



COVID-19 Additional Information for SEND Information Report

Date: January 2021

Key Contacts: Executive Headteacher rpurvis@wvc.tmet.org.uk;
SENDCo npaine@wvc.tmet.org.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 to the Witchford Village College SEND Information Report contains details of our individual arrangements and changes to our usual mode of working.

Vulnerable children and eligibility

Children classified as vulnerable in the Government Guidance for schools updated 8th 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

Our school policies for identifying children with SEN remain in place with concerns being directed to the SENDCo n.paine@wvc.tmet.org.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 5 days.

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 engage in live online lessons with their class teacher, following their in-school timetable and curriculum. This will be overseen by the staff 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. In addition, there is a designated support email address which is staffed throughout the school day, senteam@downhammarketacademy.co.uk, year group support teams and in-lesson support from Progress Support Workers in some lessons.

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. Discussions will be recorded in a chronology and remote provision required will be put in place where possible in partnership with the child and parents/carers.

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 online lessons mapped to their curriculum. Independent tasks will be issued which 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 primary schools to ensure learners can visit the Academy and experience their new environment prior to 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.

In addition Downham Market Academy works closely with our local Further Education settings to put in place transition plans to support learners moving to a different setting post-16.

The approach to teaching children with 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.

Monitoring of learning by Senior Leaders, subsequent sharing of best practice and weekly CPD sessions enable the additional needs of students to be highlighted and strategies for support implemented.

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 students 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

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.

All learners with an EHCP have Section M completed, as per Cambridgeshire County Council guidance, identifying how their provision will be implemented remotely. These are updated regularly to show changes in support as required.

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 Academy 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 Cambridgeshire Local Offer can be viewed online here
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Review date

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