



Special Educational Needs and Disability (SEND) **Information Report COVID-19 Update**

– Holy Trinity CE Academy

Home Learning

Home learning packs were sent home for the first two weeks. After the Easter holidays home learning was provided via the school website and printed packs were available for families who were unable to print off the work at home, take-up was high with over 70% of some classes requesting the printed packs.

Of the 43 children on the schools' SEND register 21 children were accessing pre-printed packs. A further 2 children were in school daily from the beginning of lock-down.

The SENDCo and class teachers were in regular contact with families (weekly for the most vulnerable, including those with EHCPs). The SENDCo worked in close consultation with class teachers and parents to provide differentiated learning activities as necessary.

Website

A SEN section was added to the Home Learning area of the website and useful documents and links were added. Periodically, useful online resources were sent out via the schools' Facebook page.

Parental Contact

There has been regular contact with families of children with SEN and those who are classed as vulnerable. (A log of all contact has been kept). The contact was mostly via telephone although weekly doorstep visits were made to one particularly vulnerable family. The SENDCo has also sent useful information to parents via email, for example visual resources for preparing a child with ASD to return to school.

The school was quick to offer places to children who we classed as vulnerable (many of whom did not have an EHCP or a Social Worker in place). In total, we identified 24 as vulnerable, and weekly contact was made with these children. EMAS made weekly contact with 5 children who speak English as an Additional Language.

Contact was made each week, including those weeks that would have been school holidays (2 weeks over Easter and May half-term). As the lockdown went on, the number of vulnerable children attending school increased:

Date	Vulnerable children contacted by telephone/ doorstep visits	Vulnerable children in school
23.3.20	21	3
30.3.20	22	2
6.4.20	22	2
13.4.20	21	3
20.4.20	20	4
27.4.20	17	7
4.5.20	18	6
11.5.20	17	7
18.5.20	17	7
25.5.20	17	7
1.6.20 <i>Yr1 and Rec classes able to return</i>	14	10
8.6.20	8	16
15.6.20	5	19
22.6.20	4	20
29.6.20	3	21
6.7.20	3	21
13.7.20	2	22
20.7.20	2	22

Online meetings have been carried out as necessary. The SENDCo has arranged and attended two Annual Reviews, one My Support Plan review, a Care Plan meeting via Microsoft Teams and a Health Review over Microsoft Teams.

Referrals

Referrals to outside agencies continued throughout the lock-down:

Service	Date of referral	Year group of child	Outcome
SSENS Team (Specialist Teachers)	23.3.20	Year 1	Advice given to parents and class teacher over the telephone. Reports written. Advice incorporated into child's My Support Plan.
ADHD Pathway	13.7.20	Year 3	Awaiting response
	21.7.2-	Year 2	Awaiting response
ASD Pathway	13.7.20	Year 3	Awaiting response
Occupational Therapy	14.07.20	Reception	Awaiting response
SEND Lead Worker	March 2020	Reception	SEND Lead Worker appointed July 2020. Meeting to be arranged with parent asap in September 2020.

Risk Assessments for pupils with an EHCP

In March 2020 Wiltshire County Council requested that school complete a spreadsheet (Risk Assessment) for pupils who have an EHCP to decide whether they would be safer at home. This was done and returned to county. We have two children in school with EHCPs and both were deemed to be safer at home at that time, following discussions between the SENDCo and parents. One of the children returned to school in the Key Worker/ Vulnerable group in June, the other child has medical needs and is shielding until the end of the academic year. (This child has a shielding letter from the NHS).

My Support Plans

Most My Support Plans were reviewed in February 2020. The SENDCo has contacted all class teachers to discuss whether to review the My Support Plans. Some have been reviewed in light of advice from outside agencies, others have been reviewed where teachers feel that the child will need extra support on returning to school in September 2020. Many other plans will need to be reviewed by the new teacher in September/ October 2020.

Transition

We have two children with My Support Plans transitioning on to secondary school. Both are going to Kingsbury Green Academy and are able to attend some transition activities there. My Support Plans and relevant documents have been forwarded to the school. The class teacher has filled in transition forms for these children, as well as others with additional needs and these have been sent to the relevant schools. Many of our Year 6 pupils returned from 1.6.20-10-7.20 and transition work was undertaken within the classroom.

Our Reception class teacher has worked hard contacting nurseries, childminders and families. Two children are joining us with My Support Plans in September 2020 and the pre-school has forwarded us all the relevant information. 4 children have identified Speech and Language needs and will work with our therapist Jo Roberts who is returning 1 morning a week in September. The SENDCo and class teacher met virtually with one family to devise a Care Plan for a child with medical needs. The reception class teacher has used Tapestry to send information out to families, including videos of the learning areas.

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher. Two class teachers will move up with their current class (years 2 and 3) these are classes with high numbers of children with SEND.

Staff Development

Many staff undertook online courses and joined webinars.

All staff were required to undertake a St John Ambulance First Aid Refresher Course.

The SENDCo undertook the following:

- Breaking the cycle of emotionally based school avoidance (school refusal)
- You Can: Support Bereaved Children
- Webinar: Relationships, Sex and Health Education (RSHE) curriculum to support teachers of pupils with special educational needs and disabilities.
- Webinar: Adopting a trauma informed approach to reintegrating children back into school.