

Aston Hall Junior and Infant School SEND Action Plan (Students affected by COVID-19)

All students 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 students are entitled to high quality remoted 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, especially where webcams are involved:

- No 1:1s, groups only
- 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 classes 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

Strategic Priority	Key Actions	Responsibility	Monitoring and Evaluation
<p>Identify the universal (minimum) offer for all students with SEND (Wave 1) including those with:</p> <ul style="list-style-type: none"> • Moderate difficulties in the acquisition and/or use of language, literacy and numeracy skills. • Support needed to organise resources and new activities. • Working below age related targets • Mild depressive symptoms. • Mild anxiety symptoms. 	<ul style="list-style-type: none"> • Ensure all students receive an enhanced provision through a variety of approaches such as: <ul style="list-style-type: none"> ○ Differentiated resources to support literacy tasks, e.g. versions of texts, visual aids, vocabulary mats, writing scaffolds and frames and specific support on Education City ○ Modelling of how to use the additional materials, e.g.' a writing scaffold or word mat made available during the lesson. ○ Lessons recorded so students can revisit and overlearn key concepts – these could be indicated in a summary of main points/plenary activity. ○ Relearning opportunities, e.g. low stakes quizzes 	<p>SOD overseeing teachers</p>	<ul style="list-style-type: none"> • Students will engage with online/live streamed learning activities. • Students will show an understanding of key skills and basic content. • Students will be able to complete learning tasks independently/ • Students feel secure and confident and actively participate in online/live lessons

<p>Identify the targeted offer for all students with SEND (Wave 2) including those with:</p> <ul style="list-style-type: none"> • Significant difficulties in the acquisition and use of language, literacy and numeracy. • Regularly finds it hard to understand, learn and apply new skills. • Support needed to organise resources and activities. • Working well below age related targets. • Frequently displays symptoms of mental health difficulties 	<ul style="list-style-type: none"> • Ensure all students have access to an enhanced universal provision as identified above • Ensure all students receive targeted support through a variety of approaches such as: <ul style="list-style-type: none"> ○ More opportunities to revisit, repeat and rehearse built into learning activities and/or follow up homework e.g. low stake quizzes, especially with new and complex concepts. ○ Provide additional overlearning of Fluent in Five materials. ○ Weekly check in: academic support from SEND Coordinator/teacher. ○ Planned literacy and numeracy activities using platforms available e.g. Education City, TT Rockstars ○ Frequent well-being check in from key worker for those children working with the WMIM team. 	<p>SOD</p> <p>SOD/Teacher</p> <p>ZB/LL</p>	<ul style="list-style-type: none"> • Students will engage with online/live streamed learning activities. • Students 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 • Students will be able to reflect and discuss their learning with their key worker. • Students feel safe and secure and are able to keep themselves safe e.g. maintaining a routine, healthy eating and sleep patterns etc. They discuss their feelings and manage their emotions with the support of their key worker utilising personalised strategies as appropriate for the child.
<p>Identify a specialist offer for all students with SEND (Wave 3) including those with:</p> <ul style="list-style-type: none"> • Severe and persistent difficulties in acquiring literacy or numeracy skills and significantly below age related targets • Displays symptoms of mental health difficulty that may prevent engagement with school. 	<ul style="list-style-type: none"> ○ Ensure all students receive specialist support through a variety of approaches such as: ○ Significantly differentiated learning activities that include step by step scaffolding and individual phone calls or Dojo posts. ○ Extensive use of additional support materials, especially those linked to key vocabulary and new/complex concepts. ○ Additional TA support during remote learning. ○ Wellbeing learning activities coordinated by SENCO/Learning support team. ○ Frequent well-being check in from key worker for those children working with the WMIM team. ○ Support from external agencies: ○ LSS to be kept abreast of key children with EHCPs ○ With Me In Mind emotional support ○ Safeguarding support 	<p>SOD</p>	<ul style="list-style-type: none"> • Students will engage with online/live streamed learning activities. • Students 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 • Students will be able to reflect and discuss their learning with their key worker. • Students feel safe and secure and are able to keep themselves safe e.g. maintaining a routine,

<ul style="list-style-type: none"> Needs formal instruction in the development of mobility and orientation skills and independence training. 			<p>healthy eating and sleep patterns etc.</p> <ul style="list-style-type: none"> Students are able to discuss their feelings and manage their emotions with the support of their key worker utilising personalised strategies as appropriate for the child. Students continue to be supported as if they were 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"> LAC status CP plan CIN FSM 	<ul style="list-style-type: none"> Ensure all students receive an enhanced provision as determined above in addition to: <ul style="list-style-type: none"> Designated teacher for LAC weekly welfare calls with carers/social worker. Daily welfare calls, attendance or safeguarding team as appropriate. Access to chrome book if needed. Access to internet support if needed. School meals dropped off if needed. Referrals and support to external agencies if needed. 	<p>JH</p> <p>JH</p> <p>JH/MR</p>	<ul style="list-style-type: none"> The most vulnerable students and families are safe and supported at home and in the community as if they were at school
<p>Ensure measures are put in place to ensure no student with SEND is disadvantaged</p>	<ul style="list-style-type: none"> Ensure all students have a comprehensive access assessment in terms of: <ul style="list-style-type: none"> Technology Sanitary need FSM Hygiene Ensure all students with SEND have access to one or more of the following systems of support: <ul style="list-style-type: none"> Parental support CAMHS referral With me in Mind School pastoral support (ZB/LL) Educational Psychologist 	<p>SOD</p> <p>SOD</p>	<ul style="list-style-type: none"> Ensure all students have access to social care and wider support teams. Ensure no student is disadvantaged in terms of hygiene, sanitary or food poverty

Assessing the impact and quality of SEND cohort provision	<ul style="list-style-type: none">• Assessing the progress made by SEND students including:<ul style="list-style-type: none">○ Teacher assessment○ Live lesson attendance registers○ Education City take-up / Bug Club take-up tracking○ Contact with parents.• Adapt and change curriculum provision where necessary	SOD / Teachers	<ul style="list-style-type: none">• All students make progress commensurate with onsite learning• Reshape action planning, curriculum through effective evaluation
---	---	----------------	---