



# Special Education Needs Policy and SEN Information Report

Addendum June 2020

Statement of Policy This policy will be reviewed in response to Government guidance and Local Authority advice in respect of COVID-19 . This guidance will be updated as required and in response to new guidance announced.

Any reviews will take into consideration all aspects of applicable legislation and advice at the time. This policy should be read in conjunction with the 'COVID 19 Child Protection Addendum' which outlines revised safeguarding procedures in response to COVID 19. Legislation and guidance.

The original policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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, SEN coordinators (SENCOs) and the SEND information report.

It is understood that the Secretary of State (SoS), may at any time use his temporary powers to issue notices to disapply section 43 of the Children and Families Act (CFA) and section 44 of the CFA. These measures do not apply automatically and until such time, all statutory duties in respect of SEND and EHC plans remain.

Whilst the published open letter from Anna Ford MP advises that a parliamentary bill is being progressed to enable specific amendments to the Children & Families Act 2014, these have, to date, not been formalised in law. However, based on Anna Ford's open letter it is understood that the amendments will not result in a pause to the statutory SEND duties, but instead will be advising that local authorities should make 'reasonable endeavours' to facilitate their statutory duties with minimal delay.

## **Introduction**

In response to COVID-19, all schools, including Henley Bank High School have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.' Those deemed to be 'vulnerable' as per the The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker
- Have a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker. All placements at the school are subject to a risk assessment conducted by the school.

## **Government advice states:**

Those with an EHC plan should be risk-assessed by their school or college in consultation with the local authority (LA) and parents. The risk assessment will inform whether a child needs to be offered a school place, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

The Government provided updated advice on 26th May 2020, this document has been reviewed in light of these new recommendations as Henley Bank High School prepares to open to a wider selection of students.

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

## Guidance on Vulnerable Children and Young People with an EHC Plan

The offer of a school placement during the COVID-19 closure will be on an invitation basis only, placements will only be offered to those pupils deemed as 'vulnerable' or children of key workers.

When considering inviting the child or young person to school, school staff should incorporate the views of the young person and their parents/carers (and where relevant the allocated social worker). This will inform the decision about whether or not they should be offered a school placement, or whether their needs can be met safely at home.

In the completion of a child's risk assessment, the individual needs of each child needs to be considered. The risks across home and school contexts need to be balanced with the protective factors of supporting a child to remain at home. The risk assessment should be focused around the best interests of the child, with the primary focus being on their safety at this time.

The risk assessment should take into account:

- Potential physical/emotional health risks to the individual/family 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.
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- Potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.
- Potential risks in travelling to/from school, including the safety of other CYP and adults.
- Risks to the setting, including the safety of other CYP and adults.

Despite schools remaining open for some children, the guidance is quite clear: SEND COVID-19 Addendum

***'If it is at all possible for children to be at home, then they should be.'***

The general principle being is that children, including those with EHCPs, should be at home if it is safe for them to do so.

A child's risk assessment is not fixed; it is inevitably impacted by any changes in circumstances, such as staffing or environment and so will require ongoing consideration. Risk assessments will be reviewed on a weekly basis in response to a child's need. A RAG rating system should be employed, adopting the following system:

Green Low risk identified	Amber Medium risk identified	Red High risk identified
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## Collaborative risk assessment for School and Parents

The following list of risk and protective factors should be used to help complete the risk assessment. This list is for illustrative purposes and is not exhaustive. Completion of the risk assessment should be based on the information available from the child/ young person's Education, Health & Care Plan as well as further advice from school and external professionals.

Area of Need	Risk factor	Protective factor
Familial	<p>Pupils/family members that present with symptoms of COVID 19.</p> <ul style="list-style-type: none"> <li>● Child Looked After</li> <li>● Known domestic abuse in the home.</li> <li>● Parent/ carer critical worker</li> <li>● CYP has history or risk of harm towards other adults or children.</li> <li>● Multiple CYP with identified SEND in the home.</li> <li>● CYP is a young carer</li> <li>● Previously Looked After/Adopted/Special Guardianship.</li> <li>● Family at risk of breaking down.</li> </ul>	<ul style="list-style-type: none"> <li>● In line with WHO advice, pupils are to self isolate for a period of 14 days from the first day of illness.</li> <li>● Social care risk assessment complete and welfare checks in place.</li> <li>● School to maintain regular contact with parent/carers and child.</li> <li>● CYP has an identified safe space at home</li> <li>● Other parents/ carers at home, including adult siblings.</li> <li>● CYP is with familiar people at an unsettling time.</li> <li>● Familiar settings and possessions can support with emotional regulation.</li> </ul>
Education	<p>Intensive or severe EHCP banding</p> <ul style="list-style-type: none"> <li>● SEMH at risk of Child Criminal Exploitation/ Child Sexual Exploitation.</li> <li>● Risk of harm towards others/self.</li> <li>● Need of specialist equipment more readily provided in school.</li> <li>● Need of specialist safe spaces.</li> <li>● Need of specialist staff more readily provided in school.</li> <li>● Potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered</li> <li>● Health risk of catching virus, given close proximity to large groups of adults and other CYP, some of whom are children of frontline key workers.</li> <li>● Staffing capacity may mean the setting cannot safely meet CYP's needs.</li> <li>● School routine is significantly different, which is likely to cause confusion and distress for CYP with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated learning materials can be provided by the school.</li> <li>● Remote advice and support available from staff.</li> <li>● Relevant equipment/resources to be delivered to home.</li> <li>● Personalised strategies and support materials issued by the school.</li> <li>● Parents/carers provided support/advice in supporting home learning experiences</li> <li>● School to maintain regular contact with parent/carers and child.</li> </ul>
Health and social need	<ul style="list-style-type: none"> <li>● Feeding requirements.</li> <li>● Underlying health conditions of the CYP or a member of the household.</li> </ul>	<ul style="list-style-type: none"> <li>● Edenred codes sent fortnightly to parent/carers of children entitled to FSM</li> <li>● Those with underlying health conditions are advised to self isolate for a period of 12 weeks.</li> </ul>

## How Henley Bank High School is meeting the needs of our students with SEND

Throughout this period of school closure, staff at Henley Bank High school have continued to support our students, albeit remotely.

Throughout this period, all students with an identified SEND will have at least weekly telephone contact with a member of the SEND team in the role as SEND guardians. From June 1st, online student passport reviews will be scheduled with parents/carers and our young people, via Google Meetings with a member of the SEND team whom each have been taking a lead on the different areas of SEND.

With the return of some of our year 10 students, to support students on site, we have ensured that any students with an identified SEND have been scheduled to be in school on days when they have access to the SENCo for any additional support specified within their learning plans.

Cognition and learning, with a particular focus on literacy:

Ms T Ebanks [tebanks@henleybankhighschool.co.uk](mailto:tebanks@henleybankhighschool.co.uk)

Language and Communication:

Mrs P Payne [ppayne@henleybankhighschool.co.uk](mailto:ppayne@henleybankhighschool.co.uk)

SEMH, with a particular focus on managing anxiety:

Mrs J Libali-Modia [jlibali@henleybankhighschool.co.uk](mailto:jlibali@henleybankhighschool.co.uk)

Broad area of SEND	Specific area of need	Provision to support remote learning
Cognition and Learning	Literacy difficulties	<ul style="list-style-type: none"> <li>Differentiated English lessons for students in years 7-9</li> <li>Differentiated additional literacy lessons focusing on phonemic awareness, comprehension skills and inferential skills.</li> <li>IDL learning platform supporting student spelling and independent reading skills.</li> <li>The use of the online reading toolbar - Text help is available for students upon request.</li> </ul>
	Maths/numeracy difficulties	<ul style="list-style-type: none"> <li>Differentiated Maths lessons for students in years 7-9.</li> <li>Use of IDL learning platform to reinforce basic numeracy skills</li> </ul>
	Personal organisation	<ul style="list-style-type: none"> <li>Personalised timetables support student organisation</li> <li>Regular SEND guardian communication.</li> <li>'How to' guides and videos produced by members of the SEND team to support our young people with IT and technical skills.</li> <li></li> </ul>
Communication and Interaction	Language development difficulties	<ul style="list-style-type: none"> <li>Differentiated Science lessons have been produced to support pre-teaching of key terms and using a more visual approach to this subject for years 7 and 8 students</li> <li>Bedrock learning, a language development learning platform made available for all students with an identified SLCN need.</li> <li>Weekly remote sessions with the school's Speech therapist.</li> <li>Weekly remote Personalised learning</li> </ul>

	Social communication difficulties	<p>Centre lunches - open to all students who previously attended the PLC for social support.</p> <ul style="list-style-type: none"> <li>• Weekly remote sessions with Kelly Green, SEMH coach developing social interaction skills</li> <li>• Here is a link to a social story to help explain about the coronavirus to children with an autistic spectrum disorder  <a href="https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf">https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf</a></li> </ul>
Social, emotional and mental health needs	Anxiety	<ul style="list-style-type: none"> <li>• These are unprecedented times, we are all living through a period of increased social anxiety. To support our students, all members of the pastoral and SEND teams have attended additional training to raise our collective awareness of the difficulties our CYP are facing as well as developing <b>PACE</b> - Protective and Compensatory Experiences. Some of these PACE's currently being offered to our CYP are:</li> <li>• Weekly Fun Friday events shared with all students.</li> <li>• Mindfulness lessons and resources</li> <li>• Weekly remote Mindfulness sessions with Kelly Green and Mrs Libali Modia</li> <li>• Here is a link for your people with anxiety to seek support and help at home. <ul style="list-style-type: none"> <li>• <a href="https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/">https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/</a></li> <li>• Young minds website also has excellent advice for managing your own mental health whilst in lockdown.</li> <li>• <a href="https://youngminds.org.uk/blog/looking-after-your-mental-health-while-self-isolating/">https://youngminds.org.uk/blog/looking-after-your-mental-health-while-self-isolating/</a></li> </ul> </li> </ul>

If you have any questions about the level of support and guidance that your child has been/is receiving, please contact the school SENCo, Rhian Williams, contact details are found in the section below.

### Advice to Parent/Carers

### What are the entitlements of children and young people with SEN when the school is closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

### **Do I have to send my child to school?**

Despite schools staying open for some children, the guidance is quite clear: 'If it is at all possible for children to be at home, then they should be.' If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily dismissed.

### **If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?**

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next few weeks.

The Government has passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, this is to be raised with the school and Local Authority without delay

### **What is the advice from the Secretary of State for Children?**

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

### **Updated legislative changes**

On the 1<sup>st</sup> May 2020 changes to the SEN legislation came into force.

Section 42 of the Children and Families Act 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use '*reasonable endeavours*' to do so. This is initially applied from 1<sup>st</sup> May 2020 and has been extended until 30<sup>th</sup> June 2020, this will be reviewed monthly by the Secretary of State to decide if it is still appropriate and proportionate.

#### **Special Educational and Health Provision in EHC plans - reasonable Endeavours:**

- Reasonable endeavours must still be used to provide the special educational and health provision set out in student's EHC plans.
- Duties on settings to use their best endeavors to secure that the special educational provision called for by the student's special educational needs, under section 66 of the Children and Families Act 2014, has not been altered.
- Consideration of whether provision can be reasonably provided must be individually applied and there cannot be a blanket policy about provision secured or arranged

#### **Advice for decision making should take into account:**

- the specific local circumstances, e.g. workforce capacity and skills and that of others whose input is needed; temporary closures of education settings; guidance on measures to reduce the transmission of coronavirus
- the needs of and specific circumstances affecting the child or young person;
- the views of the child, young person and their parents over what provision might be appropriate

#### **My child was due to have an annual review. What will happen now?**

Under the Coronavirus Act, schools are still required to hold annual reviews and this will continue to be the case at Henley Bank High School. These will of course need to be carried out remotely using Google Meetings. As with everything we do at Henley Bank High School, we will endeavour to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

#### **My child is still attending school. How will my child's learning be supported at school?**

It is important to note that the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

#### **How can I support my child's learning at home?**

All children, whether or not they have an identified SEND, cope best when there is a clear routine. Whilst we recognise that different families have different daily routines, we would recommend that all parents and carers work with their child/ren to develop a clear, daily routine which is displayed visually somewhere in the house (the fridge door works well). An example of a daily planner can be found on the link below:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_parents/Supporting\\_home\\_learning\\_routines\\_-\\_Planning\\_the\\_day.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines_-_Planning_the_day.pdf)

If a child has an identified SEN (EHCP or SEN Support), the SENCo will take account of their needs when planning for and providing work to be completed at home.

This may include:

- suggesting tasks or activities in line with your child's EHCP outcomes;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature; SEND COVID-19 Addendum (02.04.2020)
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.
- providing individual support/advice to parents/carers.

The Department for Education has collated the following advice for parents and carers with a child with a special educational need which can be found at:

<https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

For further advice, the Education Endowment Fund has collated some very useful resources and top tips for supporting your child's learning at home, please click on the links below.

[https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/?mc\\_cid=88b6d406ff&mc\\_eid=e39328cde2](https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/?mc_cid=88b6d406ff&mc_eid=e39328cde2)

Below is a 2 minute video that supports parents and carers with supporting home learning using the TRUST recommendations:

[https://www.youtube.com/watch?v=wZ-4JPQRvHc&feature=youtu.be&mc\\_cid=88b6d406ff&mc\\_eid=e39328cde2](https://www.youtube.com/watch?v=wZ-4JPQRvHc&feature=youtu.be&mc_cid=88b6d406ff&mc_eid=e39328cde2)

Finally, here is a link to the British Psychological Society (BPS) with advice for parents and carers.

<https://www.bps.org.uk/news-and-policy/bps-offers-advice-schools-parents-and-carers-help-children-through-uncertainty>

### **How can I help my child cope with the changes?**

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which is detailed below:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus-and-your-wellbeing/#HowCanICopeWithChangesToSchoolOrCollege>

### **Who can I contact?**

We realise that these are difficult times for everyone. If you have any concerns or queries please contact:

## Henley Bank High School SENCo

Ms Rhian Williams [rwilliams@henleybankhighschool.co.uk](mailto:rwilliams@henleybankhighschool.co.uk)

## Henley Bank High School Pastoral team

Mr Tom Powell: Head of year 7 [tpowell@henleybankhighschool.co.uk](mailto:tpowell@henleybankhighschool.co.uk)  
Mrs Tina Middleton: Head of year 8 & 9 [tmiddleton@henleybankhighschool.co.uk](mailto:tmiddleton@henleybankhighschool.co.uk)  
Mr Ash Barker: Head of year 10 [abarker@henleybankhighschool.co.uk](mailto:abarker@henleybankhighschool.co.uk)  
Mr Robbie Foran: Designated Safeguarding Lead [rforan@henleybankhighschool.co.uk](mailto:rforan@henleybankhighschool.co.uk)

## SENDIASS team

SENDIASS Gloucestershire provides free, confidential, impartial advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS has a freephone telephone helpline **0800 158 3603** which is available Monday to Friday 9.00 am – 5.00 pm all year round (24hr voicemail service).

Callers who are using a mobile phone can dial **01452 427566** or **01452 427567** as an alternative

Please look on their website for further information: <https://sendiassglos.org.uk/>

## Other links:

<https://www.familyfund.org.uk/news/open-letter-from-vicky-ford>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>