

**DRAFT**

**Appendix: COVID-19 Additional Information for SEND Information Report**

**School Name:** St Luke's C of E school.

**Date:** 21<sup>st</sup> January 2021

**Key Contacts:** Ms Saima Din (SENCO/ Inclusion Manager)

**Purpose:** 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 5th January 2021.

**Legislation and Guidance:**

*Following the [Prime Minister's announcement on 4 January 2021](#), only children of critical workers and vulnerable children and young people should attend school or college. All other pupils and students will receive remote education.  
<https://www.gov.uk/coronavirus/education-and-childcare>*

**For guidance on critical workers and vulnerable children please see:**

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

**This addendum of the St Luke's C of E School, SEND Information Report contains details of our individual arrangements and changes to our usual mode of working.**

**Vulnerable children and eligibility**

All 'vulnerable children' will be contacted by school staff to ensure they have adequate provision to engage in learning. Where it is evident the child will benefit from being in the school setting this will be the first option explored with families.

If, following a risk assessment, it is not considered appropriate for the child to attend school, appropriate support will be offered to facilitate effective home learning.

The priority will always be to encourage children to return to the school setting.

**Meeting the needs of Children with SEN**

The SENCO will make contact with all children with SEN to assess how their needs are being supported by the school.

A Risk assessment will be written with the support of parents and a decision to return to school will be made based on this document.

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[www.demat.org.uk](http://www.demat.org.uk)

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In all instances the children will be provided with an individual study pack. This will be made up for home learning including any additional resources necessary to support individual needs.

Where it is not possible for a child to return to the school setting, additional support will be offered in the form of additional resources and/or 1:1 zoom teaching sessions with teaching professionals.

Parents can contact the SENDCO Ms Din, for support and guidance at [sdin@stlukes.cambs.sch.uk](mailto:sdin@stlukes.cambs.sch.uk).

### **Risk assessments of pupils with SEND**

Where necessary, children with SEND will have a risk assessment review considered before they return to the school setting. This will be written by the SENDCO with the support of the parent.

### **Safeguarding, attendance and monitoring of wellbeing**

The school will monitor attendance and safeguarding of all SEN children. Zoom attendance will be monitored daily by teaching staff, and where there is non-attendance, a check-in phone call will be made to the family. Additionally, a regular phone call will be made to all SEN children's families to monitor wellbeing and review ongoing support for the children.

### **Supporting vulnerable children in school and/or at home**

Vulnerable children will be supported within their class bubble by their regular class teacher in the school setting. Any additional provision will be delivered by a designated teaching assistant.

Vulnerable children who remain in the home setting will be supported by the class teacher by live zoom calls and the option for additional support by staying connected to live zoom lessons after the main lesson has finished. Additional support zoom lessons may be set up where additional support is needed. Parents will be regularly contacted to assess how the remote learning is supporting their child.


Where additional support is required from external agencies, this will resume. This includes:

- the continuation of the EHCP process
- the speech and language communication team (SALT)
- Art therapy
- the Educational Psychologist team
- the Early Help team.

### **Arrangements for consulting parents of, and children with, SEND**

Where any parent requires a meeting or where a SEN review is to take place, provision will be made for a virtual meeting. If this is not possible due to connectivity issues, a meeting will be held in the school setting following the school COVID risk assessment. All annual reviews and bi-annual reviews will continue to take place in accordance to government guidelines.

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### **Arrangements for assessing and reviewing children's progress towards their outcomes**

All teaching staff will review the graduated response document for the children's progress. They will make amendments to the provisions and update any necessary support needed for the child.

Live marking and support given from Live zoom meetings will also form part of teacher assessment.

Additional support provided by teaching assistants will be monitored and reviewed by the class teacher.

### **Arrangements for supporting children in moving between phases of education**

Children with an EHCP moving from one key stage to another will continue to be supported by an early annual review. The annual review will involve the SENDCO, the present class teacher, the new class teacher. The parent and child views will be imperative to the discussion.

All children moving between phases will complete a one page student profile showing their strengths, interests and what works well for them in learning.

Children transitioning to KS3 or a new setting will be supported with a transition document. This will be shared with parents and the new setting. Where children move to KS3 or a new setting, all documentation will be forwarded to the school according to COVID guidance.

### **The approach to teaching children with SEN**

Children will be expected to join 3 Live zoom sessions and additional support will be offered as is deemed necessary by the SENDCO following discussions with parents and the class teacher.

Work completed at home can be downloaded to Class Dojo to enable the teacher to mark and review the child's needs and differentiate tasks.

The teachers will create visual learning slides to support Zoom meetings, which follow the school's expectations to support a Dyslexic friendly classroom.

Where children are in the school setting, they will be supported by the class teacher in their learning and their individual needs will be supported by a designated TA in accordance to the EHCP needs or the graduated response to their needs.

### **Complaints from parents of children with SEN**

If the family or the child feel dissatisfied with the support provided by the school, they should contact the SENDCO in the first instance. If the matter cannot be resolved to the satisfaction of the complainant, the concern can be escalated according to the schools complaints policy.

The Local Offer for SEND in Cambridgeshire can be found at

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Review date: Ongoing review as recommended by government guidance.

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