

## Arrangements for pupils with SEND returning to school in academic year 2020 – 2021

<b>Leadership and Management</b>	
<p><b>Key duties and responsibilities:</b></p> <ul style="list-style-type: none"> <li>- Available funds and resources are allocated efficiently and effectively between pupils with SEND.</li> <li>- Clear communication is provided for parents/carers, and they are actively involved in decisions related to their child's provision.</li> <li>- Pupils' needs are re-evaluated on return to school and profiles updated.</li> <li>- Pupils are given equal access to the curriculum alongside their peers</li> <li>- The needs of pupils with SEND are considered as part of mainstream provision.</li> <li>- Pupils with SEND are meaningfully included within the whole school community.</li> <li>- Appropriate provision is put in place to address any loss in learning.</li> <li>- Pupils with SEND are making good progress in line with their abilities.</li> <li>- Systems are in place to support the well-being and welfare of staff and pupils.</li> <li>- The school continues to meet its statutory duties regarding SEND provision and equality duties.</li> <li>-</li> </ul>	
<b>Broad and ambitious Curriculum</b>	<b>Compassionate Curriculum</b>
<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>- There has been a greater focus on key knowledge and skills.</li> <li>- There have been some inconsistencies in the content and amount of home learning provided.</li> <li>- The full curriculum has not been available.</li> <li>- Some children may have acquired new skills and knowledge particularly with self-help skills and independence.</li> <li>- Some academic knowledge and skills may have been lost.</li> <li>- Some children will not have accessed much learning during this time.</li> <li>- Resources have been developed by the Educational Psychology Service focused on a compassionate curriculum.</li> <li>- Parent/carers expectations.</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>- Pupils safety and well-being is paramount</li> <li>- The Local Offer provides information on locally available services and resources.</li> <li>- Some pupils have benefited from individual support and smaller group sizes.</li> <li>- There has been a focus on pupils' wellbeing and welfare.</li> <li>- There have been opportunities for mixed age groupings and peer support.</li> <li>- Some children and their parents/carers have benefited from greater access to online therapy programmes.</li> <li>- Some children have struggled with self-regulation and completing work.</li> </ul>

<ul style="list-style-type: none"> <li>- Governmental guidance and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>- Some children will have missed their friends</li> <li>- Some children may find it difficult to return to school or build relationships again.</li> <li>- Some children may have heightened levels of anxiety.</li> </ul>
<p style="text-align: center;"><b>Teaching and Learning</b></p>	<p style="text-align: center;"><b>Safety and Safeguarding</b></p>
<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>- Staff have used this time to access online training.</li> <li>- Not all families had readily available access to laptops or the internet.</li> <li>- Some children have had greater access to home learning.</li> <li>- Learning has not always been adapted or differentiated for individual needs.</li> <li>- Parents/carers have not always had the space, time or ability to support home learning effectively.</li> <li>- Schools have used different online platforms.</li> <li>- Style and pace of learning will have suited some pupils better than others.</li> <li>- Our current use of inclusive practice and quality first teaching</li> <li>- School are now more knowledgeable and skilled at delivering online learning.</li> <li>- Children's needs may have changed.</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>- Online meeting means some professionals have been more readily available.</li> <li>- Some children have not been attending school.</li> <li>- A few children may have witnessed domestic abuse and violence.</li> <li>- A few children may have suffered neglect.</li> <li>- Forms of communication and use of online platforms</li> </ul>
<p style="text-align: center;"><b>Broad and ambitious Curriculum</b></p>	<p style="text-align: center;"><b>Compassionate Curriculum</b></p>
<p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>- Will the curriculum content need revising?</li> <li>- Have we built in aspects of a curriculum for life and the creative curriculum that builds on skills children have learnt at home.</li> <li>- How will we ensure the curriculum meets the needs of individual learners?</li> </ul>	<p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>- How will pupils be settled back into school so they are ready to learn?</li> <li>- What support will be in place to support their emotional and social wellbeing?</li> <li>- Have pupil profiles been updated and shared with staff?</li> <li>- How will new routines be established and understood by</li> </ul>

<ul style="list-style-type: none"> <li>- How will gaps in learning be identified?</li> <li>- How will any loss of knowledge or skills be made up?</li> <li>- Are we taking a person-centered approach to planning and delivery?</li> <li>- How will we ensure equity in access to blended learning?</li> <li>- Are we taking reasonable steps to deliver the provision as set out in EHCPs?</li> <li>- Have we communicated well with parents and carers about the curriculum offer?</li> <li>- How quickly can we move to providing the full curriculum offer?</li> <li>- Have we updated our provision map and SEN Information Report?</li> </ul>	<p>pupils?</p> <ul style="list-style-type: none"> <li>- How will we build trust and re-establish relationships?</li> <li>- How will the whole school community be reunited?</li> <li>- Have we explored and accessed the available support services?</li> <li>- Do we have a 'buddy' system in place?</li> <li>- Have we created a virtual tour and welcome for pupils?</li> <li>- What transition arrangements are in place to ensure a successful handover to the next teacher.</li> <li>- How will we ensure continuity of support for some pupils?</li> <li>- How might we assess and meet pupils' SEMH needs following lockdown?</li> <li>- How are we addressing any worries or concerns that pupils may have?</li> </ul>
<p><b>Teaching and Learning</b></p>	<p><b>Safety and Safeguarding</b></p>
<p><b>Questions to ask:</b></p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>- How will we support pupils to re-engage with learning?</li> <li>- How will pupils' needs be re-evaluated?</li> <li>- Are we using the opportunities that arise to re-assess needs through observation and working with individuals?</li> <li>- How will formative assessments be used?</li> <li>- How will teachers use assessment for learning to gauge understanding?</li> <li>- How will the provision outlined in the EHCP be met?</li> <li>- How can blended learning be delivered more effectively?</li> <li>- How will we ensure all learners have access to online resources and learning?</li> <li>- What programmes need to be in place to support learning?</li> <li>- Have we sought the guidance of advisory services?</li> <li>- How are we supporting teachers in understanding the</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- How will the safety and wellbeing of pupils be ensured?</li> <li>- What protective measure will be in place?</li> <li>- How will good communications with parents and carers be supported?</li> <li>- How will we gain the confidence of parents and carers that a return to school is safe?</li> <li>- How will risk assessments be maintained?</li> <li>- Have we quality assured and vetted any tutorial services we intend using?</li> <li>- How will we engage the support of other professionals?</li> <li>- How will meetings with professional be coordinated?</li> <li>- How might we manage visits from outside professional whilst reducing any potential risk of infection?</li> </ul>

time-frame needed for some pupils with SEN to resettle and regain confidence?

- How will we allocate staff to support catch-up programmes?
- How will we manage support for individual pupils?
- What adaptation need to be made to timetables?

**Links to websites and resources:**

Nasen website and COVID19 information: <https://nasen.org.uk>

LBHF Local Offer website: <https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer>

Lilla Huset Website: <https://www.thelillahuset.com>

TES SEN Show webinars: <https://www.tessenshow.co.uk/senshowseries>

Barry Carpenter's 'Launching the Recovery Curriculum': <https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>

TBMH music education recovery curriculum: <https://www.triboroughmusicclub.org/school-services/music-education-recovery-curriculum/>

NCB mental health tool for primary schools: <https://www.ncb.org.uk/resources-publications/mental-health-and-wellbeing-primary-schools-preparing-recovery>

Tree of Life PDF: available by clicking on Google search: Tree of Life, to rebuild a sense of security and belonging.