



Pinehurst Primary School SEND (Special Educational Needs and Disabilities) Policy

‘Experience, Excel and Enjoy’

Policy finalised: September 2021

Date to be reviewed: September 2022

Name of SENDCO – Mrs Joanne Steers *National Award for SEN Coordination (NASENCO)*

Contact Details of SENDCO – 0151 263 1300 senco@pinehurst-primary.co.uk

The SENDCO will be contactable during school hours and will use their best endeavours to respond within 48 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENDCO at Pinehurst Primary School & Nursery is a member of our Senior Leadership Team. The policy was developed to promote the inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children’s learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher works with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has two Governors with responsibility for SEND – Mrs Nicola Horton and Ms Nia Pritchard

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1. Definitions of special educational needs (SEND) set in the legislative context

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Pinehurst Primary we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

2. Vision and ethos

‘Experience, Excel and Enjoy’

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

Our curriculum will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Pinehurst Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Experience, Excel and Enjoy’. We want all of our children at Pinehurst to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital.

We have made informed choices about what experiences we want to include and how they build over time across the curriculum. We include both off and on-site experiences in our and make the

most of what we have locally including local businesses and charities.

This policy will be used alongside and in conjunction with the Local Offer offered by the Local Authority and various other school policies. It is embedded in the teaching and learning framework of the school. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENDCO this policy applies to all other members of staff in their day to day responsibilities.

This policy will underpin all other policies in the school and is set within the context of:

The Children and Families Act (2014)
The SEND Code of Practice (January 2015)
The Equality Act (2010)

3. Aims and Objectives:

At Pinehurst Primary School and Nursery we endeavour to provide:

- High quality teaching which is differentiated, personalised and available to all pupils.
- A continuous cycle of planning, teaching and assessing which will take into account the wide range of abilities, aptitudes and interests of children in all classes.
- Staff members who seek to identify the needs of pupils with SEND as early as possible.
- Robust systems which involve parents/carers at every stage in plans to meet their child's additional needs.
- Support which enables a clear understanding of SEND procedures and practices for parents/carers, children and all staff in school.
- An outcome focussed approach to providing the best possible support for our children with Special Educational Needs and Disabilities.
- Effective and continuous monitoring of the progress of all pupils, including those with SEND, in order to ensure that the children are able to reach their full potential.
- Appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Systems which involve the children themselves in planning and in any decision making that may affect them and close involvement of parents/carers.
- A school environment where pupils can contribute to their own learning and an ethos which

supports supportive relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

- Support from outside agencies if a pupil's needs cannot be met by the school alone.
- Provision which enables children to move on from us in their education and life journey well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of their future.

4. Responsibility for the co-ordination of SEND provision

The person responsible for overseeing the provision for children with SEND is **Mrs J Steers - SENDCO**

The person co-ordinating the day to day provision of education for pupils with SEND is **Mrs J Steers - SENDCO**

All of our teachers are teachers of every child or young person, including those with SEND.

The school governing body have a responsibility to oversee the effectiveness of the school's arrangements and provision for meeting special educational needs.

The school's SEND link governors are Mrs Nicola Horton and Ms Nia Pritchard

Contact details – available upon request from the school office.

Other visiting professionals include:

- Educational Psychologists
- SENISS
- OSSME
- Seedlings (YPAS)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Teachers from the Sensory Impairment Team
- Various medical professionals

5. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- The School SEND Policy;
- The school's Annual SEND Information Report
- The school's Accessibility Plan
- A copy of the full SEND List.
- Relevant pupil's Individual Healthcare plans
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupil special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the LA's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

6. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements or Education Health and Care Plans (EHCP), and those without.

Children identified, prior to joining our school, as having additional needs will be considered carefully when being placed with staff and classes in order to ensure a balance of provision and opportunity. Parents/carers of children with a Statement of SEND, EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs. Pinehurst Primary School will accept all pupils where the school is named in a final Education Health and Care Plan.

Children will attend appropriate transition sessions at prior to commencing their time in Year Seven. Transition programmes for children with SEND will be personalised and extensive to

ensure smooth movement between classes.

7. The Four Broad Areas of Need

There are four broad areas of Special Educational Needs and Disabilities. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

8. The process for identifying and managing children with SEND

Identification of pupils with SEND Support via a graduated approach

All pupils will be assessed on entry in all key skills relating to literacy, mathematics and reasoning against national norms which will supplement Key Stage performance data

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Identification of SEND at Pinehurst

- a) The pupil's class teacher will use Quality First Teaching and take steps to provide differentiated learning opportunities, that will aid the pupil's academic progression and support will be provided to enable the teacher to better understand the provision and teaching style that needs to be applied.
- b) An internal monitoring form (Cause for Concern document) will be completed and the SENDCO will be consulted (as needed) for support and advice. The SENDCO may also wish to observe the pupil in class.
- c) Through close monitoring and review processes the appropriate level of support will be provided through a careful mapping of provision.
- d) If a pupil has recently been removed from the SEND register they may also fall into the vulnerable category and continued monitoring will be necessary.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND List
- g) Any concerns will be discussed with parents informally or during parent/carer evenings.
- h) Parent/Carer evenings are used to monitor and assess the progress being made by children.
- i) Formal reviews will be timetabled where necessary
- j) The SEND list of pupils will be managed by the SENDCO and reviewed formally by the Head Teacher on a termly basis

SEN Support

In addition to high quality first teaching and the adaptation of resources where necessary additional support in the form of 1 to 1 or small group teaching and /or access to additional supports as required, will be provided.

Parents will be formally advised at all stages. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- Plan

Planning will involve consultation between the teachers, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or approaches expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs,

the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with learning support assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

- Review

Reviews of a pupil's progress will be made termly (or sooner if appropriate). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer of Liverpool Local Authority.

Education, Health and Care Plans [EHCP]

Following Statutory Assessment, an EHC Plan will be provided by the relevant Local Authority, dependent upon home address, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Inclusion of vulnerable pupils, those with SEND

The Head Teacher, and SENDCO oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. There is a strong ethos of involvement of all pupils in all aspects of the wider life of the school – cultural, sporting and social

All children are welcome at our after school activities and support is appropriately organised.

The school will ensure that all children have access to a balanced and broad curriculum, and that the National Curriculum objectives for each year group and subject are taught with enough flexibility to ensure that the needs of each child are met. No child will be excluded from any learning activity due to their SEND, unless it is clearly of benefit to that individual and leads towards inclusion. The school works hard to ensure that extra-curricular activities are barrier free and do not exclude any pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly SENDCO meeting and all relevant consultation with relevant external agencies.

10. In service staff training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO will attend relevant specialist meetings and courses to ensure all staff are well informed and able to meet the most recent guidance in the provision of SEND support. The SENDCO will also signpost relevant training opportunities for Staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of Performance Management. All staff have access to Continued Professional Development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole group level. Similarly, support staff are encouraged to extend their own professional development and the Senior Leadership Team ensure tailor-made or whole-school training where this is appropriate.

11. Access to the curriculum, information and associated services

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Learning opportunities at Pinehurst Primary School are appropriately rewarding and effectively differentiated, using diverse teaching styles. All staff will work to ensure that children are supported effectively in accessing the curriculum.

Whole school curriculum maps are in place and plans are differentiated in order to ensure appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher's planning and this is closely monitored by the Subject Leaders and the SENDCO through termly book and planning scrutiny and observations of classroom practice. Learning intentions are always made explicit and activities are adapted or planned separately as appropriate in order to ensure access to learning for all children.

Alternative methods of responding or recording are planned for where appropriate and children with SEND may access the curriculum through specialist resources such as computing devices where this is appropriate. Staff use a range of assessment procedures and all pupil progress is monitored closely to ensure children with additional needs are able to demonstrate their achievement appropriately.

All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access through extra adult/peer support/scribing etc.

12. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs,

additional funding (High Needs Funding HNF) is retained by the local authority. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, Senior Leadership Team and governors to agree how the allocation of resources is used.

Specialised Provision includes:

- Support on an individual/group/class basis
- Trained Learning Support Assistants deliver literacy and mathematical skills support.
- Specialist external support made available to meet specific need
- Educational Psychologist visits the school according to timetable, referrals made by the SENDCO regarding the purpose of each visit.
- OSSME provide advice and guidance to school and to parents in relation to children with ASC.
- Teachers from the LA Sensory Impairment Team may work in school to support children, both with and without Statements/EHCPs, who have vision or hearing impairment.
- Speech and Language Therapists work directly with children in school where appropriate.
- Occupational Therapists and Physiotherapists work directly with children in school.
- Relevant Social Workers and other Outreach support staff work directly with children within school and with their families.

The SENDCO and support staff liaise frequently with a number of outside agencies, for example: Social Services, Education Welfare Service, School Nurse, Community Paediatricians, Education Social Workers.

Parents/carers are informed if any outside agency is involved.

13. Facilities for vulnerable pupils, those with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

The Pinehurst Primary School and Nursery is on a large site with appropriate means of access

and a range of appropriate teaching rooms.

Pupils requiring equipment specifically to meet their personal needs will be assessed in order to gain the support that they require. Funding from the SEND budget will facilitate this where needed.

The school has an Accessibility Plan and a policy for Supporting Pupils with Medical Conditions.

14. Working in partnership with parents

We at Pinehurst Primary School believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of pupils with SEND
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent support service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governors may be contacted at any time in relation to SEN matters.

15. Transition

At Pinehurst Primary School, we hold a 'Transition Day' during the summer term where children get to meet their teacher for the following year, learn a little about what they will do in their new year group

and have any questions answered. An enhanced transition programme, where necessary, is put into place for SEND children to ensure a smooth and successful move is made into the next class – this can happen in the form of additional visits to new classrooms, story books and consultation with parents. Each year time is given for teachers to pass information about SEND children to the next teacher.

Children transferring to High School have a planned transition programme. SENDCOs liaise and records are passed on.

16. Links to support services, other agencies and voluntary organisations

The Pinehurst Primary School and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with support services and outside agencies.

There are many voluntary organisations supporting SEND. The SENDCO maintains an up-to-date list. Parents/carers will be given details of these groups upon request or may be signposted to resources as appropriate by the SENDCO. Details of these can also be found within the LA Local Offer. Information sent from organisations will be posted on the school website.

The school regularly consults various health service professionals. Concerns are initially brought to the attention of the school nurse by the SEN Team and referrals will be made as appropriate. Social Services and the Education Welfare Service will be accessed by the School Safeguarding Team. All staff alert the School Safeguarding Team if they have any concerns.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The LA SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the Local Authority that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

17. Links with other schools

Creating and maintaining links with other schools has enabled us to build a bank of joint resources. We are able to share good practice, advice, training and development activities by working in collaboration with local and partner schools.

18. Complaints procedure

If a parent or carer has any concerns or complaints regarding the SEND Provision for their child they should in the first instance contact the SENDCO who will investigate their concern. Should the parent wish to seek further reassurance they should contact the Head Teacher.

19. Evaluating the success of provision for pupils with SEND

The Senior Leadership and School Governing Body evaluates the success of the education that is provided by the school for all pupils. Primarily, this is achieved through a termly report to Governors which includes information relating to the number of pupils receiving special educational provision and the forms of provision which they receive. The Head teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored in line with the SEND Code of Practice. We analyse pupil attainment and progress data on at least a half-termly basis, with particular focus on vulnerable groups. We also use appropriate National data to compare performance of vulnerable groups with

other children in our school and with national statistics. We also analyse data relating to attendance and involvement in wider school life.

Whole-school monitoring and evaluation procedures include scrutiny of work and observations of classroom practice. The SENDCO and Head teacher both facilitate these processes.

Outcomes pertinent to SEND and Inclusion provision and planning will be taken forward by the whole staff and used to build upon successful practice.

SEND provision and interventions are recorded on a provision map, this is updated as and when interventions change. These are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Pinehurst Primary School encourages the inclusion of pupil's voices in the School Council.

We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews through preparation and making the information and meeting itself accessible and pupil friendly.

20. Review and amendments to policy

This policy will be reviewed and amended annually, or sooner if there is a change to any government legislation relating to SEND.

21. Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Name: _____

Signed: _____(Head Teacher)

Date: ___/___/___

Name: _____

Signed: _____(SEND Governor)

Date: ___/___/___

Name: J Steers

Signed: _____(SENDCO)

Date: ___/___/___



Pinehurst Primary School SEND Policy Appendix

'Experience, Excel and Enjoy'

22. Appendix 1 - Emergency Planning (e.g. Covid-19 Response)

During the duration of the Covid-19 Pandemic, school has followed the DfE guidance for supporting children with SEND both at home and in school.

Children who are in receipt of EHC Plans will have individual risk assessments which will be maintained to support their transition back to school. We will work alongside parents and carers to support identified children back to school in line with their needs, using a range of approaches such as social stories, regular contact with key staff and phased returns.

Where children are working from home due to shielding, illness or self-isolation we will support them to maximise their access to remote learning as much as possible. This will be achieved by providing families with electronic devices, virtual learning sessions, work packs etc, as well as school making other resources available, (e.g. wobble cushions, coloured overlays, sensory items).

Regular *Keeping in Touch* calls will be made to children and their families as a way of ensuring strong relationships are retained. Additional calls will also be made by the school SENDCO and Learning Support Assistants, so that there are ample opportunities for children and their parents to discuss any support or concerns they may have.

Support will continue to be on offer from our Technical Team when issues with technology or remote access arise. Additionally, the external services who work with us, such as Seedlings, OSSME and SENISS will continue to offer their bespoke outreach support.

Risk assessments have been completed to enable external specialists to work with children, and for intervention groups to happen in school where this is needed. Our approach to groups will minimise staff working across defined class "bubbles" and key stages. Social distancing will be applied by staff working with different groups of children.