



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

### Riverside Federation

<b>Approved by:</b>	Head Teacher
<b>Last reviewed:</b>	Jan 2021
<b>Next review due:</b>	Apr 2021

This policy is in support of the Riverside Federation's vision:  
Small schools providing opportunity, delivering challenge, building respect.

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

**School Name:** Hilgay and Ten Mile Bank Riverside Academies

**Date:** January 2021

**Key Contacts:** Headteacher [head@hilgayriverside.norfolk.sch.uk](mailto:head@hilgayriverside.norfolk.sch.uk) ;  
SENDCo [senco@hilgayriverside.norfolk.sch.uk](mailto:senco@hilgayriverside.norfolk.sch.uk)

**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.

### Context, Legislation and Guidance:

This addendum of the Hilgay and Ten Mile Bank Riverside Academy's SEND Information Report contains details of our individual arrangements and changes to our usual mode of working in the following areas:

- Vulnerable children and eligibility
- Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO.
- Risk assessments of pupils with SEND
- Safeguarding, attendance and monitoring of wellbeing
- Supporting vulnerable children in school and/or at home
- Arrangements for consulting parents of, and children with, SEND
- Arrangements for assessing and reviewing children's progress towards their outcomes
- Arrangements for supporting children in moving between phases of education
- Transition periods within school
- The approach to teaching children with SEN
  - expectations about work, especially that done at home
  - the approach to teaching children with SEN (How work is chosen.)
  - how adaptations are made to the curriculum and the learning environment of children with SEN
  - evaluating the effectiveness of the provision made for children with SEN
  - how children with SEN are enabled to engage in activities available with children who do not have SEN
- Support for emotional and social development
- Working alongside other professionals
  - the expertise and training of staff to support children with SEN including how specialist expertise will be secured
  - how the school involves other bodies including health and social care bodies, LA support and voluntary

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sector organisations, in meeting children's SEN and supporting their families

- Statutory assessments, annual reviews, and reviews for pupils at SEN Support
- Arrangements for handling complaints from parents of children with SEN about the provision made at school.
- The Local Offer and where it is published.
- **Review date: April 2021**

### **Vulnerable children and eligibility**

Children classified as vulnerable in the Government Guidance for schools updated 8<sup>th</sup> January 2021 (<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>) will be offered in school provision.

Those parents/carers who choose to not take up this provision will be supported through regular contact from school staff to offer guidance and support for remote learning.

### **Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO.**

Our school policies for identifying children with SEN remain in place with concerns being directed to the SENDCo [senco@hilgayriverside.norfolk.sch.uk](mailto:senco@hilgayriverside.norfolk.sch.uk). Should assessment of their needs be required the SENDCo will work with parents to enable this to occur in a COVID safe environment.

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

Learners with SEND will be reviewed on a case-by-case basis with risk assessments being put in place as required in partnership with parents. Should this risk assessment determine that the learner would be better supported in school then they will be offered a place in this provision.

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

Engagement in online learning and wellbeing will be monitored on a daily basis and families will be supported through regular telephone and email contact. Home-visits will be implemented if contact is not achieved for more than 2 weeks.

Safeguarding concerns will be managed using normal in-school procedures.

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

Vulnerable children will be offered in-school provision, supported by teachers and teaching assistants. They will complete learning tasks set by their class teacher overseen by the teacher in-school each day.

Vulnerable children who are working at home will be supported in completing their learning tasks by regular telephone and email contact. Should a child require resources such as pens/pencils/paper, these will be provided by post.

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

Parents of children with Education, Health and Care plans will be involved in discussions regarding their provision during remote learning.

Parents of children with additional needs will be contacted regularly and any concerns around their child's needs will be passed to the SENDCo for support.

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

Children will be provided with learning tasks mapped to their curriculum. These will be submitted to teachers for marking to enable an oversight of current progress. Online assessments will be completed to maintain an up-to-date picture of progress with a topic.

For learners with an Education, Health and Care plan their outcomes will be reviewed and, where possible, remote provision will be put in place to ensure their needs are met. Regular contact with parents will be maintained to promote engagement with learning tasks and discuss any changes in requirements.

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

Children who are moving between phases of education will be identified and discussions will take place between school staff and parents to determine any additional support required.

Should the child require additional support in this transition a support plan will be put in place with clear targets and the actions needed to achieve them.

### **Transition periods within school**

It is important to plan for children's transition to secondary school, especially for those learners with additional needs. The school works closely with local secondary schools to ensure learners can visit the school and experience their new environment before joining the school. In light of current COVID restrictions children have been encouraged to engage with virtual material provided and to arrange visits outside of school hours.

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

- expectations about work, especially that done at home
- the approach to teaching children with SEN (How work is chosen.)
- how adaptations are made to the curriculum and the learning environment of children with SEN
- evaluating the effectiveness of the provision made for children with SEN
- how children with SEN are enabled to engage in activities available with children who do not have SEN

Learners with additional needs are provided with differentiated work to complete in their home environment. Teachers have consistent high expectations whilst providing the scaffolding required to enable all learners, no matter their needs, to be successful.

Work completed by learners is reviewed on a regular basis to enable teachers to adapt their provision if needed to ensure all learners are making progress and the work being set is meeting the needs of all children.

### **Support for emotional and social development**

We are aware that the home learning environment can prove challenging for some children. As such we are providing a range of learning tasks using online platforms and paper-based tasks as well as encouraging physical activity and creative assignments.

All children and parents/carers are contacted on a regular basis to enable them to have the opportunity to speak to school staff and discuss any concerns they may have.

### **Working alongside other professionals**

- the expertise and training of staff to support children with SEN including how specialist expertise will be secured

- how the school involves other bodies including health and social care bodies, LA support and voluntary sector organisations, in meeting children's SEN and supporting their families

In spite of the current restrictions we will continue to work with specialist services if required to meet the needs of individuals. This will be achieved following COVID secure processes whilst ensuring the specialist expertise required can be accessed.

### **Statutory assessments, annual reviews, and reviews for pupils at SEN Support**

We will continue to complete annual reviews for learners with Education, Health and Care Plans using virtual platforms to enable all professionals to be involved in meetings.

In addition, statutory assessments and reviews for pupils at SEN Support will also be managed virtually to ensure all required provision is in place.

### **Arrangements for handling complaints from parents of children with SEN about the provision made at school.**

Standard school processes around complaints remain in place with parents being encouraged to contact the SENDCo in the first instance regarding concerns about provision for learners with SEN. This process can be stepped up to contacting the Headteacher, followed by the Governing Body as required.

### **The Local Offer and where it is published.**

The Norfolk Local Offer can be viewed online here <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **Review date**

This addendum will be reviewed on a termly basis. Next review April 2021.

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