



**Five
Rivers®**

FIVE RIVERS CHILD CARE LTD

Special Education Needs Policy & Procedure – Park House Covid -19 Annex

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head Of Education
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CONTENTS

1.	Special Education Needs Policy Annex Covid 19.....	2
1.1	Policy Statement.....	2
1.2	Terms and Definitions	2
1.3	Data Protection	2
1.4	Disclosure of Information.....	3
1.5	Further Information.....	3
2.	Context.....	4
3.	Key Contacts	5
4.	Vulnerable children and eligibility.....	5
5.	Safeguarding and monitoring of wellbeing.....	6
6.	Arrangements for assessing and reviewing children’s progress.....	7
7.	Arrangements for supporting children in moving between phases of education.....	7
8.	The approach to teaching children with SEND.....	8
9.	Support for social and emotional development.....	9
10.	Working alongside other professionals.....	9
11.	The EHC plan.....	9

1. Special Education Needs Policy Annex Covid 19

1.1 Policy Statement

1.1.1 The SEND Policy Annex has been written in accordance with:

- The Special Educational Needs and Disability Code 0 – 25 years code of practice 2015
- The Equality Act (2010)
- The Children and Families Act (2014)
- <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

This policy details the provision for young people with special educational needs that we provide that is 'additional to' or 'different from' the provision made for all young people in state education. Our central aim is to reduce the barriers to effective learning for young people with special educational needs.

This annex refers to guidance issued during Covid 19

1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers

Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5 Further Information

2. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to continue to provide care for a limited number of children – those who are vulnerable and children whose parents are critical to the COVID-19 response – who absolutely need to attend and who cannot be safely cared for at home. ‘Vulnerable children’ includes those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), ‘looked after’ children, young carers, disabled children and those with education, health and care (EHC) plans.

This annex of the Park House School SEND Policy and procedure contains details of our individual arrangements and changes to our usual mode of working in the following areas:

- Vulnerable children and eligibility
- Safeguarding, attendance and monitoring of wellbeing
- Arrangements for consulting parents/carers of, and young people with, SEND
- Arrangements for assessing and reviewing children’s progress
- Arrangements for supporting children in moving between phases of education
- The approach to teaching children with SEND
- Support for emotional and social development
- Working alongside other professionals
- The EHC Plan reviews

Please note: This annex should be read in tandem with the Park House School Safeguarding Policy.

2. Key Contacts

Role	Name	Email
Head Teacher / Designated Safeguarding Lead	Mrs Teresa Brown	teresa.brown@five-rivers.org
Head Of Education	Mr James Hall	James.Hall@five-rivers.org

3. Vulnerable children and eligibility

Vulnerable children include those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or

whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

These risk assessments will consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)

The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities needing instead to apply 'reasonable endeavours' to support these children and their families.

4. Safeguarding, attendance and monitoring of wellbeing

Park House School continues in its commitment to ensuring the safety and wellbeing of its children during this period of general school closure.

Where children with EHC plans take up an eligible place in school, Park House School will continue to ensure a safe space for these children to attend and flourish where they are risk assessed as able to do so .

The Headteacher/ Deputy Head will work 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 recorded and reviewed on an individual basis. Any updates to a child's situation will be updated on their risk assessments which are then shared with the Local Authority and the Staff.

Park House School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from the government and Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Local authorities and education settings do not need to complete their usual day-to- day attendance processes to follow up on non-attendance. Working with parents/carers and other professionals to decide whether children with EHC plans will be attending school, Park House School will then follow up on any pupil that they were expecting to attend, who does not attend for two consecutive days. Welfare calls will be made to each child not receiving visual contact daily.

Where children with EHC plans do not take up a place in school and are cared for at home, an individual risk assessment will be completed, and a communication plan will be put in place for the child. This will be

recorded on home learning risk assessments for each pupil which are shared with the Local Authority if requested.

The communication plans can include; visual and voice remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Park House School, its Head Teacher (DSL) and staff will work closely with all stakeholders to maximise the effectiveness of any communication plan for children with EHC plans.

This plan must be reviewed weekly and where concerns arise, the Head Teacher/DSL and SENCo will consider any referrals as appropriate.

For children with SEND, but without an EHC plan, who have not been offered a place in school, contact details for key staff and the headteacher will be notified to each parent/ Carer . This will ensure that parents of children with SEND will always have a way of contacting and communicating with school staff where needed.

5. Arrangements for consulting parents of, and children with, SEND

Working in partnership with children with SEND and their parents / carers continues to be central to Park House School's policies and practice.

The views of parents and children will be considered in determining whether children with EHC plans take up an eligible place in school, and adjustments to timetables as detailed in Section 2 of this addendum.

For children with EHC plans who are being cared for at home, their individual risk assessments will include communication plans to ensure that daily contact is maintained with key school staff. These communications may include individual expectations for home learning, discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting children at home. In addition, all families will be hand delivered or have posted packs with the days work worth of work along with resources to support the change of timetable and routine, sensory activities personalised to the needs of each child.

Partner provisions that remain open will be accessed and the timetable for these notified to the parent/carer

The school will ensure each parent and carer has contact details so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so. Staff will contact the students to support work completed at home using the methods outlined above.

Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and children with, SEND so that their views are actively sought, considered and promoted.

6. Arrangements for assessing and reviewing children's progress

Park House School recognises that assessments and reviews of children's progress will continue to be necessary for some purposes during this period of school closure, mainly for the purpose of statutory assessment and review for new or existing EHC plans and for other assessments being completed by external professionals.

Where this is needed, key school staff will maintain communication with parents and relevant professionals to share, with necessary consents, the most current assessment information and professional observations that the school holds.

Where children's EHC plans are due for review within the period of school closure, the school will discuss arrangements with parents, children, the Local Authority and professionals involved in the plan arrangements for a 'remote review' will be made. All reviews should take place within the standard time frames. Emergency reviews will be held as required by remote contact.

7. Arrangements for supporting children in moving between phases of education

For children due to move between phases of education at the end of this academic year, Park House School will continue to make contact with the new settings to share necessary information to make children's transitions as smooth as possible. The staff will make contact with the new settings to share information on SEND needs. Where children with SEND would benefit from additional transition visits, every effort will be made to facilitate these where possible within DfE, PHE and government guidance.

Park House School recognises that transition may be a particular concern for parents of children of SEND, and communication remains open for parents to contact school staff to discuss this.

Park House 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. The school will make best endeavours to fully support young people transitioning to another provision.

8. The approach to teaching children with SEND

Park House School recognises that children with SEND need access to home learning resources and activities which take account of their strengths and needs.

For children with SEND, including those with an EHC plan, home learning will be enabled, and staff contact put in place to support them in accessing appropriate learning activities.

Communication plans/ timetables will be in place for any children with EHC plans being cared for at home to ensure that regular contact is maintained for discussion and setting of individual, appropriate learning activities, strategies and resources. In addition, all families were hand delivered or posted work packs daily or weekly 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.

Children will be loaned a lap top if required by Five rivers. This has all safeguards enabled by our IT department to ensure safe use and weekly updated and guidance are sent to children and parents on safe internet and IT use. A pupil voice document will be sent bi weekly. This will enable the child to express how they understand safety whilst working at home, who they should contact if they have concerns and also enable them recognise and inform of any concerns they may have

Examples of alternative teaching and meeting of EHC outcomes that may be used are:

- alterations to the frequency and timing of the delivery of provision in school, for example, moving to a part-time timetable (where agreed with parents or the young person)
- adjustments to home-to-school transport arrangements to support a modified school attendance timetable
- video/ virtual teaching sessions for children to keep in touch with teaching staff
- a home learning reading programme, provided by the staff team and reviewed weekly
- provision of printed exercises or worksheets
- daily phone or video contact from school staff to monitor home learning programmes, to provide feedback, and to make adjustments as necessary
- delivering direct education or support in the home where a young person is not able to attend school or college (subject to risk assessment and appropriate health protection measures)
- the parent and child travelling to receive the therapy at suitable premises, where this can be done in ways consistent with guidance on reducing transmission of coronavirus (COVID-19) or using virtual video links
- an occupational therapist or a physiotherapist video linking to a child's home and modelling exercises that the parents could do with their child
- sending home accessible hard copy therapy programmes, with additional phone support for parents and young persons to help them work through them
- exercise sessions by video
- loaning parents school equipment, such as specialist support equipment (seating equipment, IT equipment used at school etc) to be used at home to support learning
- counselling, or cognitive behaviour therapy, delivered over the phone once a week for 6 weeks by a mental health worker

9. Support for social and emotional development

Park House School understands that children's social and emotional development is particularly at risk within the current national climate and period of school closure.

Individual risk assessments for children with EHC plans will consider children's social and emotional development and will ensure that communication plans are in place to enable at least fortnightly review. Regular contact between school staff and parents/children will be central to identifying when additional support may be needed. Where concerns are raised or are apparent within these communications, the child's risk assessment will be reviewed by the headteacher and school staff and appropriate action or onward referrals considered.

The assessment and therapy team within Five Rivers Education will input into the process of support for staff and the child.

For all parents, key contact details will be communicated so that they are always able to reach school staff for support if needed.

Park House School will signpost parents/ carers to other professionals who may be able to support them and their children at this time. The school will also share parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies.

10. Working alongside other professionals

Park House School will continue to maintain contact with other professionals during this period of school closure or restricted opening. This will particularly include liaison with care homes, social services, the virtual school, the Local Authority and anyone else in the team around the child. Any service that shares resources which may be of use to parents and professionals during this time, we will send out.

The headteacher and school staff hold contact details for external professionals already working with children with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the Headteacher are available via the school website should professionals need to make contact.

Park House School will signpost parents to appropriate external professionals as needed and will continue to fulfil authorised requests for information for assessment or review purposes.

1. EHC Plans

Park House School shall make best endeavours to ensure outcomes of the EHC plan are met.

Reviews and re-assessments of EHC plans will still take place. There can in some circumstances be flexibility over the timing of an annual review that does not relate to a transfer between phases of education.

Annual reviews may, in the current circumstances, need to take a different form. It is important that the reviews continue to ensure that the child or young person is at the centre of the process and can engage with the process in a meaningful way.

A review meeting, even if by necessity briefer than usual, can be reassuring for parents, children and young people, through ensuring that their EHC plan is up-to-date so that they can receive appropriate provision.

Review

This addendum to the information report will be reviewed in light of new government guidance as and when it is published. Updated 07.07.2020

