

**SEND ACTION PLAN FOR THOSE CHILDREN AFFECTED BY COVID-19**  
**AUTUMN TERM 2020**



All children identified as SEND are entitled to an enhanced provision to ensure they are not disadvantaged in anyway regarding their learning, mental health or wellbeing.

In the result of self-isolation, bubble closure or partial school closure all children are entitled to a high-quality remote education. Teaching should continue to follow the same principles as set out in the WPT code of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things staff are asked to consider when delivering virtual lessons

- Children must be taught in groups only. No one to one teaching allowed
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred
- The live class should be recorded so that if any issues were to arise, the video can be reviewed
- Live lessons should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day
- Language must be professional and appropriate, including any family members in the background

***Response Protocol for Responsibilities in event of whole bubble isolation and staff absence***

- a) Three teachers from each bubble available: each responsible for remote learning, vulnerable phone calls of their class (Green/Amber) HLTA/SLT to oversee and deliver learning to RED children.*
- b) Two teachers from each bubble available: each responsible for remote learning, vulnerable phone calls. Share split year group responsibilities. (Green/Amber) HLTA/SLT to oversee and deliver learning to RED children.*
- c) One teacher in each bubble available@: provide remote learning, SLT to perform vulnerable phone calls (Green/Amber) HLTA to oversee and deliver learning to RED children. Green children Dojo contact only.*
- d) No available teachers from bubble – SLT to provide remote learning and vulnerable phone calls (Green/Amber), HLTA/TA/PE to oversee and deliver learning to RED children, including extended physical education.*

● Strategic Priority	● Key Actions	● Responsibility	● Monitoring and Evaluation
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<ul style="list-style-type: none"> <li>● Identify the <b>universal</b> (minimum) offer for all students with SEND (Wave 1) including those with:</li> <li>● Moderate learning difficulties</li> <li>● Those children who are working below age related targets</li> <li>● Those children who are part of the SEMH intervention groups led by PT.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all students receive an enhanced provision through a variety of approaches such as:</li> <li>● Differentiated resources to support literacy tasks, e.g. versions of texts, visual aids, vocabulary mats, writing scaffolds and frames.</li> <li>● Copies of any PowerPoint presentations,</li> <li>● Modelling of how to use the additional materials, e.g. a writing scaffold made available during the lesson.</li> <li>● Lessons recorded so students can revisit and overlearn key concepts – these could be indicated in a summary of main points/plenary activity.</li> <li>● Relearning opportunities, e.g. quick quizzes</li> <li>● Contact from the learning mentor or class teacher (if identified as needing SEMH support)</li> </ul>	<ul style="list-style-type: none"> <li>● AB, &amp; all staff</li> </ul>	<ul style="list-style-type: none"> <li>● Children will engage to the best of their ability to any online learning activities.</li> <li>● Children will show an understanding of key skills and basic content. This will be monitored via work posted on class dojo.</li> <li>● Children will mostly be able to complete the tasks independently as a result of the additional teaching aids.</li> </ul>
<p>Identify the <b>targeted</b> offer for all students with SEND (Wave 2) including those with:</p> <ul style="list-style-type: none"> <li>● Significant difficulties in the acquisition and use of language, literacy and numeracy.</li> <li>● Regularly finds it hard to understand, learn and apply new skills.</li> <li>● Support needed to organise resources and activities.</li> <li>● Working well below age related targets.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all children have access to an enhanced universal provision as identified above</li> <li>● Ensure all children receive targeted support through a variety of approaches such as: <ul style="list-style-type: none"> <li>○ More opportunities to revisit, repeat and rehearse built into learning activities and/or follow up homework e.g. simple quizzes, especially with new and complex concepts.</li> <li>○ Weekly check in from the class teacher and the Me In Mind team</li> <li>○ Planned literacy and numeracy activities using platforms available e.g. BBC Bitesize, TT Rockstars and Whiterose Maths.</li> </ul> </li> </ul>	<p>AB/A.H-S</p>	<ul style="list-style-type: none"> <li>● Children will engage with online learning</li> <li>● Children will show an understanding of key skills and basic content and are able to complete learning activities using the support materials and with some additional support</li> <li>● Children will be able to reflect and discuss their learning with their class teacher.</li> </ul>

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<ul style="list-style-type: none"> <li>● Have been identified as needing support from the 'Me In Mind' team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continued support from the Me In Mind Team.</li> </ul>		<ul style="list-style-type: none"> <li>● Support from the Me In Mind team in conjunction with the child's parents ensures that the child is able to maintain a routine whilst at home, including consistent sleep patterns.</li> </ul>
<p>Identify a <b>specialist</b> offer for all students with SEND (Wave 3) including those with:</p> <ul style="list-style-type: none"> <li>● Severe and persistent difficulties in acquiring literacy or numeracy skills and significantly below age related targets</li> <li>● Severe SEMH issues which may prevent engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all students receive specialist support through a variety of approaches such as: <ul style="list-style-type: none"> <li>○ Significantly differentiated learning activities that include step by step scaffolding.</li> <li>○ Extensive use of additional support materials, especially those linked to key vocabulary and new/complex concepts.</li> <li>○ Additional TA support during online learning.</li> <li>○ Frequent check ins from class teacher/learning mentor.</li> <li>○ <b>Support from external agencies:</b> <ul style="list-style-type: none"> <li>○ Physiotherapy/occupational therapy.</li> <li>○ With Me In Mind emotional support</li> <li>○ Art therapy</li> <li>○ Safeguarding support (e.g. Early Help)</li> <li>○ Support from Aspire (CAMHS/Educational Psychologist)</li> </ul> </li> </ul> </li> </ul>	<p>AB/A.H-S</p>	<ul style="list-style-type: none"> <li>● Children will engage with online learning.</li> <li>● Children will show an understanding of key skills and basic content and are able to complete learning activities using the support materials and with additional support</li> <li>● Children will be able to reflect and discuss their learning with their class teacher/TA.</li> <li>● With support, children feel safe and secure and are able to keep themselves safe e.g. maintaining a routine, healthy eating and sleep patterns etc.</li> <li>● Children/parents have a port of contact, e.g. Me In Mind/CAMHS/Early Help</li> <li>● Children continue to be supported as if they were</li> </ul>

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			in school by external agencies.
<p>Identify and enhance provision for all SEND students who fall into one or more of the following vulnerable groups:</p> <ul style="list-style-type: none"> <li>● LAC status</li> <li>● CP plan</li> <li>● CIN</li> <li>● FSM</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all students receive an enhanced provision as determined above in addition to:             <ul style="list-style-type: none"> <li>○ Daily welfare calls by class teacher or member of the SLT</li> <li>○ Access to chrome book if needed.</li> <li>○ Access to internet support if needed.</li> <li>○ School meals dropped off if needed.</li> <li>○ Referrals and support to external agencies if needed.</li> </ul> </li> </ul>	SC & AB/A.H-S	<ul style="list-style-type: none"> <li>● The most vulnerable children and families are safe and supported at home and in the community as if they were at school</li> </ul>
<p>Ensure measures are put in place to ensure no student with SEND is disadvantaged</p>	<ul style="list-style-type: none"> <li>● Ensure all students have a comprehensive access assessment in terms of:             <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ FSM</li> <li>○ Hygiene</li> </ul> </li> <li>● Ensure all students with SEND have access to one or more of the following systems of support:             <ul style="list-style-type: none"> <li>○ Parental support</li> <li>○ CAMHS referral</li> <li>○ With me in Mind</li> <li>○ Early Help</li> <li>○ Educational Psychologist</li> </ul> </li> </ul>	SC & AB/A.H-S	<ul style="list-style-type: none"> <li>● Ensure all children have access to social care and Family Support Team</li> <li>● Ensure no child is disadvantaged in terms of hygiene or food poverty</li> </ul>
<p>Assessing the impact and quality of SEND cohort provision</p>	<ul style="list-style-type: none"> <li>● Assessing the progress made by SEND students including:             <ul style="list-style-type: none"> <li>○ Regular check ins with the child and monitoring work on class dojo</li> </ul> </li> </ul>	AB & all teaching staff	<ul style="list-style-type: none"> <li>● All students make progress commensurate with onsite learning</li> </ul>

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	<ul style="list-style-type: none"> <li>● Adapt and change curriculum provision where necessary</li> <li>● Ensure all children, where necessary, have a meaningful reintegration package following reopening</li> </ul>		<ul style="list-style-type: none"> <li>● Reshape action planning, curriculum through effective evaluation</li> </ul>
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