefore eligible to attend provision in person
- recognising that some pupils with SEND may not be able to access remote education without adult support (we will try to work with families to ensure the delivery of a broad and ambitious curriculum appropriate for their level of need)
- checking daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- monitoring the quality and delivery of remote education (at a senior leadership level), including that provision meets expectations for remote education
- publishing information for pupils, parents and carers about the remote education provision
- considering what we already know about effective teaching, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities.

For pupils with SEND, their teachers are best-placed to know how pupil needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school. The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs, remains in place.

We will work collaboratively with families of pupils with SEND, putting in place reasonable adjustments as necessary, so that pupils at home can successfully access a remote ambitious curriculum appropriate for their level of need. When designing home learning and support for children and young people with SEND, we may also involve external professionals to support the design or adapt interventions or learning materials.

The online learning offer for the school is available on the school website.

6. Statutory Assessments, Annual Reviews and Reviews for Pupils at SEN Support

From the 25th September 2020, any previous temporary modifications to SEND policy and practice made by the Secretary of State **ceased**. Applications for statutory assessments / needs assessments / high needs funding will continue to be submitted to the local authority in line with normal practice. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.

Where possible, the school SENCO will liaise with pupils, parent/carers, appropriate key professionals and external agencies for children and young people with SEND – this will ensure effective co-production and arrangements for delivering all therapies and support that would normally be in place for pupils with an EHCP. The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs, remains in place. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. In collaboration with local authorities and health partners (where applicable), we will endeavour to work with families to co-produce alternative arrangements for delivering provision. Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. To minimise risks, meetings and reviews may also take place remotely.

If parents/carers feel there is an urgent need to amend the outlined pupil needs, provision or placement in an EHCP, they should speak to the SENCO to see what additional review mechanisms could be put in place. In law, parents/carers can also request a personal budget and seek direct payments for special educational provision during the Education Health and Care needs statutory assessment process or during an annual review.

Further information about the LA's approach towards statutory assessments for children with SEND as well as their guidance for processes during the COVID-19 outbreak can be found on the relevant Local Offer pages

- Doncaster Local Offer - [click here](#)
- Doncaster Additional COVID-19 Information – [click here](#)

7. Dedicated School Transport for SEND Pupils with Existing Arrangements

Local authorities should continue to provide dedicated transport for children and young people with EHCPs who are attending their usual educational setting. If children and young people with EHCPs are accessing an educational setting that is not their usual setting, the local authority should review transport arrangements and endeavour to make appropriate provision for pupils to reach their educational setting safely. We will work closely with the local authority where they have statutory responsibility for 'home to school transport' for pupils (e.g. those with SEND).

Local authorities are not required to uniformly apply the social distancing guidelines for public transport on dedicated school or college transport (found [here](#)). We will work with the local authority to, wherever it is possible, ensure that:

- ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents.
- social distancing is maximised within vehicles wherever it is possible, between individuals or 'bubbles'

In accordance with advice, children and young people aged 11 and over must wear a face covering when travelling on dedicated school transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the [safer travel guidance for passengers](#). Pupils must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).

We recognise that transporting some children and young people with SEND may require close contact. Where this is the case, other measures in the system of controls should be put in place to reduce risk. For example, staff may wash or sanitise their hands more frequently.

8. Transition

Key school staff will continue to complete and plan for any relevant transition arrangements to support vulnerable pupils, liaising with the Trust, local authorities, pupils, any relevant external agencies and parents/carers to ensure that any planned transitions are supported as best as they can. The local authority should complete EHCP transfer reviews within normal statutory timeframes (e.g. for pupils transferring between phases of education into/between schools such as a transfer from primary to secondary school).

9. Support from Astrea Academy Trust

Astrea central team continues to be available to provide support and guidance to colleagues as appropriate. Members of the Astrea Education and Inclusion team continue to be available to all SENCOs and Principals in order to carry out their role effectively and can be contacted as per page 2.