



Penketh Primary School

Special Educational Needs and Disability Policy (SEND)

Ratified: September 2022

Next Review Date: September 2023

Policy Responsibilities and Review

Policy type:	School
Guidance:	<ul style="list-style-type: none"> • This policy complies with Warrington LA Guidance • Special educational Needs and Disabilities (SEND) Code of Practice 2015 • Children and Families Act 2014 • The Special Educational Needs and Disabilities Regulations 2014 <p>https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0</p>
Related policies:	<ul style="list-style-type: none"> • Curriculum Statement and Guidance • Safeguarding Policies • Mental Health and Well-Being Policy • Behaviour Policy
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Contents

1) School Vision	4
2) Aims	4
3) Legislation and guidance	5
4) Definitions	5
5) Roles and responsibilities	5
6) Identifying pupils with SEND and assessing their needs	7
Consulting with Parents/Carers:	8
Assessing and reviewing pupils' progress towards outcomes:	8
Assessing Pupils	10
Engagement model Who does this apply to?	10
What is subject-specific study?	11
How the engagement model works	11
The 5 areas of engagement.....	11
How to carry out assessments	12
Report to the DfE	12
Our approach to teaching pupils with SEND:	12
Adaptations to the curriculum and learning environment:	13
Additional support for learning:.....	13
Expertise and training of staff:.....	13
Securing equipment and facilities:	14
Storing and Managing Information:	14
Evaluating the effectiveness of SEND provision:.....	14
Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:	14
Support for improving emotional and social development:	15
Working with other agencies	15
7) Monitoring arrangements.....	15
Complaints about SEND provision	15
8) Links with other policies and documents.....	16
The Local Authority local offer	16
September 2022 Appendix :	18

1) School Vision

At Penketh Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We believe that every child should be able to achieve their full potential. We deliver high quality teaching that is differentiated and personalised to meet the individual needs of pupils through quality first teaching. This ensures all pupils have opportunities to excel in all areas of the curriculum. However some pupils need educational provision that is additional to or different from this. This is Special Educational Provision under Section 21 of the Children and Families Act 2014. We believe that quality and effective Special Educational Provision is underpinned by high quality teaching and is compromised by anything less.

A pupil has SEND, where their learning difficulty or disability calls for Special Educational Provision, namely provision **different from or additional to** that normally available to pupils of the same age. We must also consider evidence that a pupil may have a disability under the Equality Act 2010 and we will make reasonable adjustments for them to ensure they achieve our expectations.

The views, wishes and feelings of the parents/carers and child will form a fundamental component of our SEND provision.

We will ensure that the parents/carers and pupils will be provided with the information and support necessary to participate as fully as possible in any decisions made.

We will support the pupil and the parent/carer to facilitate the development of the pupil and to help them achieve the best possible educational, social, emotional and development outcomes, preparing them effectively for the next stage in their life.

2) Aims

At Penketh Primary school we aim to:

- To ensure we always have high aspirations and set stretching targets for all pupils.
- To ensure that pupils with SEND engage fully in opportunities both within the curriculum and outside the curriculum that pupils without SEND can access.
- To ensure and promote full participation by pupils and their parents/carers in the decision making process. To enable parents/carers and pupils to be confident that their views and contributions are valued and will be acted upon.
- To provide early identification of pupils' needs and early intervention to support them.
- To enable parents/carers and pupils to have greater choice over the support provided and intended outcomes.
- To deliver evidence based, effective, impact focused provision through collaboration between school, parents/carers, outside agencies, health and social care to provide a coordinated and early intervention to ensure the best outcome for each pupil.
- To deliver high quality provision to meet the needs of pupils with SEND that is reviewed and tracked to ensure outcomes are achieved.
- A clear focus on inclusive practice and overcoming barriers to learning.
- To ensure each pupil receives successful preparation for the next stage in their life.

To make reasonable adjustments including the provision of resources and aids to ensure pupils with a

disability or pupils with SEND are not put at a substantial disadvantage. We will actively prevent discrimination and promote equality of opportunity for all pupils.

3) Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

4) Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. EP, SALT, pediatric support; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

1. Communication and Interaction: for example, Autistic Spectrum Condition.

Asperger's Syndrome, speech and language difficulties

2. Cognition and Learning: for example dyslexia, dyspraxia

3. Social, Emotional and Mental Health difficulties: for example, , attention deficit hyperactivity disorder (ADHD)

4. Sensory and/ or physical needs: For example, visual impairments, hearing impairments, processing difficulties, epilepsy

5) Roles and responsibilities

Our **designated teachers** are Rebecca Kayll and Phil Towey

You can contact them by penketh.office@wpat.uk.

Our designated teachers takes lead responsibility for promoting the educational achievement of looked- after and previously looked-after children at our school. They are your initial point of contact for any of the matters alongside the SENCO Interim Mrs R Kayll

SENDCO: Mrs Emily Arnaud

The SENDCO will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans;
- Liaise with the designated teacher where a Child In Care has SEND;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.
- Improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered in our school linked to CPD for all school staff – midday assistants, teaching assistants, and teachers

The SEND Governor: Mrs Jane Whelan

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school;
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

The Head teacher

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability;
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education;
- Ensure that all teachers understand their own responsibilities in respect of SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures;
- Informing the SENDCO of their concerns and consider all recommendations and advice;
- Creating differentiated 'Provision Plans' and pupil passports for those children in the classroom who need additional support and provision to ensure personalised targets and intervention is provided during the school day.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans;
- Ensuring they follow this SEND policy.

The Academy

We are part of Warrington Primary Academy Trust (WPAT)

WPAT is responsible for:

- Promoting high standards of education for all children including those with SEND
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEND
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEND through consultation with schools
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services
- Make arrangements for parent partnership services and inform parents

6) Identifying pupils with SEND and assessing their needs

The kinds of SEND that are provided for at Penketh Primary School-

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

Early identification and assessment

At Penketh Primary School we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap. (para 6.17, SEND CofP, 2015)
- This may include progress in areas other than attainment, for example, social needs.

The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether an application for an Education, Health and Care plan is required or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

Consulting with Parents/Carers:

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents'/carers' concerns and future plans are made in co-production with the parent
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN Support, and will be put on the school's SEND register.

Assessing and reviewing pupils' progress towards outcomes:

Penketh Primary has due regard for the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND.

We will follow the graduated Oxfordshire response to support early identification and approach SEND assessment using the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/ carers;
- The pupil's own views;
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Where support 'additional from or different to' that normally available to pupils the same age is required, it will be provided through 'SEND support'.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly Provision meetings with the schools SENDCO, class teachers and parents and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for an EHC Plan at any point in their child's education.

The school follows a **graduated approach for Identification and Assessment** as laid out in the SEND Code of Practice.

Step 1

The first step of identifying a pupil who may have SEND is through high quality teaching which is differentiated for individual pupils. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks and Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEND in line with the Code of Practice. This may involve putting in place additional teaching or interventions designed to secure rapid progress. This will be delivered for a specific amount of time then reviewed.

Step 2

Discussions are held with SENDCO, class teacher, parents/carers and pupils, and further assessments and investigations are made to identify if the child has SEND. It is essential for all teachers working with children to be alert to emerging difficulties and respond early. Additional to and different resources and provision will be employed in the form of a **Pupil Passport** and **SEND Provision Plan**. This will be reviewed at least termly and if progress continues to be slower than expected or the outcomes are not

achieved we will move to Step 3.

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This continues the Assess - Plan - Do - Review cycle through which actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support is effective.

Step 3

We will continue to implement a SEND Provision Plan identifying strengths and areas of needs, however with consultation with the parent/carer and pupil the SENDCO will decide to engage other agencies. This could involve a single agency such as an Educational Psychologist, paediatrician, Speech and Language team or be referred to the Complex Health Review panel. This would be sought if the pupil:

- Continues to make little or no progress in specific areas over next review period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Step 4

If following advice and recommendations from the outside agency and delivering effective and rigorous provision that matches the child's needs, it may be decided to apply for an Educational Healthcare Plan assessment.

Assessing Pupils

Penketh will use a range of assessments tools and strategies to ensure pupils steps in progress are measured accurately. This will include the school's assessment procedures, PIVATs to measure smaller steps in progress and through the use of the engagement model.

Engagement model Who does this apply to?

The engagement model is mandatory for

- Academies

It is used for pupils who are:

- Working below the standard of the National Curriculum assessments, **and**
- Not engaged in subject-specific study at Key Stage KS1 and KS2

Penketh will assess pupils who are working below the standard of the National Curriculum assessments but who **are** engaged in subject-specific study against the pre-Key Stage 1 and pre-Key Stage 2 standards.

What is subject-specific study?

Pupils engage in subject-specific study when they can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

How the engagement model works

The model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health and care (EHC) plans
- How effectively pupils are engaging with, and making progress against, their EHC plans
- Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice

It doesn't:

- Provide the curriculum for pupils who aren't engaged in subject-specific study, or the teaching tools and strategies you should use for them
- Replace our existing planning, assessment and reporting systems

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical, and there's no expectation that pupils need to demonstrate progress in all 5 areas.

The 5 areas are:

Exploration	Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)
Realisation	How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)
Anticipation	How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)
Persistence	Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it
Initiation	How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

How to carry out assessments

The model is based on regular observational assessment in order to build a picture of the pupil's progress.

When a teacher observes a pupil, they will:

- Clearly plan and structure their observations
- Try to make sense of the pupil's responses
- Make sure all members of staff working with the pupil are able to contribute to the assessment

It will:

- Capture the pupil's interest
- Be appropriate for their age
- Have realistic but appropriate success criteria specific to the pupil
- Set out how progress will be monitored against each success criterion

The success criteria will be based on our curriculum and linked to the pupil's outcomes in their EHC plan or high-needs funding agreement.

Report to the DfE

We will report to the DfE which pupils are assessed using the model at the end of KS1 and KS2.

Our approach to teaching pupils with SEND:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND pupils.

High Quality First Teaching is our first step in responding to pupils who have SEND.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs. Information can be found in the Penketh Primary School SEND Report.

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

Adaptations to the curriculum and learning environment:

We may make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids for the pupil, such as iPads, coloured overlays, visual timetables, larger font, etc. and, where applicable, for the adults, such as hearing loop;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;
- Support from teaching assistant in the school to provide any social and emotional interventions where needed.
- Pre and post teach strategies

Additional support for learning:

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENDCO and will be deployed based on need.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified need.

We work with the following agencies to provide support for pupils with SEND:

- School Health Advisers;
- Speech and Language Therapy (SALT);
- Child Development Centre (CDC);
- Occupational Therapy (OT);
- NHS services such as audiology team, visual impairment team;
- Play Therapist;
- Educational Psychology Service.
- Advanced Solutions
- Independent SPLD Assessment
- Orthoptic Visual processing difficulties clinic

Expertise and training of staff:

Our SENDCO works one day a week to lead and manage SEND provision throughout our school. We have a team of experienced teaching assistants who are trained to deliver SEND provision.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENDCO will access local networks regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed.

Securing equipment and facilities:

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e. for some this will be in the classroom at the point of learning, and others may be kept securely in the SEND office.

Storing and Managing Information:

The school records the steps taken to meet pupils' individual needs through a chronology kept in the pupil's main SEND file on Edukey. This file is in electronic form, which is stored securely, or online in school electronic secure files or the online provision map. The SENDCO will maintain the records and share them regularly with the child's class teacher. In addition to the usual school records, the SEND file may include:

- Information from parents/ carers;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from health/ social services;
- Information from other agencies and professionals.

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term (or more frequently);
- Reviewing the impact of interventions after six weeks (maximum) and regularly through the course of an intervention using the Provision Map. Impact measures may differ and not always relate to a pupils academic attainment, depending on the intervention;
- Using pupil questionnaires;
- Monitoring by the SENDCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHCP (or more frequently if deemed necessary by school or at parent/ carer request).

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips during their time in Year 4 and Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. Risk assessments and further arrangements will always be offered for those children with SEND to ensure that they can attend these activities.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development through individualised or group or whole class interventions.

Our PSHE policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

Our pastoral support in school includes members of our Safeguarding team Mrs Rebecca Kayll and Mr Phil Towey and our Assistant Pastoral Lead Mrs Andrea Wilcock. Allocations to the pastoral team are coordinated through the Strategic Safeguarding lead and the school's SENDCO.

We have a zero tolerance approach to bullying.

Working with other agencies

Penketh Primary 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 the following: Education Psychology Service, Early Help / Social Care, Family Services, Speech and Language Service, Schools and Family Support Services. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

7) Monitoring arrangements

This policy and information report will be reviewed by the SENDCO working with the Head teacher and SEND Governor **annually**. It will also be updated if any changes to the information are made during the year.

There will be a fixed period of consultation following any changes made to the policy with staff, teachers and parents/cares before being considered for approval.

It will be considered for approval by the Local Governing Body

Complaints about SEND provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEND provision in our school should be made to the head teacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;

- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

8) Links with other policies and documents

This policy links to other school or Trust policies:

- SEND Information Report
- Safeguarding policy
- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions

The Local Authority local offer

Our local authority's local offer is published here:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

Glossary

CAMHS – Children and Adolescent Mental Health Service

EHCP – Education Health Care Plan

PP - Pupil Passport

SEMH – Social Emotional and Mental Health

SEND – Special Educational Needs and

Disabilities

SENDCO – Special Educational Needs and Disabilities Coordinator

**SMART TARGETS – Specific, Measurable, Realistic and Time-Limited
Targets**

TA – Teaching Assistant

September 2022 Appendix :

Update Covid and impact on SEND pupils

- If school pupils on the SEND register move to remote learning, school will consider the needs of all children and young people with EHC plan and to carry out a risk assessment. These risk assessments will help identify any additional support that children and young people with EHC plans need in order to make a successful engagement with remote learning, difficulties they may experience whilst remote learning and return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting. Risk assessments may also prove useful in the event that:
 - children and young people have to self-isolate
 - there is a local outbreak of coronavirus (COVID-19) and contingency plan is evoked

Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and should incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

When individual risk assessments are used in the spirit of co-production, school will contact parents and involve them in planning for their child's return and support during remote learning. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

SEND legislation

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. We will consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed.