**SEND Information Report COVID 19 Addendum**

During these unprecedented times, we are unable to offer all elements of our information report.

The following adjustments have been made.

Supporting learning at home:

* Differentiated learning: teachers are differentiating work thorough our online eLearning platform.
* Differentiated learning packs distributed with additional equipment being sourced and produced if required.
* Specific mental well-being support through phone calls directly to children at home.
* All passwords to online materials resent out to families.
* Regular contact with the children and families through 2emailing system/ class 1 email and feedback on work completed by teachers.
* Website regularly updated with new resource and activities. New well-being section and learning at home sections. Within the learning at home is a designated SEND page with links to resources and contact details for services.

Communication with parents:

* Regular phone calls to children with EHCP by SENCo and calls to SEN Support children by staff member. Notes made from phone calls, additional support provided by teacher for parents and they liaise with SENCo if appropriate. Additional resources arranged for collection if required. Email system being used as a contact between children, teachers and parents.
* Children and families who have support through the well-being lead or mentor continue to have regular phone calls.
* Section on website to signpost parent to support - phone numbers for consultations from Pupil Support Service
* EHCP annual reviews held in consultation over the phone, paper work shared with SEN Team through secure email as well as professional reports. Parents involved through discussion and hope and aspiration forms.

Work with other agencies:

* Children receive support directly from Tameside SALT team who are delivering telephone assessments and reviews for those children already referred before lockdown. Resources sent directly to parents and in some cases face to face online therapies given.
* Referrals are still being made to Pupil Support, telephone consultations are available for both staff and parents for advice.
* Appointments with professional are still be made – some face to face and others virtually.
* Educational Psychology reviews and consolations are being held virtually.
* Visit to school follow the strict protocols of school and the service provider.
* SENCo in contact with external agencies to support services to children and parents.

Delivering additional support in school:

* Children are placed in year with a teacher and TA. Small group intervention and specific 1:1 work within school will take place following the social distancing guidance. Within the school day, additional support will be provided by the staff within the bubble. Extra focus will be given to social, emotional and mental well-being of all children, the curriculum will reflect this.
* Children who have specific software to support them will access within their bubble e.g. Nessy and Dynamo Maths.
* An addendum to the school’s behaviour policy has been discussed with all children with who are returning to school and sent to parents. Specific resources to support their wellbeing being used in bubble, e.g. social stories and pictorial explanations of new rules for those who need additional support. Visual timetables remain in place within to school to support all children with transitions throughout the school day.

Transition

* Year 6 teachers sending information to secondary placements. SENCo share specific SEND information and liaise directly with other SENCos. All paperwork sent securely to transitioning high school.
* Year 6 teacher to use secondary websites to support Y6 children in their transition. School to support secondary schools to ensure information get to families by signposting and distributing packs if required.
* Additional transition, if achievable and safe, to be arranged for SEND children in liaison with parents and schools. This may be visits to new school, making of a specific transition booklet to support child through the Summer break or virtual engagement.
* EYFS – website update with specific new intake information. Google forms sent to all new parents including any additional support their child might need when starting St Paul’s. EYFS staff to communicate with pre-school settings.
* Within schools, transition information to be sent to new class teachers. To include: OPP and review, professional reports and action plans, academic levels from April 2020, additional information from discussions with parents during lockdown which might impact on transition in September.