

SEND Information Report

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
Weekly communication with parents/child to include: <ul style="list-style-type: none">• Showbie• Marvellous Me• 'Check in' calls Adaptations including: <ul style="list-style-type: none">• Differentiated work• Visual timetables• Social stories• Personalised reward systems	<ul style="list-style-type: none">• Leading in school provision (SEND targeted group)• Support with additional resources (Rainbow Learning Pack)• Communication with multi agencies• Communication with parents

Who do I need to contact if I have any queries or concerns?

Mrs Gurpreet Dosanjh (SENDCo) g.dosanjh@peartreej.derby.sch.uk

Arvinder Badwal

The School Office: 01332 760610

Jill Wilkinson (SEND Governor)

Via the School Office: 01332 760610

My child has an EHCP and but they need to stay at home for medical reasons etc., what support will I get from school?

Include:

- Completion of a risk assessment
- Differentiated work
- Weekly check ins

My child has an ECHP and is due an Annual Review, what arrangements are in place for this?

If possible, the Annual Review will still take place remotely. Postponed Annual Reviews will be completed after the 'school closure' period.

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

Include:

- Transition arrangements dependent on need will include:
- Reintegration meetings
- Time spent restablising routines
- Meet and greet
- Revision of previous learning

Additional Information

SEND Code of Practice Requirement	Covid-19 Arrangements
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>The school will contact parents of pupils at least weekly to discuss the child's learning needs. SENDCo will contact parents of pupils who have an EHCP (or one in the development) and discuss learning. School will provide an education on site should parents/carers require this. Where parents/carers do not wish to send their child work will be sent via post or e-mail.</p>
<p>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</p>	<p>Onsite learning will be offered in the form of a small targeted group led by the SENDCo. During a weekly phone call, teachers will have a conversation with the child and discuss the work. Class teachers will also set appropriate work through 'Showbie'. The work completed will be marked and feedback provided via text response/voice note (as appropriate) and during the allocated 'Feedback days.' The school has a clear timetable of annual reviews for pupils with EHCs. The SENDCo will liaise with the Local Authority and parents and complete 'remote' annual reviews where possible.</p>
<p>Arrangements for supporting children and young people in moving between phases of education</p>	<p>Usual procedures will be followed for completing transition documents and paperwork. Class teachers and the SENDCo will make contact with the new school to discuss current provision. A bespoke package of transition, taking into account the views of the child, parents and professionals will be put into place.</p>
<p>The approach to teaching children and young people with SEN</p>	<p>The SENDCo will be in contact with the class Teacher/TA to discuss the weekly work requirements for pupils with SEND. Where a child is being educated in school, a tailored curriculum will be provided to meet the child's needs. Remote learning will be supported by the SENDCo who will communicate with the members of staff leading the provision Class teachers will set appropriate work through 'Showbie'. The work completed will be marked and feedback provided via text response/ voice note (as appropriate) and during the allocated 'Feedback days.' Where work cannot be accessed via online resources, physical copies will be delivered.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>Where the child is in school, they will continue to access the same resources as they would during normal school opening. Where the child is not in school, as requested, resources and equipment (IT and learning aids) will be sent home.</p>

Support for improving emotional and social development.	Resources regarding the current situation will be resources and sent to all pupils. The SENDCo and class teachers will discuss these resources during weekly conversations.
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	The school will continue to work closely with all organisations that support the pupils. Regular contact will be made to the LA and their support services to ensure they are aware of the current provision and the support they can offer.
The expertise and training of staff to support children and young people with SEND	The SENDCo will provide staff with opportunities to develop their knowledge and skills through online remote learning
Evaluating the effectiveness of the provision made for children and young people with SEN	The SENDCo will continue to monitor the provision of all SEND pupils through regular check ins with teachers, parents and pupils.
Remote learning opportunities for children with and young people with SEN	A 'Rainbow Learning Pack' has been created for children with SEN needs. Class teachers will also send home any bespoke resources that the children have used in school to support their needs.