

**Meeting the needs of Pupils with Special Educational Needs during the Covid-19 Pandemic**

	<b>Action taken by the school</b>	
<b>During a national lockdown and school closures</b>		
	<b>Pupils in school</b>	<b>Pupils at home</b>
<b>Meeting individual needs for those at SEN Support</b>	<ul style="list-style-type: none"> <li>• The general ongoing strategies identified on VSEND IEPs will continue</li> <li>• All work (even if working in mixed classes) to be differentiated appropriately to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo to ensure that parents have a copy of the pupil IEP/ VSENIEP to refer to. General email to ask parents to get in touch if they need a further copy emailed home</li> <li>• Parents to do their best to follow the ongoing strategies identified general support strategies and top tip for parents shared with parents via email and on the website. e.g. simplifying instructions into one step at a time</li> <li>• All children on the SEN register received a remote Intervention plan containing off screen intervention programmes that can be followed at home and supports the 4 areas of need defined by COP</li> <li>• Any work sent home must be differentiated appropriately or work from a younger age group sent home (especially for those working significantly below ARE)</li> <li>• Where needed, bespoke and additional support packages have been provided to individuals by the SENCo</li> <li>• As appropriate, additional TEAMS meeting with SENCO, class teachers and parents are held to adjust support in line with the schools graduated approach.</li> </ul>
<b>Meeting individual needs for those with an EHCP</b>	<ul style="list-style-type: none"> <li>• Pupils will continue to work in line with their EHCP and IEP/ VSEND IEP</li> <li>• Enhanced adult support will continue as in normal circumstances, with normal TA if possible. If normal TA self-isolating or working remotely, then an alternative adult will be provided to cover the role (unless significant staffing issues)</li> <li>• If staffing is limited, then pupil needs to access as much as possible identified on the IEP / VSEND IEP</li> </ul>	<ul style="list-style-type: none"> <li>• LA risk assessment updated over the phone or by email with parent to discuss pupil's needs and provision</li> <li>• Live teaching is provided daily with access to Teacher and TA while independent tasks are being undertaken</li> <li>• SENCo to inform LA case worker that pupil is working from home</li> <li>• Teacher/TA to send home differentiated work appropriate to pupil's needs</li> </ul>

	and a discussion held with parent and LA case worker by SENCo	<ul style="list-style-type: none"> <li>• A timetable will be provided to the pupil/parent similar to that in school so that key tasks can be identified</li> <li>• Any specific interventions identified on EHCP/IEP to be delivered remotely where possible, by pupil's TA e.g. Speech and Language, Nessy, pre and post teaching (see delivering of interventions below)</li> <li>• Any specialist equipment needed must be sent home (see making reasonable adjustments below)</li> <li>• Any Outside Agencies supporting the pupil must continue to do so remotely where possible (see support from Outside Agencies below)</li> </ul>
<b>Making reasonable adjustments e.g. equipment</b>	<ul style="list-style-type: none"> <li>• Any reasonable adjustments identified on the IEP to continue e.g. extra time, use of equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• See meeting individual needs above with regards to IEP</li> <li>• Send home any significant equipment/resources used routinely in school e.g. pencil grips, writing slopes, weighted toys, fiddle toys, magnifying dome etc.</li> </ul>
<b>Delivering interventions identified of individual support plans</b>	<ul style="list-style-type: none"> <li>• If possible, continue to deliver tier 3 individual and small group interventions identified on IEPs or recommended by outside agency's</li> <li>• If interventions previously required multi-year group or multi-class working and new bubbles do not allow for this, ensure, as much as possible that any individual interventions continue e.g. precision teaching, individual reading, emotional literacy activities etc.</li> </ul>	<ul style="list-style-type: none"> <li>• For those pupils with an EHCP, individual TAs to deliver interventions identified on EHCP/pupil passport via Teams, remotely</li> <li>• For those pupils at SEN Support, Tier 3 interventions as recommended by outside agency will be identified and delivered remotely.</li> <li>• All children on the SEN register received a remote Intervention plan containing off screen intervention programmes that can be followed at home and supports the 4 areas of need defined by COP. Easy access to class teacher and TA provided to support as needed.</li> </ul>
<b>Continuing the support from Outside Agencies</b>	<ul style="list-style-type: none"> <li>• Any routine appointments will continue in line with each Outside Agency's own risk assessment. Some appointments may continue remotely e.g. community paediatrician, specialist teaching team, whilst others may be postponed</li> <li>• Where Outside Agencies deliver individual support/interventions, the SENCo will contact these agencies to advise on next steps. Where possible this support will continue remotely.</li> </ul>	
<b>Supporting parents of pupils with SEN</b>	<ul style="list-style-type: none"> <li>• At the beginning of any period of school closures, all parents of pupils with an EHCP will receive a telephone call or email from SLT or SENCo to discuss accessing the school environment</li> <li>• The school's remote learning policy will be available to parents on the school website</li> <li>• Top tips and general support strategy pack for parents with advice for supporting their child at home will be available on the school website and sent home via email</li> <li>• Useful website links will be available on the school website and sent home via email</li> </ul>	

	<ul style="list-style-type: none"> <li>• Class teachers, the SENCo will be available via email/telephone, to advise and support any parental queries or requests for help</li> </ul>
<b>Supporting staff to meet the needs of pupils with SEN</b>	<ul style="list-style-type: none"> <li>• Remote learning policy available to staff</li> <li>• Appendices to the SEN Policy with regards to Covid-19, available to support staff (this document)</li> <li>• SENCo and Head Teacher will provide clear policy and procedural advice initially at beginning of any school closure periods and then individual advice and support where needed</li> <li>• SENCo will ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period</li> </ul>
<b>Generally during Covid-19 pandemic whilst schools are open</b>	
<ul style="list-style-type: none"> <li>• All 'pupils at school' advice above is relevant during any period of the Covid-19 pandemic</li> </ul>	
<b>During periods of individual, small group or class isolation</b>	
<ul style="list-style-type: none"> <li>• All 'pupils at home' advice above is relevant during any period of self-isolation. However there are the following differences: <ul style="list-style-type: none"> <li>- If an individual pupil or small group is self-isolating, live remote interventions will not be possible since staff will be supporting in school learning</li> <li>- If a whole class/year group is self-isolating, live remote interventions MAY be possible, but this will be dependent upon staffing capacity and judged at that period in time</li> </ul> </li> </ul>	