

SEND Remote Learning Guidance

How are we supporting learners with additional needs?

This information is intended to provide clarity and transparency with regards to remote learning for those pupils on the Place Farm Primary Academy SEND Register and their parents or careers about what to expect from remote education. This document is in addition to the ***Place Farm Primary Academy Remote Education Provision: Information for Parents Document***, available on the school website.

The national guidance states that “during the period if national lockdown, primary, secondary, alternate provision and special schools will remain open to vulnerable children and young people and the children of critical key workers only. The definition of vulnerable children and young people include those who have a social worker, an Education, Health and Care Plan or who may be vulnerable for another reason at local discretion (otherwise Vulnerable-
<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>).

Children with SEND Support:

In line with government guidance many children who have additional needs that are supported through SEND support will be learning from home until the government informs schools they can fully reopen. The new guidance states: *‘The requirement of schools to use their best endeavors to secure the special educational provision called for by the pupil’s special educational needs, remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary so that pupils with SEND can successfully access remote education alongside their peers.’*

At Place Farm Primary Academy:

- Teachers know their pupils and will use pupils Support and Success Plans and individual targets to ensure pupils needs and strategies to support these pupils are implemented and that this information is shared with parents, careers and support staff.
- Teachers will pre-record and deliver live lessons via Class Dojo and pre-empt and provide differentiated activities to challenge and support pupils as necessary.
- Teachers will provide appropriate scaffolding for pupils with additional needs. Such as, word mats, success criteria, prompts, sentence frames, questions frames, etc.
- Teachers and parents or careers can communicate through Class Dojo and teachers will make fortnightly phone calls. Parents and/or careers are encouraged to contact their child’s class teacher should their child be having difficulties accessing any of the remote learning set.
- The SENCo has shared bank of resources for teachers to access and is available in school to liaise with teachers and offer additional tailored support were required. E.g. social stories, visual timetables etc.
- The SENCo can be reached in school via email or phone should parents wish to discuss their child’s difficulties and support required.
- The SENCo will monitor the engagement of pupils on the SEND register and liaise with class teachers and parents or careers to support pupil to be participating in the expected amount of remote learning. Where the pupil is not engaging in remote learning, the school’s procedures will be followed and the SENCo will discuss appropriate strategies for individual pupils SEND requirements with class teacher, SLT and parents or careers.
- External agency interventions such as Speech and Language therapy will be encouraged to continue via virtual means and the SENCo will liaise with these agencies to support the organization of this.
- On a case by case basis reasonable adjustments may be implemented for individual pupils with regards to quantity of work, how work is set and completed, the ability level of the work set etc.
- At times specialist ready-made resources and links from approved sources such as Oak National Academy may be used to support your child's remote learning as part of their reasonable adjustment.

- Learning may also adopt a more holistic approach with social skills learning opportunities such as cooking and gardening being scheduled and wellbeing opportunities such as playing a board game with family, going outside on a nature hunt or a mindful coloring task being recommended.

Children with an Education, Health and Care Plan (EHCP) or those with EHCP referrals currently with Suffolk County Council:

If your child has an EHC Plan or has recently had an application submitted to Suffolk County Council, your child will be offered a place in school for face to face learning.

- This will be as part of their year group bubble or within Rainbow Class if this is their usual setting.
- Children in school will be supported to access the learning in class in their usual ways. For example, with additional adult support, scaffolded resources or pre and post teaching opportunities.
- Support will be provided within your child's bubble and all reasonable efforts will be made to ensure the provision identified on your child's Education and Health Care Plan is implemented either face to face or via virtual means.
- Staff allocated to your child's bubble will not be required to wear a mask in the classroom but on occasions when your child is working with another adult to have their provision met a mask will be worn and where possible a 2m distance ensured.
- Any small group interventions will only be done with children within your child's year group bubble.

While we will endeavor to provide the provision identified on a child's EHCP, where it is not possible to reasonably meet the provision on an EHC Plan, a discussion will be had with the child, parents or careers and the SENCo to agree an appropriate alternative. This information will be fed back to the Local Authority.

Exceptions:

In line with national guidelines the following pupils with an EHCP ***should not attend*** face to face learning:

- Pupils who are ***displaying symptoms of COVID***.
- Pupils who are ***self-isolating***.
- ***Clinically extremely vulnerable*** pupils who may have been ***shielding*** in the first lockdown are also advised not to attend school or college.
- Parents or careers can decide their child with an EHCP should not attend.

In all cases where a child with an EHCP is not attending school.

- A discussion with the SENCo and parents or careers and pupil (if appropriate) will identify whether any additional support is required and how to ensure a pupil's provision is being implemented and accessed.
- Remote learning will be conducted through Class Dojo (please see above points).
- The SENCo and class teacher will work closely with the family to ensure provision is accessible, appropriate and reasonable adjustments are in place to meet the needs identified on the EHCP.
- Weekly phone calls from the class teacher and the school SENCO will enable pupil engagement to be monitored closely and required adjustments to be made.
- The SENCo will liaise with external agencies such as SaLT to ensure pupils identified provision can where possible continue in pupil's homes via virtual means.

All children with an EHCP will have a **risk assessment** completed by the SENCo. This will be updated weekly to ensure the child is receiving the appropriate support during this time. This information will be shared with Suffolk Family Services Team, who in cases where specific provision is unable to be provided will be able to provide additional guidance and support.