



The Conatus Federation



SEND Policy

This policy has been created by the school's SENDCos (Special Educational Needs Coordinators) with the SEND Governor, in liaison with the senior leadership team, staff and parents of pupils with SEND (Special Educational Needs and Disabilities), adopting the principles underpinning the new legislation and its emphasis on involving the views, wishes and feelings of parents, (and when appropriate) children in all decision making.

This Policy was rewritten in September 2022 in line with the special educational needs and disability code of practice: 0 to 25 years June 2014 (updated April 2020). It will be reviewed annually or as Greenwich Local Authority releases updated information on procedures.

This SEND policy details how Boxgrove and Kidbrooke Park Primary Schools will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to come into contact with them, including family.

We want all children to value themselves, to recognise their qualities and use their abilities to make a positive impact on their learning and development as thoughtful, caring people with a mutual respect and tolerance of others.

THE ROLE OF THE SENDCo TEAM

The people responsible for coordinating provision for children with SEND and developing the schools' SEND Policy are Julie Lewis (Boxgrove) and Emma Dale-Emberton (Kidbrooke Park). They can be contacted initially via the school office.

The SENDCo team are responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision and resources for children with special educational needs and disabilities
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- keeping and overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- ensuring annual reviews and appropriate documentation is completed
- organising and participate in multi-agency meetings with parents and external agencies
- liaising with and providing SEND records to receiving schools upon school transfer to ensure smooth transition
- liaising with previous settings when receiving a child with special educational needs into the school
- working with the Executive Head Teacher, Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- removing barriers for learning.

AIM

Boxgrove and Kidbrooke Park Primary Schools have an embedded culture of high expectations. We believe that supporting children successfully for adulthood is a priority and that high aspirations are key to preparing all young people for life beyond school. We aim to create an environment which promotes all pupils working towards becoming resilient and independent learners, whilst at the same time recognising and responding to any identified additional need.

The school's aim is to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.

We encourage each child to reach his/her full potential within the context of a broad and balanced curriculum which is available to all pupils and is both inclusive and differentiated.

Where a need is identified, the school will put appropriate evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. Plans for the use of support will relate to a clear set of expected outcomes, which include relevant, challenging, developmental targets.

In school, support will be planned and reviewed by the class teacher, in collaboration with parents, SENDCo, and, where appropriate, the pupil themselves. The focus will be on the impact and outcome for the child, not just the provision provided.

OBJECTIVES

1. To work within the guidance provided in the SEND Code of Practice 2014 (updated 2020).
2. To identify and provide for pupils who have special educational needs or disabilities so that they can achieve their best, becoming 'confident individuals living fulfilling lives' (SEND Code of Practice, June 2014/April 2020).
3. To research, identify and provide relevant resources and interventions to increase curriculum access.
4. To liaise fully with any relevant outside agencies to ensure a holistic, coordinated approach.
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities through high quality teaching.
6. To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will work to implement the SEND Inclusion Policy.
7. To provide support, advice and training for all staff working with pupils who have special educational needs.
8. To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.
9. To ensure that children with SEND take part in all the activities of the school, together with children who do not have SEND, as far as possible.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs or disabilities.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

COMPLIANCE

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014, updated 2017)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We recognise the importance of early identification and aim to identify children's special needs or disability as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to decide what action the school needs to take. As part of this process the needs of the whole child will be considered, not just the special educational needs or disability of the child/young person. We recognise that all teachers are teachers of children with special educational needs therefore educating such children is a whole school responsibility. This starts with high quality teaching which is differentiated and personalised, being available to all.

The school also recognises that other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need or disability.

Contributing factors of lower attainment could be:

- a disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- attendance
- health and welfare
- English as an additional language
- being in receipt of Pupil Premium grant
- being a looked after child
- being a child of Service Personnel

A rigorous system of progress monitoring across the school takes place on, at least, a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need or disability but should be seen as a form of communication that needs to be addressed. We have systems in place to unpick this:

- Positive Behaviour Policy with clear consistent sanctions in place, with a focus on praise and reward
- regular contact with parents, for example through reward charts and communication books
- PSHCE session, as part of the National Curriculum
- additional PSHCE sessions/social skills groups to deal with specific problems as they arise
- sessions with the school's Learning Mentor (at Boxgrove)
- buddy/playground prefect systems
- ELSA sessions
- referral to outside agencies, such as MHST (Mental Health in Schools Team) and CAMHS (Child and Adolescent Mental Health Service) Early Intervention and CAMHS.
- use of TAC meetings (Team Around the Child) and/or multi-disciplinary review meetings (MDR).

Where there are concerns there may be an assessment to determine whether there are any causal factors, such as any undiagnosed communication or learning difficulties. If any mental health issues are suspected, a referral to CAMHS is considered.

A GRADUATED RESPONSE TO SEND SUPPORT

Before special educational provision is made, the SENDCo and class teacher will consider all the information available, within the school, about the pupil's progress, alongside national data and expectations of progress. Parents and pupils will be consulted, in conjunction with school criterion referenced assessments and checklists. To aid identification of need we use the four categories identified by the Code of Practice 2014:

- cognition and learning,
- communication and interaction,
- social emotional and mental health
- sensory difficulties

The SENDCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Advice from outside

specialists may be sought and additional guidance is available for children with autism and specific learning difficulties.

The four-part cycle

Assess

- When assessing a child as needing SEND support, the class teacher, working with the SENDCo will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as behaviour. It should also draw on other assessments (where relevant), the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if applicable, advice from external support services.
- The assessment of the child will be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

- The teacher and the SENDCo will agree with the parent (and the pupil where age appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The pupil will be asked to comment on their learning and the outcomes sought for them.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Personalised Learning Plan/Personalised Target Sheet and any interventions will be recorded on the school's provision map.
- Parents will be made fully aware of the planned support and interventions put into place. Parental involvement to reinforce or contribute to progress will be discussed with the teacher and/or the SENDCo.

Do

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- They will work closely with any learning support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- If necessary, the SENDCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed within an agreed timescale.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.

- The pupil's needs are analysed and the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development. They will decide on any changes to the support and outcomes, in consultation with the parent and pupil.
- Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Depending on the impact of the intervention on the children's learning, the decision may be made to place children on the SEND register, in consultation with parents.

MONITORING AND EVALUATION OF SEND PROVISION

Provision planning takes place with the SLT (Senior Leadership Team), SENDCo and class teacher at termly meetings. Children's needs are identified by examining the progress data of individual children in each class. The SENDCo then analyses the progress of children in each main area of need. Groups of children who require Literacy/maths/social skills support will then be identified by the SENDCo (in consultation with SLT and the class teacher) as well as taking into consideration the more individual needs of some children.

Half-termly observations of all teaching staff to evaluate the quality of teaching includes a focus on the quality of differentiation, the teacher's skill in recognising and responding to learning barriers, and how they are meeting the needs of individual children, especially those at risk of underachievement. The subsequent evaluation identifies any areas of SEND that staff may need training for, in order to support their ability to respond to the most common SEND they may encounter in the classroom.

Informal observations of TAs (teacher assistants) and LSAs (learning support assistants) are undertaken and we have regular discussions with those delivering interventions. Advice and recommendations are passed on to the relevant member of staff. Again, any developments needed are identified and relevant training and guidance organised.

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling parent, pupil and staff views. The school undergoes an active process of continual review and improvement of provision for all pupils.

MANAGING PUPILS ON THE SEND REGISTER AND CRITERIA FOR EXITING

The assessment of needs starts with a whole-school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching. The school uses a range of sources of information that teachers can draw on to establish a clear analysis of pupil's needs:

- assessment of the pupil's progress, attainment and behaviour
- the views of the pupils and parent
- advice from external support services.

Criterion referenced assessments and checklists, including screening assessments (e.g. for dyslexia), are used to record initial concerns. These checklists are then shared with the SENDCo to discuss possible placement of the pupil on the SEND register. This ensures a structured approach to the identification of special educational needs or disability.

The partnership with parents plays a key role in enabling children with SEND to achieve their potential. At Boxgrove and Kidbrooke Park Schools we recognise that parents hold key information and have the knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in the education of their children.

Children with special educational needs or disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs and to reviews.

The level of provision provided is described fully in the school's SEND Information, using the links below:

- Boxgrove: <https://www.boxgrove.greenwich.sch.uk/parents/send-local-offer/>
- Kidbrooke Park: <https://www.kidbrookepark.greenwich.sch.uk/parents/send-local-offer/>

If the decision is made for the child to be placed on the school SEND register, parents will be informed. Targets will be set in consultation with the parents and pupil, and will be reviewed termly.

Children who do not make progress may be referred to outside agencies or specialist services for further assessment and advice. This will require parental consent and involvement at subsequent meetings. Any additional support is recorded on the school provision map and the child's personalised plan.

When a child makes consistent progress over two reviews and their individual targets have been met, a decision may be made after discussion with parents and any outside agencies, to exit them from the SEND Register. They may still take place in future interventions or still access a social skills group, for example, and any intervention will be logged on the provision map. Their progress will, of course, continue to be monitored.

SUPPORTING PUPILS AND FAMILIES

We can arrange Team Around the Child (TAC) or Multi-Disciplinary Review (MDR) meetings to support pupils and their families. Where necessary, we can also refer children to CAMHS or MHST early intervention team. At Boxgrove there is also a Learning Mentor to support both children and their families. At both schools, there are ELSA TAs available to support children with emotional literacy.

Staff can be found in the playground before and after school each day, for short discussions. More formal meetings can be arranged via the school office.

Please see the LA Local offer on the Greenwich website (link below) and the school's SEND Information report on the school web page (link also below) for additional information about outside agencies that can further support parents/ pupils and their families.

Links to:

- Greenwich Local Offer: <http://www.royalgreenwich.gov.uk/localoffer>

- Boxgrove Primary School SEND information: <https://www.boxgrove.greenwich.sch.uk/parents/send-local-offer/>
- Kidbrooke Park Primary School SEND information: <https://www.kidbrookepark.greenwich.sch.uk/parents/send-local-offer/>

When moving to Secondary School:

During the summer term, the SENDCo will attend a secondary transfer meeting, and/or contact the secondary school directly, and share any relevant information about special access arrangements and support that has been put in place at the primary phase. This will ensure a smooth transition to their secondary school.

If deemed necessary, the school will also arrange a meeting with the SENDCo, parents, relevant outside agency representatives and secondary school staff. Additional visits to the new school may also be organised. We will ensure records are passed on as soon as possible.

When moving classes/Key Stage

An information sharing meeting will take place with the child's previous and new teacher, and parents if deemed necessary.

Individual transition arrangements are put in place for more vulnerable children with additional visits to the new classroom and teacher. The child will have at least one afternoon late in the summer term with their new class and teacher. A transition book or sheet will go home in the holidays to prepare the child for the new class, if thought appropriate.

Class information sheets and personal passports are used to share relevant information with necessary adults working with the children.

SUPPORTING PUPILS WITH MEDICAL NEEDS

Some pupils with special educational needs may have an EHCP (Education, Health and Care Plan) which brings together health and social care needs, as well as their special educational provision. Some pupils will have a health care plan for their specific medical needs. These are reviewed annually by the school nurse.

Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Where there are children with disabilities, the school will comply with its duties under the Equality Act 2010.

Arrangements are in place to ensure that pupils with medical conditions are supported at school and parents and pupils have confidence in the school's ability to provide effective support for individual medical conditions in school. School leaders will ensure that health and social care professionals, pupils and parents are consulted to guarantee that the needs of children with medical conditions are met effectively.

Staff will be properly trained to provide the support that individual pupils need. Many staff are trained to administer adrenalin pens. All teaching assistants and LSAs, as well as a number of teaching staff, are first aid trained. When required, further training has been and can be undertaken for specific needs.

TRAINING AND RESOURCES

SEND is funded from the National SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the Local Authority, where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff have access to training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with members of the senior leadership team (SLT) to explain the systems and structures in place around to the school's SEND provision and practice. There are also opportunities to discuss the needs of individual pupils with the class teacher.

The SENDCos regularly attend the Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

The Governors ensure that pupils with SEND receive the necessary special educational provision they need, to access the curriculum and participate fully in the life of the school. They raise awareness of SEND issues at governing body meetings and:

- they give up-to-date information on SEND provision within school
- help review the School's SEND policy on provision for pupils with SEND and
- ensure parental confidence.

The designated teachers with specific responsibility for Safeguarding, Pupil Premium and for meeting the medical needs of pupils are Christopher Rae (Head of School, Boxgrove) and Adam Wilson (Head of School, Kidbrooke Park).

STORING AND MANAGING INFORMATION

All personal data and confidential documents are stored in a locked filing cabinet. All information sent via emails is sent in password protected files. All relevant information stored is passed onto receiving secondary schools and/or new schools as requested in a safe, protected manner.

From the 25th May 2018, new data protection regulations were introduced which affect how Boxgrove and Kidbrooke Park Primary Schools handle personal data. This is called the General Data Protection Regulations (GDPR). Compliance with the Regulations will be an on-going process and the School have appointed a Data Protection Officer (DPO) to advise and manage compliance with the Regulations. Please refer to our GDPR policy from more detailed information.

ACCESSIBILITY

Removing Barriers to Learning

Inclusion is about the quality of the child's experience; how they are helped to learn, achieve and participate fully in the life of the school. All children have the right to a good education

and the opportunity to succeed and reach their full potential. Parents have to have the confidence that their child's needs will be met quickly and effectively throughout their time at Boxgrove and Kidbrooke Park Schools. We use a range of strategies to ensure that all children have full access to the curriculum and will thrive in their learning:

- Dyslexia friendly check lists.
- Use of buff paper and off-white colours on Smart Board and hand-outs.
- Symbols and pictures used to support written information.
- ICT used to support learning.
- Resources on tables and walls to support pupils' learning – word banks, small white boards and pens, alphabet strips.
- Use of visual timetables, Now and Next boards, and displays to support organisation – e.g. when to bring in PE kit etc.
- Evidence around school of celebration of achievements - displays, motivation charts.
- Evidence of children's work undertaken in different ways, not just written, for example using mind maps, posters, drama etc.
- Access to good and outstanding teaching.
- Use of successful interventions to support Literacy and maths, including (but not limited to): Little Wandle, Numicon, White Rose and STEPS Wave 3 maths resources.
- To support emotional literacy: access to small social skills groups and counselling.
- Modified equipment and resources: pencil grips, coloured overlays for reading, use of release breaks, work stations, head phones to encourage focus.
- The Hearing and Visual-Impaired Team worked closely with the school to devise accessibility plans for pupils with hearing and visual impairments.
- For some pupils, additional arrangements and adjustments are made to enable them to fully access the curriculum and a range of tests. This might include additional time, rest breaks, use of a scribe or word processor.

This is not a definitive list and changes according to individual needs.

Access to the Physical Environment

Physical features that people without physical disabilities take for granted can present serious problems for people with different abilities. At Boxgrove and Kidbrooke Park Primary Schools we are aware that access to the physical environment of the school is important for the self-esteem and general well-being of all our students and staff. Both schools have:

- a disabled toilet and wet room facilities
- a lift, so that the whole school is accessible to wheel chair users
- direct wheelchair access to the rooms on the ground floor and to the playgrounds.

DEALING WITH COMPLAINTS

If you are unhappy with your child's support or progress you should speak to the class teacher initially. If you remain concerned about the support your child is receiving or that your child is not making progress then you should speak to the SENDCo and then the Head Teacher. If matters remain unresolved, you can speak to the school SEND Governor. If you require further information regarding complaints procedures please contact the school office for a copy of the Complaints Procedure Statement.

BULLYING

Boxgrove and Kidbrooke Park Primary Schools uses steps to ensure and mitigate the risk of bullying of vulnerable learners. Please contact the school office if you would like further information from the Anti-bullying Policy.

POLICY REVIEW

This policy will be reviewed and updated annually. Next review date will be: September 2023.

ADDENDUM

**School closure arrangements for situations such as the recent Covid 19 pandemic for Children with Special Educational Needs and Disabilities
September 2021**

Boxgrove and Kidbrooke Park Primary Schools remain committed to ensuring the safety and wellbeing of all its children during any period of general school closure. Working in partnership with parents of children with SEND and the children themselves continues to be central to our policies and practice. We will take all reasonable endeavours to ensure special educational provision continues throughout any future pandemic or similar.

A clear focus will remain throughout any future school closure on the importance of co-production with children and young people with SEND and their families; the requirement to provide families with clarity about what is happening through effective and timely communication remains a priority. We will ensure that children, young people and their families are provided with the information, advice and support necessary to enable them to participate effectively in discussion and decisions about their support. Key contact details are available on the school's website so that parents are always able to reach school staff for support if needed.

The school will continue to maintain contact with outside agency professionals during any period of school closure. This will particularly include liaison with the Specialist Teaching Service (STEPS), the school Counselling Service, Speech and Language, ASD Outreach, Greenwich SEND Dept. and the Educational Psychology Service within the Local Authority. We will signpost parents to appropriate external professionals as needed; where these services produce resources, which may be of use to parents and other professionals we will pass on these resources and links to these resources will be added on to our school website.

SUPPORT IN PLACE FOR VULNERABLE CHILDREN AND THOSE WITH AN EHC PLAN OR PENDING EHC PLAN.

Boxgrove and Kidbrooke Park Primary Schools will make every reasonable endeavour to secure the provision in an EHC plan. We will complete a risk assessment for each child and young person who is classed as vulnerable and / or with an EHC Plan or pending EHC plan. We will ensure that discussions have taken place with parents, and their children, if appropriate, when producing risk assessments and that all views have been considered and recorded. The risk assessments will then be shared with the Head teacher, Senior Leadership Team (SLT) and the Local Authority (LA). We will ensure the timely return and regular review of risk assessments. When completing risk assessments, we will consider:

- * Guidance on measures to reduce the transmission of coronavirus.
- * The needs of, and specific circumstances affecting the child or young person; and the views of the child or young person and their parents about what provision might be appropriate.

When deciding whether children with EHC plans take up an eligible place in school, the decisions of parents and, if appropriate, children will be respected.

Where children with EHC plans take up an eligible place in school, the Head teacher and SLT will work alongside the SENDCo to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive placement for those children. The support appropriate to each child in this circumstance will be reviewed on an individual basis. Any changes to a child's situation will be updated on their risk assessments which will then be shared with the Local Authority.

Where children with EHC plans do not take up a place in school and are cared for at home, a communication plan will be put in place for the child. This will be recorded on their risk assessment. These plans will be monitored by the SENDCo and after at least weekly contact with parents to maintain close school liaison, either through a phone call home, or door step

visit, a monitoring form will be completed and shared with the Head Teacher/SLT and the Local Authority Assessment & Review Service. Referrals to outside agencies due to any newly identified need will be made.

SUPPORT IN PLACE FOR ALL VULNERABLE CHILDREN AND ALL THOSE WITH SPECIAL EDUCATIONAL NEEDS AND /OR DISABILITY (SEND).

For children with SEND, but without an EHC plan, signposts will be included within year group home learning to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND. The school recognises that children with SEND need access to home learning resources and activities which take account of their strengths and needs.

Examples of provision of alternative arrangements, which may be put in place for children with SEND with, or without an EHC plan, include:

- *Individual expectations for home learning e.g. SENDCo providing additional home pack resources e.g. PECS (picture exchange communication system) training packs for parents.
- *Discussions around appropriate learning activities with outside agencies/ families.
- *Families sent by email/ hand or post, homework packs with at least a week's worth of work along with resources to support the change of timetable and routine, sensory activities and key websites personalised to the needs of each child.
- *Social stories for children coping at home or returning to school.
- *Transition support where appropriate, both when moving to or from the school and when moving year groups.
- *Facilitating liaison between families and appropriate outside agencies e.g. liaison with Speech and Language Therapists/ Occupational Therapists to deliver sessions via video link, support to parents re autism, visual or hearing impairment.
- *Liaising with EPs with the possibility of providing brief therapy interventions.
- *Video class sessions for children to keep in touch with classmates and teaching staff.
- *Supporting the setting up of Specialist SEN Teachers providing on line learning sessions.

ANNUAL REVIEWS AND EHC PLAN REQUESTS/ ASSESSMENTS.

Annual reviews will continue as per schedule; we will work with the LA, children and parents to explore the different formats that an annual review could take, ensuring that we are as creative and supportive as possible to make certain that children's needs are being met. We will ensure all annual review paperwork is completed and returned to the LA within 10 working days of the annual review. Where it is impractical to complete an annual review within the prescribed timescales for a reason relating to COVID 19 the school will advise the LA immediately.

EHC needs assessments will continue to be completed on an agreed format, providing all information required.

Boxgrove and Kidbrooke Park Primary Schools will provide any further updates/reports as requested by SEND Assessment & Review Service in the time requested, including responding to any consultations within 15 days. In the event the school is named in section I – unless we have good reason, we will ensure the child/young person is placed on the school roll.

TRANSITION SUPPORT

At Boxgrove and Kidbrooke Park Primary Schools we recognise that transition may be a particular concern for parents of children of SEND, and communication remains open for parents to contact key school staff to discuss this.

The school's approach to supporting children with transition will continue to be reviewed in line with all available DfE and government guidance on school closure. If school closure spans the end of an academic year, for Year 6 children due to move between phases of education, we will seek to maintain a good flow of essential information to support children's transfer from primary to secondary. We will continue to contact the new settings to share necessary information to make children's transitions as smooth as possible.

Arrangements put in place by Greenwich SEN Department will be used to share key information with secondary schools, including the completion of transition forms, written in collaboration with the SENDCo and Year 6 Class teachers. The SENDCo will then ensure these are delivered to the appropriate secondary school. Where possible school staff/ SENDCo will follow up the completed transition forms with conversations/ video calls with named transition staff in secondary schools to discuss vulnerable children. Ensuring children are referred to and take part in additional transition supports such as the Greenwich Stepping Up Scheme and Speech and Language Summer School, where appropriate, will remain a priority. Where children with SEND would benefit from additional transition visits, every effort will be made to facilitate these where possible within DfE and government guidance.

For new children starting the school, the SENDCo will liaise with Early Years providers and any previous settings and disseminate all relevant information to all relevant school staff. For those children transferring between classes the SENDCo and/or Class Teachers will continue to inform the new class teacher of pupils' needs using electronic folders and meetings where appropriate. Additional transition work will be put in place where necessary to relieve any worries and doubt. Video links with the new class teacher, phone calls home to explain what will be happening when school restarts, social stories, etc. will be in place and transition books will be sent home to support transition where appropriate.

SUPPORTING CHILDREN'S SOCIAL AND EMOTIONAL NEEDS DURING AND AFTER A SCHOOL CLOSURE

Boxgrove and Kidbrooke Park Primary Schools understand that children's social and emotional development is particularly at risk within the current national climate and any period of school closure.

Considering the stage of all children's social and emotional development will remain a priority; regular contact between school staff and parents/children will be central to identifying those we believe may be at greater risk and where additional support may be needed. This information will be included in individual risk assessments for children with an EHC plan. Where concerns are raised or are apparent within these communications, appropriate action will be taken and onward referrals will be considered.

We have our own in-school trained Learning Mentor (Boxgrove), ELSA (Emotional Literacy Support Assistants) as well as the school counselling service and the possibility of therapy sessions with our Educational Psychologist, to support children returning to school with any social/emotional needs and we can also signpost parents to other professionals who may be able to support them and their children at this time, particularly CAMHS and MHST (Mental Health in Schools Team). The school will also share parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies, either by direct contact or on the website.

REVIEW

This addendum to the SEND Policy will be reviewed in light of any new government guidance, as and when it is published.