

SACRED HEART OF MARY GIRLS' SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Policy adopted	September 2022	
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SLT Member Responsible	Mrs O Munday	
SEND Link Governor	Mr Earley	
To be reviewed	Annually	
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Headteacher	Ms V Qurrey	Date: September 2022

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1. Introduction

The Special Educational Needs and Disability Policy includes guidance from the SEND Code of Practice (January 2015), the Equality Act (2010) and the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.

Sacred Heart of Mary Girls' School is committed to a policy of inclusion where the teaching, learning, achievements, attitudes and well-being of all pupils' matter, including those identified as having SEND. Teachers, parents/carers and all stakeholders are working together towards common goals to ensure equal opportunities for all students, including those with SEND. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

We aim to achieve this by setting suitable learning challenges in order that every pupil will experience success in learning and achieve to their maximum potential. We will consider fully the diverse range of learning needs that the pupils have when planning our approach to teaching and learning. We will aim to overcome the potential barriers to learning for individual pupils.

Pupils with SEND are part of the whole school approach, and different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum. We celebrate our achievements and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

The main changes from the SEND Code of Practice (2001), to reflect the new legislation, are:

- The Code of Practice (2015) covers the 0-25 age range
- There is a clearer focus on the views of children and young people and their role in decision-making
- It includes guidance on the joint planning and commissioning of services to ensure close cooperation between education, health services and social care
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC Plan) replace Statements and Learning Difficulty Assessments (LDAs).

Defining SEND

At the Sacred Heart of Mary Girls' School, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments, such as, those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Pupils 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 are taught.

POLICY OBJECTIVES

1. To admit girls of 11 years of age without regard to academic ability
2. To give pupils the opportunity for access to a suitably broad and balanced curriculum
3. To provide pupils with full access to all areas of the curriculum unimpeded by stereotyping
4. To allow pupils with SEND the fullest possible access to learning opportunities consistent with their abilities. To help achieve this, learning experiences will be differentiated, where appropriate, to take account of SEND
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5. To identify and assess pupils with SEND using information from all available sources as early as possible
6. To use our resources efficiently and effectively via a graduated approach
7. To promote positive relationships and effective communication between home and school
8. To consider the views of pupils with SEND and involve them in decision making to take their views into consideration and to provide more effectively for them
9. To promote effective collaboration with the Local Education Authority (LEA) services, health services and social services to ensure that effective measures are taken on behalf of pupils with SEND
10. To ensure that all staff are aware of their responsibilities towards pupils with SEND and are able to implement them. Strengths will be emphasised, encouragement and praise given and self-esteem reinforced wherever possible
11. To monitor our effectiveness in achieving the above objectives

2. ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to them to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards pupils with SEND as prescribed in Part 3, Sections 66 to 69 of the Children and Families Act 2014. To do this, they will secure and allocate appropriate resources, participate in appropriate training and monitor and evaluate the Special Educational Needs and Disability Policy. The Governors will monitor the quality of the SEND provision and ensure that all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day-to-day management of provisions. She will work closely with the school's SEN Co-ordinator and will keep the Governing Body fully informed about the working of this policy, taking into account the requirements listed by OFSTED in the 4 Handbook for the Inspection of Schools and of other aspects of government policy. She will ensure that all members of staff will receive in-service training to help them meet the objectives in this policy.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- The day-to-day operation of this policy
- Maintaining the School's SEND Register
- Liaising with staff in respect of children with SEND
- Co-ordinating the provision for children with SEND
- Monitoring of records
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff where appropriate
- Liaising with external agencies

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

All staff should be fully aware of the contents of this policy. Appropriate new staff induction and in-house training will also be made available.

The Responsible Person is the Head Teacher.

The LEA has been informed that, when it concludes that a pupil at the School requires an Education, Health and Care Plan, it should inform the Head Teacher who will ensure that whoever teaches the pupil is aware of her special educational needs and/or disability.

CRITERIA FOR SEND

The general arrangements within the school relating to planning, teaching and assessing should take account of the wide range of abilities, aptitudes and interests that children bring to a mixed ability school. The majority of pupils will learn and progress within these arrangements. Those who fail to progress may have special educational needs and/or disabilities which calls for special educational provisions to be put in place.

These will include children who have:

- (i) previously had a statement or have an EHC Plan produced by the LEA;
- (ii) cognition and learning difficulties resulting in a level of attainment which is significantly below that of their peers;
- (iii) exceptional abilities or gifts that may require extension activities in order for them to achieve their full potential;
- (iv) specific learning difficulties indicated by extreme discrepancies in attainment levels which are not indicative of their general level of performance;
- (v) social, emotional and mental health difficulties which require special provisions;
- (vi) sensory and/or physical disabilities, such as cerebral palsy, hearing or visual difficulties for which the LEA has made specific provisions;
- (vii) communication and interaction needs for which the LEA has made specific provisions; and,
- (viii) medical conditions requiring special provisions in the long or short-term.

3. IDENTIFICATION OF SEND

On entry and other points of transition, the Sacred Heart of Mary Girls' School (SHOM) liaises closely with primary schools and other providers to ensure that our information is up-to-date and relevant. Relevant information will be sought from parents/carers as part of the admissions arrangements and during the regular reporting and liaison routine of the School. Where necessary, some individualised arrangements can be put in place for students who may be vulnerable over this period. Detailed plans and interventions will already be in place for young people whose needs are already identified on entry. 6 In addition, a variety of methods is used to determine if a pupil requires additional help. These may include when:

- Concerns are raised by parents/carers, external agencies, teachers, teaching assistants (TAs), the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion
- Screening, such as that completed on entry to school or because of a concern being raised, indicating a gap in knowledge and/or skills
- Whole school data tracking and monitoring of attainment outcomes indicate lack of expected rate of progress - Routine assessment procedures conducted by subject teachers identify potential learning difficulties

- External agencies and specialist teachers will be used when required to provide additional information and strategies
- Liaison with an Educational Psychologist will be undertaken to review in-house assessments
- Observation of the pupil indicates that they have additional needs

4. THE GRADUATED APPROACH

Sacred Heart of Mary School believes that the needs of the majority of pupils will be met in mainstream lessons, taught by professionals, where learning is differentiated according to needs.

REVIEW PROCEDURES

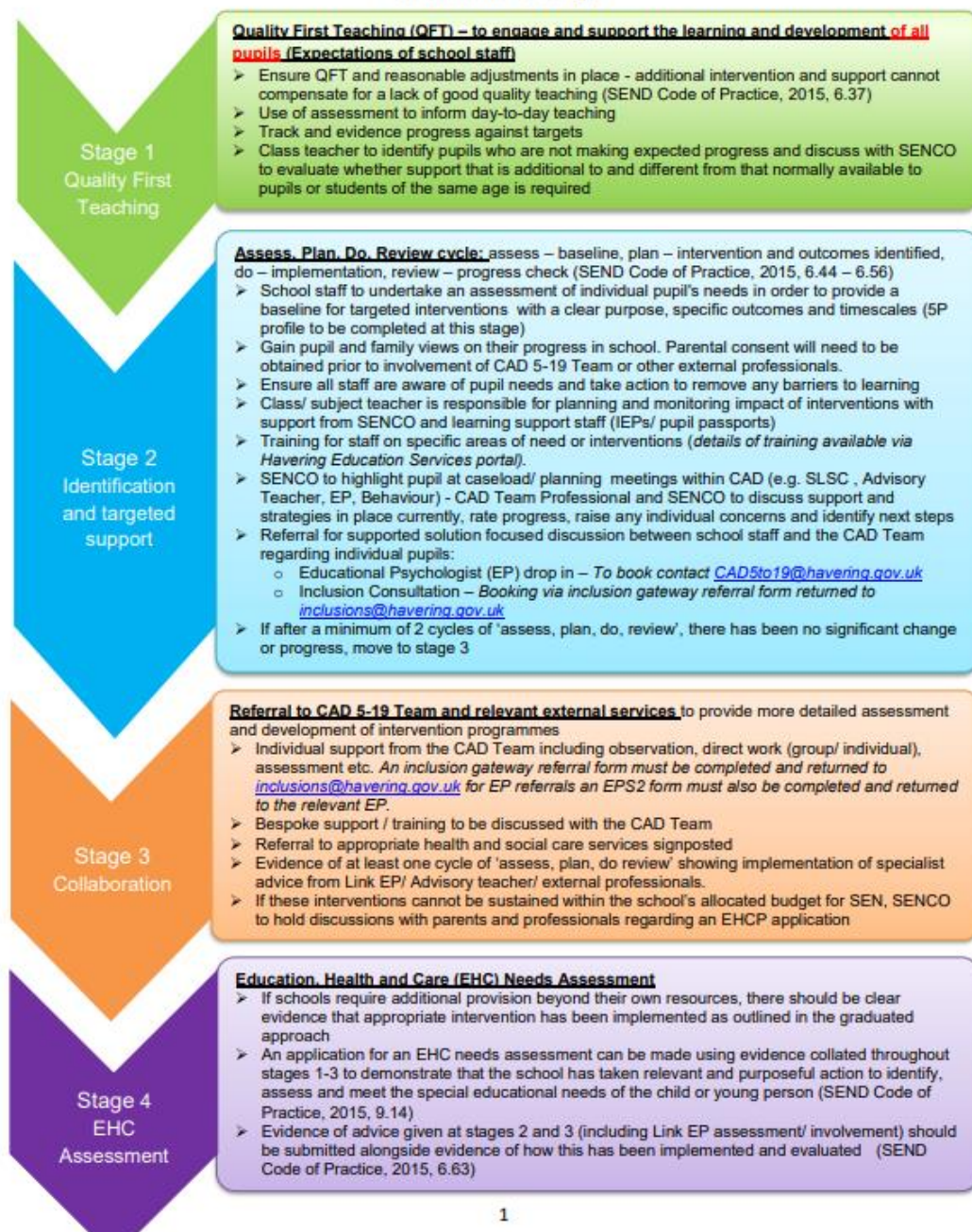
Sacred Heart of Mary Girl's School follows a stages approach to identification, assessment and review according to the guidance given in the revised Special Educational Needs Code of Practice 2014 and London Borough of Havering SEN Policy.

Action	Who is involved?	What is involved	Next Steps
Differentiation	The class teacher responsible for the pupils through Quality First Teaching. Advice on differentiation from SENCo, Senior Leadership Team, Subject Leaders and experienced (UPS) teachers.	The teacher plans for activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of context and in discussions with the SENCo, HOY and parents a pupil is not making adequate progress, additional targets will be set.
SEN Support	Class teacher informs SENCo of concern and advice is obtained. Pupils identified through CATS testing or information from	The Strategies outlined in the Pupil Profile are implemented in the class. Additional and/or different activities/resources are used to meet the needs of	Most pupils should make progress with the additional help but it the targets and the strategies implemented mean that adequate progress is

		<p>the pupil. Suggestions for support at home are considered with parents/carers . IPT and Pupil Profile are reviewed three times a year.</p>	<p>not made advice is requested from outside agencies.</p>
<p>EHCP</p>	<p>The SENCo requests advice from an external agency and a new IEP and Pupil Profile is devised from the additional guidance given and the class teachers, SENCo and Learning Support Assistants deliver the plan of action</p>	<p>The strategies outlined in the EHCP Pupil Profile are implemented in the class using the strategies and additional resources suggested. Additional support may be provided for the pupil from the Learning Support Assistant.</p>	<p>The majority of pupils will make progress with further advice and intervention but if the targets and strategies set out in the EHCP do not result in adequate progress all parties involved will contribute evidence to support a request for exceptional funding depending on the needs of the pupil.</p>

Havering Graduated Approach for SEND Pupils

This process chart outlines the CAD 5-19 Team support offer and referral routes available to educational settings.



5. RECORDS KEEPING AND MONITORING

Pupil's documentation is kept in their file in a locked cabinet in the SENCo's office. Pupils' subject monitoring reports and results of specialist assessments are stored in their files. The SENCo will monitor the progress of pupils on the SEN register and liaise with subject teachers to implement Quality First Teaching where necessary. The exams officer collates data from subject monitoring reports which is available for all teaching staff.

6. ACCESS EXAMINATION ARRANGEMENTS

The school's Access Arrangements Examination Policy 2019-20 outlines the procedure or appropriate assessment for pupils sitting GCSEs in Year 10 and 11 and A & As levels in year 12 and 13. These records are kept separately by the SENCo in a locked filing cabinet for confidentiality.

7. ADMISSIONS FOR PUPILS WITH SEND

The currently agreed admissions policy of the Governors makes no distinction regarding pupils who have SEND. No pupil will be refused admission solely on the grounds that she has SEND, except where the pupil is the subject of an EHC Plan and the LEA has indicated that the provision required is incompatible with that available at the School. Where a candidate for admission is known to have SEND, the SENCO and Head of Year 7 will gather appropriate information from the pupil's primary school and from other agencies known to have been involved. The 2014 School Admissions Code states 'All children whose statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) names the school must be admitted'. As a result, these places are allocated first. The remaining places are offered in accordance with admission criteria which is outlined below.

For Year 7, should the number of applications exceed the number of places available, the places will be allocated in the following priority order:

1. Looked After girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order) and who are baptised Catholics.
2. Practising Catholic girls resident in the Diocese of Brentwood whose practice is endorsed by their Parish Priest or by the Priest of the Parish where the family attends Mass and is known, who have an aptitude in Music, as determined at audition, up to a maximum of 10 per cent of the total admissions intake (girls who consider that they may qualify for this criterion should indicate an interest on the application form and will be sent further details)
3. Practising Catholic girls resident in the Diocese of Brentwood whose practice is endorsed by their Parish Priest or by the Priest of the Parish where the family attends Mass and is known
4. Other baptised Catholic girls resident in the Diocese of Brentwood
5. Other girls who are members of an Eastern Christian Church, as confirmed by their parish priest
6. Other looked after girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order)
7. Other girls resident in the Diocese of Brentwood who are recommended by a Minister of Religion
8. Any other girl.

For Year 12 applications, in the event of over-subscription (either to the Sixth Form as a whole or to one or more of the courses on offer in the Sixth Form), places will be offered in the order of priority detailed within the admissions arrangements for entry on the clear understanding that applicants meet the full academic criteria stipulated in the Sixth Form Prospectus. Any applicant refused a place at the School has a legal right of appeal against the Governing Body's decision not to allow admission. Any applicant wishing to exercise their right of appeal should contact the Clerk to the Appeal Panel.

8. SPECIALISM

FACILITIES The School has limited facilities for pupils whose physical disabilities require wheelchairs. If a child has such a disability, the School will be prepared to negotiate with the Local Educational Authority to provide the necessary facilities. The main buildings within the School do not have lifts, however, two stair lifts have been fitted to enable access to our hall. There are disabled toilets in A Block, the F Block (Sixth Form building), the D Block, the G Block and the C Block. Adjustments have been made to make the site more accessible and ramps have been installed to facilitate access to the buildings. There is also a disabled parking spot marked and located near to the school reception and another in the car park to the east of the school site. A medical room is available to enable a safe place for insulin testing/injections. A height adjustable bed has also been installed.

RESOURCES When the Governing Body approves the School's budget, consideration will be given to resources allocated to meeting SEND. Consideration will also be given to any funds allocated by the Local Authority in respect of children who have an EHC Plan. The Headteacher and SENCo will manage the allocated funds and will ensure that the best use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below.

STAFFING

SENCo holds a National Award in Special Educational Needs Coordination (NASEN Post-Graduate Certificate), Master of Arts in Education (Curriculum Management & Inclusion), Qualified Teacher Status (QTS), Post-Graduate Diploma in Systemic Psychotherapy (Children, Adolescents and Families), BA (Hons) Philosophy and Cognitive Science. The SENCo is also trained to administer exam access arrangements (Qualified Test User – British Psychological Society) holding a Post Graduate Certificate in Psychometric Testing, Assessment and Access Arrangements.

Lead Learning Mentor holds qualifications in Advanced Diploma in Counselling and Psychotherapy, Diploma in Hypnotherapy and Counselling Skills, Completed Hypnotherapy In Schools Programme (HISP) Training and Registered HISP Practitioner, Accredited Member of the National Counselling Society (NCS) and Registrant member of the Hypnotherapy Society (HS), National Mentoring training from the Mentoring School.

All Learning Support Assistants currently hold or are training for a level 2 or level 3 qualification in Supporting Teaching and Learning. Two LSAs hold the Higher-Level Teaching Assistant qualification providing them with additional expertise to support pupils in individual and small group teaching. Additional LSA training includes:

- Catch-up Numeracy
- Catch-up Literacy
- Elkan (Speech and Language)
- Hearing impairment
- Diabetes Management

- Supporting pupils with ADHD

- Supporting pupils with Autism Spectrum Disorder
- Self-Harm
- Supporting children with Social Emotional and Mental Health Needs
- First Aid

9. INCLUSION STRATEGIES - PROVISIONS The SEND

The SEND and Inclusion department is committed to providing high quality support to ensure that all pupils are included and make progress. The department deliver a variety of provisions and interventions to meet individual needs and support students in reaching their full potential. Provisions include:

- Small group Literacy and Numeracy support
- Catch Up Literacy and Numeracy
- Paired reading interventions
- Social skills programme
- Mentoring
- Speech and Language intervention groups
- Networking club
- Homework club
- Exam access arrangements
 - In class support
- External agency support
- Handwriting club
- breakfast clubs
- Behaviour Support.

INCLUSION - Regardless of the stage pupils have reached, the School's emphasis will be to include pupils with SEND alongside their peers in the full range of activities the School has to offer. This will be achieved by careful consideration of the needs of each pupil and differentiation. Pupils with SEND will have full access to learning opportunities consistent with their abilities. Pupils with SEND will not be withdrawn from any part of the curriculum, unless medical advice has indicated that it is unsafe for the pupil to participate, or the SENCO decides that one-to-one or small group interventions are necessary. This decision will be made in consultation with parents/carers and external agencies, if required. The Headteacher will make the final decision regarding adapting the pupil's curriculum offer and pathways.

PARTNERSHIP - The School aims to promote positive relationships and effective communication between home and school. Teaching staff will aim to establish a partnership with parents/carers so that their knowledge, views and experience can be utilised in the assessment of and provision for pupils with SEND. Parents/carers of pupils with SEND will be encouraged to work with the School in helping their child. We actively share information with parents/carers at SEND review meetings, such as provisions, staff feedback, identified targets and also provide a platform to raise any concerns. In return, we will seek their help regarding support they can give to their child at home.

Close links will be sought with feeder primary schools and neighbouring mainstream secondary schools to encourage continuity of provision and sharing of effective practice. Contact will be made with respective voluntary bodies where this is appropriate. Teaching staff will have the opportunity to meet on a consultation basis with the SENCO during allocated times, such as the monthly SEND drop in session and the fortnightly break-time meeting. In addition to this, new staff induction training and appropriate continued professional development opportunities are made available to ensure appropriate differentiation for SEND pupils and to encourage a successful implementation of this policy.

Specialist advice will be sought to supplement the skills and knowledge held by the staff. Links will be maintained with health, care and social services and educational welfare services so that additional information relating to the learning difficulties experienced by a pupil may be sought.

CLASSROOM MANAGEMENT - All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior attainment. As a result, teachers should use appropriate assessment to set targets which are ambitious. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, this planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. Appropriate curriculum material should be available for all pupils, and their needs should be considered during departmental curriculum planning. Additional support will be provided within the mainstream class by the subject teacher. Class organisation and management, teaching and differentiation of task and materials should be discussed as part of departmental planning.

Teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. The School uses its best endeavours to ensure that such provision is made for those who require it.

A variety of strategies and techniques can be used and these might vary between subject areas:

- (i) Pupil groupings - setting of pupils within various ability groupings. This might entail small groups of pupils of the same ability for targeted teaching or mixed ability groups arranged to enable pupils to support each other.
- (ii) Differentiation for individual needs – this will require the planned adaptation of the content, task or teaching strategy if all the needs of a mixed ability group are to be met.
- (iii) Differentiation by outcome – this can be appropriate when the response reflects achievement and promotes progress.

10. COMPLAINTS PROCEDURES

GRIEVANCES - The first point of contact regarding a pastoral issue is the form tutor. The subject teacher should be approached regarding academic matters. If further clarification is needed, the Subject Leader or the PDC are likely to be able to provide assistance.

The SENCO is also available for consultation and appointments can be made via the school office on: 01708 222 660. For complaints, please contact the Link Governor with responsibility for SEND, Mr Earley. He can be contacted via the school office.

11. INSET STAFF DEVELOPMENT AND INDUCTION

Sacred Heart of Mary School aim to continually improve the quality of teaching learning. All staff and governors have access to effective Performance management and professional development activities appropriate to their needs in order for them to use the gifts they have been given to good purpose.

The school provide an individualised programme of induction, monitoring and support and training, which includes Special Educational Needs provision and strategies for:

- Newly Qualified teachers
- Teachers new to the school
- Teachers new to role
- New members of the Governing Body
- Teachers from overseas seeking qualified Teacher Status
- Unqualified teachers following the Graduate Teacher Programme
- Trainee teachers on block placements following the PGCS programme with external ITT providers
- New members of Support Staff

A Special Educational Needs and Inclusion Handbook is available for all staff.

12. EXTERNAL SUPPORT

Most pupils with EHC Plans have involvement with one or more external agencies. At Sacred Heart of Mary Girls' School the following external agencies are currently involved in helping us to meet the needs of pupils on the Code of Practice:

Havering CAD 5 – 19 Service, Educational Psychology Service, Speech and Language Support Service, Hearing Impairment Specialist Advisors, Visually Impaired Specialist

Advisory Service, Education Welfare Officer, The Bridge – Alternative Provision, Acorn Centre – Child and Adolescent Mental Health Service, Occupational Therapy Service, Community Paediatrician, Brentwood Catholic Children’s Society/Special Counselling Service, Prospects, Learning Performance.

13. PARENTS AND CARERS

At Sacred Heart of Mary School we recognise that parents and carers have a vital role to place in the development of pupils. To adhere to this we aim to ensure that:

- Parents and carers are informed when their child is placed on the SEN Register.
- For any parents having special needs the school will endeavour to meet their requirements.
- The school will inform parent/carers of any people and or organisation, both within and outside the school, who might be of interest or assistance to them, including information on SEND Information Advice and Support Service (SENDIASS - formally Parent Partnership Service)

14. TRANSITION ARRANGEMENTS

There is a close liaison between the School and its main primary feeder schools. The comprehensive transition programme in place for pupils provides a number of opportunities for pupils and parents/carers to meet staff in the new school, such as transition evenings and settling in meetings. Options Evenings and a Higher Education Evenings prepare pupils for transition to KS4, KS5 and post 18 education. These opportunities are further enhanced for pupils with SEND.

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. If a pupil leaves to transfer to another school or to further education, the SENCO will forward relevant information regarding the child’s needs and the provisions made to meet them. Parents/carers will be encouraged to consider options for the next phase of education and the School will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>) or examine options identified in the Local Offer published by the Local Authority which sets out details of SEND provision - including the full range of post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

We aim to ensure that transitions are positive and we implement a bespoke package as appropriate. We involve appropriate agencies at points of transition to ensure that the processes run smoothly with good outcomes. We are always keen to discuss and plan with parents/carers to ensure that the transition is a positive experience for them as well as for the young person. Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

15. REVIEW OF POLICY AND PROCEDURES

The Governors will evaluate the success of this policy in the light of the policy objectives.

The SENCO hosts Annual meetings with the SEND Governor to discuss the provision for SEND pupils and review the effectiveness of this policy.

16. COVID – 19 ADDENDUM TO SEND

In response to Covid-19, all schools, including Sacred Heart of Mary School were ordered to close in March 2020 retaining a skeleton staff to provide education for children of keyworkers and 'vulnerable children'. The Department of Education deem the following children to be classed as vulnerable:

- Children who have a social worker
- Children who have a protection plan
- Children assessed as being in need
- Children Looked after by the local authority
- Children who have an education health and care (EHC) plan

Most pupils on the SEND Register **who did not** have an EHC plan, were expected to stay home unless they had a social worker, or a parent/carer who was a key worker (and unable to arrange alternative safe arrangements).

Pupils **with** an EHC plan were risk assessed by the Headteacher and SENCo in consultation with the Local authority or parents. This determined if a child needed to be offered a place in school or whether they could safely have their needs met at home. **Most children with an EHC plan remained at home, although they were all offered a place in school.**

School SEND Provision During Covid 19

All schools were ordered to close in March 2020, retaining a small skeleton staff to provide education for children of keyworkers, and some 'vulnerable' children'. On the two instances that insufficient numbers of vulnerable pupils and children of Keyworkers took up a place in the limited on-site provision, pupils were referred to a local "Hub" school.

SEND pupils continued to be supported through a combination of live lessons, planned activities on google classroom and targeted online literacy and numeracy intervention programmes.

The SENCo kept in weekly contact with families of pupils with EHC plans, and along with support staff continued to provide small group or individual support and interventions via online lessons.

SEND Annual Reviews continued to be carried out, however The Coronavirus Act 2020 amended the regulation of SEND statutory timeframes, therefore some reviews did not take place within the expected deadlines. New requests for assessments continued in the normal way. The Coronavirus Act 2020 gave the options for the Secretary of State to temporarily disapply the requirement to carry out annual reviews where this is

considered to be appropriate and proportionate. During periods of lockdown or high transitions of Covid in the school community, SEN and EHCP Annual Reviews were and will continue to be undertaken remotely using platforms such as Zoom, Microsoft Teams and School Cloud.

Where can I find further information?

The Council for Disabled Children (CDC) has launched two new email inboxes aimed to answer questions and share information on COVID -19 and the impact on children and young people with SEN and disabilities.

Questions can be sent to the CDC questions inbox, CDCquestions@ncb.org.uk. The CDC will collate Frequently Asked Questions (FAQs) and share them with the Department for Education and Ministers as appropriate. To receive the FAQ newsflash please sign up to their mailing list, selecting the CDC Digest option.

<https://councilfordisabledchildren.org.uk/about/subscribe-newsletter>

Additional support can be found by following the links below:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

<https://www.ipsea.org.uk/news/ipsea-update-on-covid-19-school-closures-and-sen-provision>