

## Meeting the needs of Pupils with Special Educational Needs at Bourne Westfield Primary Academy during the Covid-19 Pandemic

Action taken by the school During a national lockdown and school closures		
	Pupils in school	Pupils at home
<b>Meeting individual needs for those at SEN Support</b>	<ul style="list-style-type: none"> <li>The general ongoing strategies identified on IEP or A4 profiles 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>SENDCo or class teacher to ensure that parents have a copy of the IEP or A4 profile to refer to. 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 on IEP or A4 profiles e.g. simplifying instructions into one step at a time</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>SENDCo to contact all parents of children at home on a regular basis (either by telephone or email)</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</li> <li>Enhanced adult support will continue as in normal circumstances, with normal TA if possible. If normal TA self-isolating, 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 IEP and a discussion held with parent and LA case worker by SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>LA risk assessment completed over the phone with parent to discuss pupil's needs and provision</li> <li>SENDCo 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> <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. precision 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 IEP or A4 profile 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 or A4 profile</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 individual and small group interventions identified on IEP or A4 profiles</li> <li>If interventions previously required multi-year group or multi-class working and new bubbles do not allow for this, ensure 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 at SEN Support, across each year group, common interventions are to be identified e.g. phonics, maths. Where staffing allows, TAs may be able to deliver interventions to children at home remotely via TEAMS.</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 SENDCo will contact these agencies to advise on next steps. Where possible this support will continue remotely or, if possible and within the risk assessment, face to face.</li> <li>Due to available staff, some support will resume when the school reopens fully.</li> </ul>
<b>Supporting parents of pupils with SEND</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 from the SENDCo, member of SLT or class teacher 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 for parents with advice for supporting their child at home will be available on the school website and sent home via email</li> <li>Class teachers, the SENDCo and members of the SLT 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 SEND Policy with regards to Covid-19, available to support staff (this document)</li> <li>SENDCo 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>SENDCo 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>	