

SEND Information Report COVID 19 addendum

Context

In March 2020, when the coronavirus (Covid-19) pandemic was increasing, the Government asked parents to keep their children at home, wherever possible, with the exception of children identified as vulnerable and children whose parents were critical to the COVID-19 response. 'Vulnerable children' included those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans. Schools undertook risk assessments to evaluate the risk of these children being in school compared to being at home. At Eastfield, this meant that some vulnerable children came to school and some stayed at home. No parent was penalised or sanctioned for their child's nonattendance at school during that time.

From June, primary schools were encouraged to welcome some children back, focusing on specific year groups being educated in small 'bubbles'. School remained open to vulnerable children and children whose parents were critical to the COVID-19 response during this time. During this period, attendance at school was not compulsory.

From September 2020, the Government expectations changed. All children were now expected to be in school. This addendum of the Eastfield Primary School SEND Information Report contains details of our individual arrangements and changes to our usual mode of working due to opening with COVID-19 Risk Assessment measures in place with reference to our approach to teaching children with SEND including providing support for emotional and social development and working alongside other professionals.

Please note: This document should be read in tandem with the Eastfield Primary School Safeguarding Policy and our COVID Risk Assessment for Vulnerable pupils (See appendix A)

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 whilst the school operates within its COVID-19 Risk Assessment.

1. Vulnerable children

From September 2020, the Government expects the majority of pupils to have returned to school. This includes all children previously identified as 'vulnerable' and those who were clinically vulnerable and shielding. Shielding advice for clinically vulnerable children and adults was paused nationally on 1st August 2020. This means that even the small number of pupils who remain on the shielded patient list were expected to return to school, as were those who have family members who were shielding. Children with an EHC plan are also expected to attend school and our focus was on working with the Local Authority, Health and Social Care partners to restore full provision for all children with an EHC plan within the recommended safety measures. The school continues to work with the Local Authority to contribute to EHC needs assessments and annual reviews of EHC plans and is aware that temporary changes to the law on the timescales for EHC needs assessments and plans expired on 25 September 2020.

2. Safeguarding, attendance and remote learning

Eastfield Primary School continues in its commitment to ensuring the safety and wellbeing of its children whilst opening with COVID-19 measures. Eastfield Primary School continues to ensure a safe space for all children to attend and flourish. The Senior leadership team work alongside the SENDCo to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive school experience for all children. Eastfield Primary School will refer to the Government guidance for education and childcare settings on how to implement social

distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

From September 2020, the Government expectations changed. All children were now expected to be in school. The usual rules on school attendance apply including:

- parents' duty to secure that their child attends regularly at school, where the child is a registered pupil and when the child is of compulsory school age
- schools' responsibility to record attendance and follow up absence
- the availability to issue sanctions including fixed penalty notices in line with local authorities' codes of conduct.

Where a child is unable to attend school because they are complying with clinical or public health advice, the school will immediately provide them access to remote education in line with our remote policy. Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, absence will not be penalised. The school will not provide remote education for children whose absence is unauthorised, for example if a child's parents decides their child will not return to school due to concerns about COVID-19 but the child or family are not clinically shielding and have not received clinical or public health advice to keep their child at home.

Eastfield Primary School is aware that some pupils, parents and households may be reluctant or anxious about returning to school. This may include pupils who have themselves been shielding, those living in households where someone is clinically vulnerable or those concerned about the comparatively increased risk from coronavirus (COVID-19) including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. If parents of pupils with significant risk factors are concerned, they are encouraged to discuss their concerns at the earliest opportunity with the school. Eastfield Primary School will provide concerned parents with details of the measures being put in place to reduce the risk in school. Where necessary, a personalised approach has been agreed between school and parents to support a child's gradual reintegration into school i.e. a Temporary Reduced Timetable.

3. Pupil Wellbeing and Support

Pupils and families may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. It is important to contextualise these feelings as normal responses to an abnormal situation. Eastfield Primary School, has implemented a Recovery Curriculum. We recognise that some children may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. In preparation for school re-opening following the COVID-19 closures, all staff at Eastfield Primary School participated in staff training and CPD to further develop their understanding of effective support for children who may find returning to school difficult. This included the development of 'scripts', therapeutic stories, links to short-films and ideas for class activities that may help pupils to reconnect with each other and with school. Our website contains helpful information. We know that children need to feel safe and happy at school in order to make progress in their lessons and to fulfil their potential. However Adverse Childhood Experiences (ACEs) and other traumatic events interrupt emotional development and can lead to lifelong mental and physical health issues without the appropriate support. As always, the school will draw on external support where necessary and possible. Eastfield Primary School will signpost parents to other professionals who may be able to support them and their children at this time. The school will also share parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies and our website supports parents with a range of resources.

4. Arrangements for children with Special Educational Needs or Disabilities (SEND)

Working in partnership with children with SEND and their parents continues to be central to Eastfield Primary School's policies and practice. Eastfield Primary School has ensured that appropriate support is made available for pupils with SEND.

Children are being taught in year group 'bubbles' of up to 60 pupils usually with a few year groups exceeding that number. Children must stay in their 'bubble' at all times. The year 'bubble' has a designated classroom and outdoor space. Time in communal areas such as corridors, sports halls and dining halls is minimised.

SEN interventions and support can only take place in spaces designated specifically for the year 'bubble' of which the child/ren are part. In other words, interventions that would usually involve children from several classes cannot be run whilst the school is operating with COVID-19 opening measures in place.

Adults supporting children may only work directly with pupils in one year group bubble. This is to reduce the risk of cross-contamination. This means that Learning Support Assistants, ELSA practitioners and the SENDCo cannot run interventions in several different classes during the same day.

Deployment of adults within the school to facilitate school opening with COVID-19 measures has involved careful consideration and planning to support children with SEND i.e. the school is satisfied that adults supporting individual children with SEND have the appropriate skills, expertise and experience to carry out their role. Where a child has an EHC plan, they continue to receive the support (as far as reasonably practicable) specified in their EHC plan.

In a small number of cases, the school's 'Re-opening with COVID-19 Measures' risk assessment will mean that it is temporarily impossible to deliver an intervention specified in Section F of a child's EHC plan, for example a provision that requires access to the Hall such as Smart Moves; collaborative sensory play involving sand, water or playdough; a 'buddy' programme involving peers from other 'bubbles' or year groups. Where this is the case, the SENDCo and Class Teacher will discuss this with parents, take advice from external professionals and consult with the Local Authority where appropriate. In most cases, it should be possible to find alternative ways to enable a child to achieve the same outcome – even if the provision supporting them to achieve the outcome looks a little different.

The school website contains the contact details for the SENDCo, so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance, they can do so.

Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and children with, SEND so that their views are actively sought, considered and promoted.

5. Arrangements for assessing and reviewing progress of children with SEND

Where children's EHC plans are due for review, the school will discuss arrangements with parents, children, the Local Authority and professionals involved in the plan to decide whether arrangements for a 'remote review' should be made. The SENDCo will make the necessary arrangements following this decision.

6. Arrangements for supporting children in moving between phases of education

For children due to move between phases of education at the start of this academic year, Eastfield Primary School will continue to make contact with the new settings to share necessary information to make children's transitions as smooth as possible. Where it has not already been possible to do so, the SENDCo will make contact with SENDCos in the new settings to share information on SEND needs. Eastfield Primary School recognise that transition may be a particular concern for parents of children of SEND, and communication remains open for parents to contact key school staff to discuss this.

7. Transitions within school

For children transferring between classes the SENDCo will continue to inform the new class teacher of the pupil's needs using electronic folders and meetings where appropriate. Additional transition work will be used where necessary to relieve any worries and doubt. New class social stories can be sent home to support with the changes where possible. Any consultations that the school receives during this time will be responded to within the designated timescales unless illness prevents this.

8. Working alongside other professionals

Eastfield Primary School will continue to maintain contact with other professionals during this period of opening with COVID-19 measures. This will particularly include liaison with the Therapists and the Educational Psychologist commissioned by the Bradgate Education Partnership. Furthermore, the Leicestershire Psychology Service will be sharing resources which may be of use to parents and professionals during this time.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-psychology-service>

The SENDCo and Designated Safeguarding Leads (DSLs) holds contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENDCo and key school staff are available via the school website should professionals need to make contact. Eastfield Primary School will signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

This addendum to the information report will be reviewed in light of new government guidance as and when it is published.

January 2021

Appendix A

Covid Risk assessment for vulnerable pupils

This form could be used to risk assess what mitigation should be in place for any vulnerable pupil where parents are requesting that the child or young person does not attend school due to an external risk factor. This would be a request for a special leave of absence.

Activities covered by this assessment:	Covid 19 vulnerable pupil Risk Assessment													
School:														
Child's Name						UPN								
Please tick which apply:	Pupil is Looked After (LAC)		Pupil meets section 17 Definition		Pupil is Child in Need (CIN)		Pupil has EHCP		Youth Offending Service (YOT)		Early Help		Other- please specify	
Parents Views														
Pupils Views														

Hazard (Something with a potential to cause harm)	Risk	Initial Risk Rating			Further Controls- what is the offer? (What reasonably practicable control measures could be considered to further reduce the risk rating?) For example services they most need can be moved from their educational setting into their home; their parents can meet their needs full-time; they are able to follow hygiene and social distancing practices at home; moving either equipment or services into a child or young person's home would enable them to be supported there such as physiotherapy equipment, sensory equipment, online sessions with different types of therapists; phone support for parents in delivering interventions; ICT equipment, broadband connectivity, regular contact with a range of professionals, food parcels/vouchers, daily telephone calls, virtual weekly meetings to discuss learning, lesson resources	Residual Risk Rating			Action Required		
		Severity	Likelihood	Risk rating		Severity	Likelihood	Risk rating	Who: (Initial)	Date By: (--/--/--)	Done? ✓/✗
Not attending School during Covid 19 school closure period	The potential health risks to the individual (or family member) from COVID-19, bearing in mind any underlying health conditions. (This must be on an individual basis with advice from an appropriate health professional where required)	M	M		Hygiene and social distancing practices at home. Adhere to government guidelines.	M	M		All staff	05.01.21 - Ongoing	✓
Not attending School during Covid 19 school closure period	The risk to the individual if some or all elements of their EHC plan cannot be delivered at this time. The risk presented if interventions cannot be delivered in the normal way or in the usual setting. What are the opportunities to meet needs in	L	M		Children at home will be receiving a remote learning offer. This includes live lessons and feedback on the work they are submitting. Some interventions that involve social communication, social skills and team building may not be able to be implemented, however, advice and guidance will be provided online to help the identified children with these areas of need. Parent/carers are encouraged to contact the class teacher if they need any further guidance, and K.Brown (SENDCo) and/or class teachers will contact the families directly every week.	L	L		K.Brown (SENDCo)	11.01.201 - Ongoing	✓

	different ways temporarily? e.g. in the home or online.				Additional pastoral support will be offered to families if they would like to access it.						
Not attending School during Covid 19 school closure period	The ability of the individual's parents/carers/ home to ensure their health and care needs can be met safely weekly or for multiple weeks (bearing in mind the family's access to possible respite.)	M	M		Children have access to live lessons and can interact with their year group remote learning team. Questions and queries can be answered and resolved promptly. All vulnerable children have been contacted and asked if they would like their child to attend School. If families are unable to access the learning as they have not got a suitable device, laptops have been offered to those families. A register is taken for every live lesson, and families contacted if they were unable to attend. Families receive at least one phone call a week from the SENDCo and or remote learning team. They will have the opportunity to discuss any concerns, and a general check in. Advice and support is provided, and families are reassured that if an issue does arise for them to contact School at the earliest convenience. For children with social care involvement, contact with the social worker assigned to the family will be made. Children with care plans have an assigned nurse to answer any medical queries.	M	M		K.Brown	11.01.2021	✓
Not attending School during Covid 19 school closure period	The potential impact to the individual's mental health and wellbeing as a result of changes to routine or the way in which provision is delivered.	M	M		Open dialogue between home and school is actively encouraged. Parents/carers have been provided with a clear visual routine for the day if they are using the remote learning platform. Check-ins with teachers with the parents and the children. Lessons are recorded so children can access the remote learning at their own pace and when they feel ready to. Resources, activities and hiplines signposted on the school website. SENDCo to contact families who have accessed mental health support previously, and if the parents/carers have expressed a concern. This is to give further advice or suggestions to help the family during this unpredictable time. ELSA practitioner on hand to give practical advice.	M	M		All staff	05.01.2021	✓
Not attending School during Covid 19 school closure period	Where the child/family is known to social care, the potential impact on the child's safety and wellbeing if they are to remain in their household without any access to a school setting.	M	M		Daily live lessons and remote learning suite online. These lessons are recorded so they are available at any time once the live lessons has stopped. Families offered the loan of a laptop. If children are not accessing the online learning, the teacher will contact the family to see how School can further support the family and child. Work can be printed if the family are unable to access the internet. Family to be contacted at least once a week by class teacher, and once a week by SENDCo.	M	M		SENDCo/DSLs	07.01.2021	✓

Not attending School during Covid 19 school closure period	Non-engagement with remote learning and the capacity of parents/cares at home to support with education. No equipment for ICT available or internet connectivity.	M	M		Actively encourage child/ren to attend the educational setting. Provide printed out work to complete. Weekly phone calls by class teacher and SENDCo.	M	M		SENDCo/DSLs	07.01.2021	✓
Not attending School during Covid 19 school closure period	General non-engagement and lack of communication with family - including safeguarding checks. Unable to make visual/spoken contact with pupil and unable to verify safe and well (Child missing education.)	M	M			M	M		SENDCo	05.01.2021	✓
Decision											

During this activity, what could go wrong, resulting in an emergency situation?	Home – family member/child falls ill or injures themselves.
How could this emergency situation be prevented / controlled?	Access to a telephone to call the emergency services if appropriate, or to call the GP.
Who should respond to a potential emergency situation and how?	Parents/carers
Have safeguarding concerns arisen through the completion of this document? If so, please contact any allocated social worker or make a referral to first response.	

If the pupil has an EHCP and you are concerned that needs may not be met after completing this document, please contact the SENO.	
If the pupil receives aerosol generated procedures the RA should be completed in consultation with a health professional.	
If a child is classified as missing education, please contact inclusionpupilservice@leics.gov.uk and refer to the LCC missing in education check list.	

Risk Assessor(s) Name(s):	K.Brown	Shared with Parent (s) Name(s)			
Authorised By:		Authoriser Signature:			
Date Conducted:	11.01.2021 To be reviewed in February 2021	Date Review Required:	11.01.2021	Date of Last Review:	
		Date Review Required:		Date of Last Review:	
		Date Review Required:		Date of Last Review:	

	High Death, long term serious ill health.	Medium	High	High
	Medium Illness requiring further medical assistance.	Low	Medium	High
	Low Mild illness requiring self-isolation only	Low	Low	Medium
		Low The event is unlikely to happen.	Medium It is fairly likely to happen.	High It is likely to happen.
		Likelihood of Harm Occurring		

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continuous monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.