



Red Hill Field Primary School

COVID-19 Addendum to SEND Policy

November 2020

Schools are fully open to all children unless a confirmed case requires one or more pupils to self-isolate. This may result in some changes to the school's provision for pupils with SEND.

While children are in school:

- Children's special educational needs will continue to be met in the classroom with support and differentiation in relation to expectations, scaffolding and support with carefully chosen resources.
- Interventions (pre-teaching, catch up or bespoke intervention programmes) will be provided by an identified member of staff.
- Because of increasing numbers of coronavirus cases in the community, members of staff may be required to self-isolate and therefore may be absent from school more often than is usual. This means that there may be occasions when SEND pupils are supported by another member of the school's support staff team.
- Where there are staff shortages related to COVID-19 absence, schools will use best endeavours to prioritise support for pupils with SEND and to ensure those with EHC plans & other high needs recommendations are implemented, in consultation with parents and external agencies.
- Reviews and meetings with parents are now via Microsoft Teams unless there is a particular reason to invite them onto site.
- Meetings with external professionals are via Microsoft Teams unless they need to work directly with the child.
- Visors and/or medical grade masks are available for support staff to wear if they choose to wear one.
- SEND learning plans will be reviewed, updated and shared with parents as usual (November, March and June).
- Risk assessments have been completed for individual SEND pupils with EHC plans (Appendix 1) and will be reviewed, as appropriate.
- Where a risk assessment indicates that it is unsafe for a child to be in school, we will work with the family and the Local Authority Inclusion service to meet the needs of the child.

While children are self-isolating as a group or individually (including shielding children):

- Remote learning will be implemented on Microsoft Teams wherever possible (see Learn AT Remote Learning Handbook http://bit.ly/learnat_rlhp).

- Staff will check in with pupils with SEND regularly using Teams or by phone or email parents of pupils with SEND to check on their wellbeing and check that they are able to engage in their learning activities.
- Teachers will set work which is accessible and achievable; they may provide accompanying notes and guidance, explain their expectations, or amend tasks in certain circumstances.
- Recommended websites and resources which may be of support will be shared with parents/carers.
- Staff will regularly check in with the children who have an EHC plan via Microsoft Teams/phone/email.
- All reasonable endeavours will be made within the constraints imposed by COVID-19 risk mitigation procedures to provide pupils with SEND with equipment/resources appropriate to their learning needs.
- Learning plans will be adapted in accordance with the requirements of remote learning.

If any parents with a child who has SEND would like to contact the SENDCo, they may request this via the school office office@rhf.learnat.uk



Appendix 1

Covid-19 Risk Assessment for EHCP provision

Child:		
Risk to child	Risk to pupil 1-5 (1 being low and 5 being high)	Notes
The health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions		
The risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being		
The risk that the individual's parents or carers or home cannot ensure that their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite		
The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered		
Any out-of-school or college risk or vulnerability.		
Home capacity	Y/N	Notes
Is the child receiving personal care or healthcare at their school which cannot be replicated at home?		
Is it sustainable for parents or carers to meet their child's needs full-time for an extended period?		
Would the child face other risks out of school?		
Does the child's condition prevent or inhibit self-regulation and their behaviours cannot be supported or managed by parents or carers at home; or where this would place a risk to other siblings or family members?		
Provision		