

Ashwood's SEND Information Report Covid-19 September 2020 update

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Ashwood will be providing the following:

- Children will be taught in class 'bubbles'
- Each bubble will have set teachers and teaching assistants assigned to it.
- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
 - activities linked to the outcomes on their Education Health Care Plans.
 - visual supports such as visual timetables, working memory boards, now and next cards or task cards.
 - coloured overlays, ear defenders and sensory boxes.
 - technology where appropriate, such as Chromebooks.
 - Access to activities and resources to support emotional well-being, such a social or emotional stories.
 - Online provisions, such as iDL, and Times table Rockstars.
 - Provisions, such as precision teaching, Numicon, SNIP Literacy and SALT activities.
 - Interventions will take place with trained Teaching Assistants delivering these interventions following government social distancing guidelines and hygiene.
 - SEND children will have access to safe spaces, should they need time out of their classroom for any reason relating to their SEND needs.
 - Children will have access to Behaviour Support Plans should they need one.
 - SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via phone.
 - EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone call/in person with professionals and parents.

- Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Ashwood will ensure that if a child has an identified SEN (EHCP or SEN support), class teachers will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.
- providing printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

Parents of SEND pupils may continue to require our support at this time and the class email facility allows for private conversations to be had between staff and parents. The SENCO can be reached at cfrancis@ashwood.dudley.sch.uk

External agencies will become involved if necessary following the usual graduated response process.

Transition

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 as well as the SENDCo where relevant. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.