

## SEND INFORMATION REPORT



Updated January 2021

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area. Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for schools in the Agate Momentum Trust. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually. The following information outlines the support and provision pupils with SEN can expect at schools in the Agate Momentum Trust.

### SEND INFORMATION REPORT

Scott Wilkie and Hallsville Schools are mainstream primary schools catering for the needs of pupils aged 3 -11 years. There are approximately 447 pupils on roll at Hallsville and 344 at Scott Wilkie. We are both single story buildings with two large playgrounds. We are both inclusive schools and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. health professionals, speech therapists and educational psychologists to make sure that all children receive the support they need to do well at school.

At Schools in the Agate Momentum Trust, we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

People who support children with special educational needs and / or disabilities in this school:

The class/subject teacher is responsible for:

- Ensuring that all the children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing pupil profiles, sharing and reviewing these with parents at least twice a year during our parents' evenings in November and March.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Education Needs Coordinator responsibilities include:

- Manage the Inclusion Team (including Learning Support Teachers)
- Identify the SEN of individual pupils, with school staff
- Liaise with parents, and pupils
- Monitor and keep up-to-date SEN files and Inclusion Register
- Meet the Head Teacher & update
- Liaise with outside agencies, including support staff, educational psychologist, education welfare officer, social services, school nurse, school doctor, special needs officer, speech and language therapists, occupational therapists, physiotherapists, Parent Partnership Group, CFCS and CAHMS.
- Inform staff of SEN courses
- Seek Higher Needs Funding for specific pupils
- Prepare reports for annual reviews
- Prepare reports for Education Health Care Plans
- Coordinate annual reviews
- Complete LA documentation for annual reviews
- Coordinate SEN materials and equipment
- Line-manage support staff
- Monitor and review the roles of support staff within Scott Wilkie/Hallsville
- Monitor the progress of the above children
- Review SEN and other relevant policies annually
- Liaise with other schools about all transferring pupils with SEN
- Attend HLNP (High Level Needs Panel meetings)
- Keep up to date with national SEN legislation

- Keep up to date with local SEN developments
- Organise specialist interventions
- Keep up to date with issues relating to SEN
- Manage the effective use and resourcing of the Sensory Room
- Monitor the delivery of a differentiated curriculum for all pupils who receive SEN support
  - Track progress using P Scales using B Squared
  - Help with the identification of SEN of individual pupils, with school staff
  - Liaise with parents, and pupils
  - Monitor and keep up to date SEN files
  - Work with class teachers, advising on differentiating and providing for needs
- Oversee the provision for children with SEN Support
  - Devise strategies for pupils above
  - Monitor progress of SEN children
  - Identify pupils with SEND
  - Keep up to date with issues relating to SEND
  - Monitor the delivery of a differentiated curriculum for all pupils at SEN support
    - Liaise with all staff who work with pupils, suggesting strategies, discussing progress
    - Assess the individual SEN of pupils where necessary
    - Provide and measure impact of interventions (Access, Plan, review and do)

#### **Name and contact details of the SENCO**

<b>School</b>	<b>Scott Wilkie Primary School</b>	<b>Hallsville Primary School</b>
<b>SENCO</b>	Mrs Joanne Edwards	Mrs Ivie Okwuegbuna
<b>Email address</b>	<a href="mailto:Joanne.edwards@scottwilkie.newham.sch.uk">Joanne.edwards@scottwilkie.newham.sch.uk</a>	<a href="mailto:Ivie.Okwuegbuna@hallsville.newham.sch.uk">Ivie.Okwuegbuna@hallsville.newham.sch.uk</a>
<b>Telephone number</b>	020 7474 4138	020 7476 2355

Responsibilities of the Learning support assistant working with HNF Pupils:

- To work closely with the SENCO
- To support pupils as directed
- To liaise with class teachers about curriculum planning and delivery
- To implement PUPIL PROFILE's and record progress
- To support mainstream pupils in class
- To support pupils on educational visits
- To support specialist activities (ie swimming, sensory sessions)

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to

the SENCO and class/ subject teachers but is still responsible for ensuring that your child's needs are met.

- Making sure that the local governing body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Monitoring the necessary support made for any child who attends the school who has SEND.
- Visiting the school to conduct learning walks to see the support given to children with SEND and being part of the process to ensure that children with SEND achieve their potential in school.

At schools in the Agate Momentum Trust we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly interviewed and updated as necessary.

**Below are schools in the Agate Momentum Trust's current responses to a variety of most frequently asked questions regarding SEN Needs:**

### **1. The kinds of special educational needs that are provided for**

Schools in the Agate Momentum Trust are inclusive schools that enable pupils to reach their full potential and to strive to do the best they can. Schools provide a number of interventions to support SEN pupils to access the National Curriculum. Pupils remain in class for the majority of lessons and are withdrawn for either group booster sessions or for specialist interventions.

Schools in the Agate Momentum Trust support a number of specialist provisions including one-to-one and group support for pupils with autism, complex physical needs, dyslexia, speech & language difficulties & disorders, visual dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, sensory disorders and emotional & behavioural difficulties. A range of intervention packages are used across the schools including the listening programme, Ruth Miskin Literacy, Language and Enrichment groups, Box Clever

### **2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)**

The SEND Policy and Inclusion Action Plan guides the future direction for the school's SEN provision development and considers actions to consolidate & reinforce current practices.

The Accessibility Policy outlines three standards within three aspects of provision. These aspects are: Curriculum Accessibility, Physical Accessibility and Provision of Information.

Curriculum Accessibility's standard is to increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by overcoming potential barriers to learning.

Physical Accessibility's standard is to improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school.

The Provision of Information's standard is to improve the delivery to disabled pupils of information which is provided in writing and other appropriate medium for pupils with SEN.

The School's Behaviour Policy (April 2020) and Positive Handling Policy (June 2016) outline how behaviour is to be managed in school. The Positive Holding Policy is based on 'The Use of Reasonable Force' (2013), which is the Government guidelines that documents the use of physical restraint in schools. The Behaviour Provision Map outlines the intervention pupils receive to support their emotional and behavioural difficulties in school. The range of interventions includes: daily or weekly mentoring, attending social skills groups or receiving help to support anger management, raising self-esteem or coping with bereavement.

The Public Sector Equality Duty Plan (April 2014) outlines the schools responsibility for equality. It states that the aim of the school is to prepare all pupils to live in a multicultural and multi-ethnic society in which all are equal as modelled by Schools in the Agate Momentum Trust's ethos, practices and policies. The schools' objectives are:

- To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained (Fostering Good Relations Between People)
- To ensure that all pupils are encouraged and given opportunities to achieve their full potential (Advancing Equality of Opportunity Between People)
- To ensure that all pupils are prepared for life in a diverse and multi-ethnic society where all are valued and have equal rights and responsibilities (Eliminating Unlawful Discrimination, Harassment and Victimisation)

The Looked After Children's Policy (July 2020) outlines the management of LAC pupils at schools in the Agate Momentum Trust.

The assessment arrangements from entry throughout the school are as follows:

On Entry - When children are first admitted to the school the New Pupil Admission Form is completed. If special needs are identified then an interview

with the SENCO is arranged and a possible home visit proposed. Information is then sought from relevant professionals, agencies and medical / educational establishments.

Teacher Referral - If a teacher has a concern about a child they complete an SEND Pupil Concern Form.

Curriculum and assessment monitoring - The Curriculum Coordinators, Phase Leaders and the Assessment Coordinator will monitor the attainment and progress of pupils with and without special educational needs as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will request assessment and intervention.

How a child is considered a SEND pupil - If a child has not made any progress for a period of two terms and they fail to make adequate progress after interventions have been put in place the staff will refer their concern to the SENCO.

The school defines adequate progress as that made by children nationally, on average across the key stages throughout the U.K. If a pupil fails to make adequate progress through first quality teaching and despite the additional support which the school gives, over the period of 6 months, then a child may be assessed further and referred to external agencies.

Higher Needs Funding (HNF) and EHCP Reviews

If a child has HNF or an EHCP a full review will take place with parents and professionals once a year. This review will consist of a general report, parent, pupil, teacher, Educational Assistant and professional advice from outside agencies.

### **3. Arrangements for identifying a child with learning difficulties or special educational needs**

When children are identified as SEN before they start at a school in the Agate Momentum Trust the school will work with agencies who already know the pupil and use information already available to support them in school.

New admissions: we have a comprehensive admissions process, which includes an interview at which personal details as well as any other relevant information is captured. Our internal processes ensure that any information regarding a child's special needs is forwarded to the SENCO. In addition, the SENCO from the child's previous school (if applicable) will provide details. When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCO) will observe your child in class or individually and if possible have a conversation with them about their difficulties or where they think they are struggling. If you think your child has SEN please speak to the class teacher, the school will listen to your concern. The class teacher can flag a concern to the SENCO at any time, who will investigate accordingly. For children in Early Years (Nursery and

Reception), children who do not reach the age expected levels in the Early Years Profile will be flagged to the SENCO. For children in Key Stage 1 and 2 (i.e. years 1-6), teachers input information re (i) progress and (ii) attainment on the internal school progress and tracking monitoring system. The SENCO runs termly reports that analyse this information and any children who are working significantly below what is expected of them according to national standards for their age and year group are flagged.

Children with specific literacy difficulties or moderate learning difficulties will follow the learning intervention pathway identified for children with these particular needs.

For children with High Needs Funding or EHC Plan – i.e. needs in one (or more) of the following areas: (i) autism, (ii) complex learning needs, (iii) speech and language difficulties or (iv) mental/emotional/social difficulties - we are immediately aware of their particular needs, from their parents and other agencies who have been involved in their care and welfare. The SENCO will lead the development of a pupil profile and child centred plans for children in this group and ensure that they receive the high needs funding they need to make the appropriate progress related to their levels of need.

Pupils with 'lower-level' speech and language difficulties not requiring High Needs Funding are identified through their Early Years providers prior to their arrival at schools in the Agate Momentum Trust, or by the class teachers and our SEN assessment procedures soon after their arrival. We work closely with the Speech and Language Therapy Service, whose recommendations will then be acted on in the school setting. Finally if it is found that your child has difficulties the school will discuss these during parents evening or you may be asked to attend a meeting.

#### **4. Support – how will staff at school support children with special needs?**

Further to the processes outlined above, the individual needs of the identified children will be assessed. All children will receive quality first teaching differentiated appropriately to meet identified needs – i.e. our teachers plan and deliver lessons that meet the various needs of all the children in the class. All subsequent interventions - i.e. extra help in the areas in which the child is struggling - will be designed and run with the needs of the individual child at the centre of the process and its efficacy monitored and assessed on a regular basis.

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- Differentiation of task
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables, Core Vocabulary Boards
- Additional adult support (small group or 1:1)
- Grouping for teaching purposes within the class, mixed gender, race, religion and ability

- Intervention groups – RWI, Language enrichment groups, Box clever, colourful semantics, The listening programme, Better Reading Programme, Lego Therapy, social and life skills, STEPS –Physical Literacy, Colorful Semantics and Chatterbox Sessions
- Individualised curriculum for children with SEN
- Individual targets
- Accessing specialist resources/expertise from other schools e.g. Eleanor smith/
- Reintegration into Education Team
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists
- Additional activities from Pupil Premium funding for identified pupils
- Special arrangements for tests and SATs
- The use of peripatetic teachers- PE ,music

Broadly, our support falls into the following areas:

- Children whose achievement is significantly below age related expectations are immediately put on an intervention programme. Interventions are designed specifically to the needs of each child, and will typically involve working in either a small group or one-to-one support, depending on the nature of the needs. Specific progress targets are set at the start of such interventions and progress against them is monitored by the class teacher, SENCO and phase leader.
- Pupils identified as having a specific learning difficulty e.g. dyslexia, dyspraxia, ADHD will receive appropriate support depending on their particular need.
- Further to such support, if children are still not reaching their age related expectations, we would typically involve an external agency which would provide additional specialist support to further strengthen the help already being provided – e.g. speech and language therapy, physical therapy, specialist behavioural support, identification of dyslexia.
- For our children with EHC Plans or High Needs Funding (see above for further information), each child has a Pupil Profile- with tailored learning targets. Staff at school and from the relevant external agencies are involved in putting these plans together, to best support the child concerned. These profiles are reviewed termly and further actions are taken to review this as appropriate.

Decisions regarding the levels of support that will be provided to all children with special needs will be taken by the SENCO and phase leader further to the collection of all relevant information.

## **5. How does the school know whether pupils are making progress?**

We use these activities/systems to measure impact. Evidence and data is measured against targets. Our main targets for inclusion can be found in our SDP, Inclusion Plan and Equality Duty plan:

- Teachers' knowledge of attainment and progress within the class on an on-going basis
- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings
- Good communication amongst all school staff
- SLT regularly in classes working with pupils and teachers
- Assessment for learning – children evaluate their own learning and receive feedback in marking
- Half termly tracking of progress for target children Termly assessment data
- EYFS pupil profiles document progress through observation and annotations. Parental involvement in children's records
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny by SLT.
- Individual reviews of progress through support plans, PSPs, LA annual review systems
- Cycle of monitoring and review of action plans and policies
- Qualitative data/evaluations
- Feedback from parents/carers
- Pupil voice/feedback/questionnaire/school council
- Evaluations from agencies working with the school.

## **6. Resources – how do we allocate resources to match children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team).
- Funding may be used to buy in specialist support (e.g. speech and language therapy, sensory activities-swimming, East London Gymnastics, Horse-riding, paying for transport to venues, paying for individual ipads or a highly trained learning support assistant)

## **7. Information about how equipment and facilities to support children and young people with SEND are secured.**

- The governors ensure that the needs of pupils are met by employing a full-time SENCO, Teacher, Educational Assistants, Learning Mentor and part-time

speech Therapist. The Head Teacher and SENCO use part of the school budget, the Higher Needs Funding for specific pupils and pupil premium to identify the areas of pupil need and to make appropriate provision and interventions. These are identified in the Inclusion Register and Pupil Premium Report.

- Many of the SEND pupils who are identified in the Specialist Need group receive Higher Needs Funding from the Local Authority. This funding is used to provide adult support, specialist support sessions i.e. horse-riding/Arc in the Park, swimming, East London Gym, School Counsellor and equipment.

#### **8. How will the curriculum be matched to my child's needs?**

- Teacher's plan in relation to age related expectations differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

- A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.

- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips or easy to use scissors.

#### **9. Arrangements for consulting parents of children with SEN and involving them in their child's education**

- Involvement of parents is a strong feature of the code, the SEN Toolkit, SEN and Disability Act and the Green Paper for Education 2013. It is vital that schools are clear about how they can keep parents involved.

Parents are involved in a number of ways at schools in the Agate Momentum Trust.

They include the following:

- Termly Newsletter
- Parent evenings
- Annual Reports
- Whole school events and Performances
- Annual Review Meetings
- Transfer Meetings to a new Key Stage
- School website
- Seeking parent and pupil views and concerns through annual parent/pupil surveys and questionnaires
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Parent workshops
- New Pupil Induction Meetings
- Family Parent Support Group
- SEND Parent Support Group

## **10. Arrangements for consulting young people with SEND and involving them in their education**

- All pupils are encouraged to give their views regarding their education and support to teachers and Education Assistants within the school day.
- Pupils may be part of the School Council, which meets regularly each week. The School Council represents the pupil voice to the Head Teacher on matters regarding the operation of the school.
- At Annual Reviews, pupils state their views through a Pupil Views Form and in person at the Annual Review meeting.

## **11. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties:

- PHSCE/Philosophy lessons and circle time activities
- Learning mentors (social/self-esteem/ positive interaction groups, individual sessions)
- Rigorous behaviour systems,
- Positive behaviour rewards, awards
- Attendance awards
- Playground peer mediators, play leaders
- School Counsellor
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse and health visitor
- Social care core groups and conferences
- Theatre performances to raise awareness
- After school clubs
- Educational Psychology Service
- Buddy systems in class
- Displays communicate school ethos
- Head Boy, Head Girl, school council
- SLT readily available for both parents/carers and children
- Anti-bullying week, Cultural week, Black history month, LGBT week.
- Related School policies include: Equality Duty, Accessibility policy and scheme,
- Safeguarding, Inclusion, Anti-bullying, behaviour. E-Safety, Intimate Care

### Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled by the SENCO and the School nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical consent form is completed. Antibiotics may be given in some circumstances in discussion with the office staff and on completion of a medication form.

## **12. Arrangements for the admission of disabled children at schools in the Agate Momentum Trust**

The Disability Discrimination Act 1995 and the Equalities Act 2010 defines a disabled person as someone who has 'a physical or mental impairment', that has a 'substantial' and 'long-term' adverse effect on their ability to do normal day to day daily activities. The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis.

When admitting a disabled pupil we will do the following:

- The Pupil Admission Form is completed.
- we will visit the pupil at home/nursery/school and discuss their needs with staff
- where the pupil is a mid-phase admission, we will meet with the SENCO of the last school and discuss strategies, needs and level of support required
- if special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed
- information is then sought from relevant professionals, agencies and medical / educational establishments
- all staff are informed of the impending admission
- if appropriate, we may need to arrange for a gradual integration over a week or two, depending on the identified needs of the pupil
- ensure that we provide appropriate equipment/staff prior to admission
- carry out a risk assessment of the environment to ensure safety of all
- liaise with the school nurse to write an appropriate care plan
- liaise with appropriate outside agencies for advice

## **13. Arrangements made by the governing body to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

- The Local Governing Body has identified an SEND governor (Mrs Bola Awoyemi and Mrs Shirley Magwenzi) to have oversight of special educational

needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

- The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school. However, it is very important that parents are made aware of this especially as the LA now has conciliatory services to assist both parents of children with special educational needs and schools.

- Stage 1- Informal

- If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and then to the SENCO.

- Stage 2- Formal

- If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher.

- Stage 3- Formal (if not resolved at stage 2)

- If the Head Teacher is unable to resolve the difficulty, the parent concerns should be put in writing to the SEN Governors (Mrs Bola Awoyemi and Mrs Shirley Magwenzi) who is also the Chair of Governors, (Ms Bola Awoyemi) will be involved after other avenues to resolve the situation have been exhausted.

See school's complaints procedure policy on our website.

The school must also make provision to inform parents about Parent Partnership and how to make representations to the LA.

#### **14. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Language Communication and Interaction Service (LCIS)
- NHS Speech and Language Therapist
- Education Psychologist
- Behaviour Support Service
- Physical & Sensory Service to support pupils with physical/hearing/visual Impairment
- Social Services
- NHS Occupational Therapy Service
- School Nurse (We have a school nurse for half a day a week)
- Complex needs and Dyslexia service
- School counsellor (We have a school counsellor for one half day a week)
- Child Development Centre (CDC)

- DAC (Development Advisory Clinic)
- Sensory Service
- Home Tuition Service
- Eleanor Smith School (part-time placements for pupils with EBSD)
- Social Care Services including the Disability Team
- Reintegration into Education Team – exclusion provision

**15. What training are the staff supporting children and young people with SEND had or are having?**

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with complex learning needs
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support children with sensory issues
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.

**16. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- We provide transport for children who would struggle to travel on public transport.
- Extra- curriculum activities are provided for SEN pupil's e.g an hour of horse riding, an hour of music therapy sessions, an hour session at a local swimming pool, an hour at East London Gymnastics.
- Support is also provided for our SEN pupils to attend after school clubs such as the gardening club, craft club, multi skills club, multi sports, performing art and street dance club.

**17. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have included:

- Ramps into school to make the site accessible to all;
- Toilets adapted for disabled users;
- Double doors in some parts of the building;
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan. (see policy)

## **18. Transfer – how do we help our children to ensure a smooth transition to schools in the Agate Momentum Trust and a successful transfer to a new school?**

- New Admissions - At schools in the Agate Momentum Trust, we have a detailed admissions process, which includes an interview that we conduct with the parent/carer and the child who will be joining us. As well as key personal details, we also use this opportunity to discuss whether any child joining us has any special needs and how these have been met up until he/she joins a school in the Agate Momentum Trust. We also ensure that we discuss whether any external agencies have been involved in supporting our new children (and their families if applicable).

- Schools within the Borough will always ensure that we are advised of any support that a child with special educational needs has been receiving to date, and will contact our SENCO.

New parents are provided with a hard copy of our prospectus at the interview.

- Transfers to another school – At schools in the Agate Momentum Trust, we aim to ensure that all our children have a smooth transfer to the next stage of their education as they move to secondary school. Support includes ‘taster days’ at the new schools for all our children, at which, children with special needs are supported by a member of staff. In addition, children with special needs attend additional ‘taster days’ in small groups, and with the support of the SENCO.

- Our SENCO also ensures that she liaises with the new schools that pupils with special needs plan to attend, to facilitate a smooth transfer. High Needs Funded children with autistic spectrum disorders are provided with an individually tailored ‘communication passport’ for their new school to ensure that their needs are met on transfer.

- The SENCO attends the annual Borough SEN transition day where primary school SENCOs meet with the secondary school SENCOs to discuss vulnerable children’s difficulties.

## **19. Extra-curricular and Extended Schools**

<http://www.hallsville.newham.sch.uk/clubs.html>

<http://www.scottwilkie.newham.sch.uk/clubs.html>

### **We offer additional opportunities for learning at the start and end of the school day -**

The information provided in this section covers the following extended schools information:

**1) Walking Bus** (07.45-8.00) run by 2 support staff, where children are picked up from home and walked to school. As soon as the children get into school they go into breakfast club.

**2) Breakfast club** (08:00 – 08:45) – run by support staff, and held in the mobiles and extended classrooms. Also subject to availability of places.

**3) Extra-curricular clubs** (15:30 – 16:30) – specific activities, co-ordinated and led by teachers, the learning mentor and support staff on school premises. No associated charge, but advance booking for the term's programme) is required.

**4) The Extended School will be on hold for the time being because of covid 19** (16:30 – 18:00 **Scott Wilkie** and 15:30 – 17:00 **Hallsville**) – general childcare that takes place in the Key Stage 2 and is managed by the extended schools coordinator. There are a variety of supervised activities, and a snack is provided.

- **Extra-curricular clubs - after school activities that build on the school curriculum**

We are delighted to be able to share with you an exciting new range of extra-curricular clubs on offer for children at school. Our aim is to provide our children access to fun, enriching learning and, in line with the new OFSTED framework, enhanced Spiritual, Moral, Social and Cultural experiences (SMSC) both within their lessons at school and through a new range of extra-curricular clubs, activities and projects.

We want our children to participate enthusiastically and proactively in every aspect of our teaching and learning at Agate Momentum Trust Schools, and we hope that these activities will support this aim.

Research has shown that children involved in extra-curricular activities enjoy school more and as a consequence, achieve better attendance, soon becoming more motivated and active learners. This in turn, supports positive behaviour for learning and promotes higher levels of attainment. With this in mind, we have created a menu of stimulating activities, which we are delighted to offer our children. The programme, which changes termly, is provided below.

As outlined above, we have a programme of extra-curricular clubs that is reviewed every term. Details will be published termly on the website. Parents will also be advised of opportunities via a letter.

- **Booking a place for your child to participate in an extra-curricular club**

To ensure that registration for extra-curricular clubs is both fair and accessible, all children will receive a letter from the Extra-Curricular Clubs leader before the end of every term, which will outline the clubs on offer for the following term. The booking system will be explained in the letter.

We encourage children to participate in our extra-curricular clubs, but it is important that they understand that signing up to attend is a commitment they willingly undertake, and that they agree to attend every week. Registers are taken at every session, where children have not attended 3 or more sessions in any one term, their name will be removed from the register. Please support us in ensuring your child attends any clubs that he or she has signed up for.

Any specific queries regarding extra-curricular clubs should be directed to the Extra-Curricular Clubs leader, who can be contacted via Hannah Cleland on our Contact Us page on the website.

- **Breakfast Club – bringing your child to school early**

In order to help parents and carers, we offer a Breakfast Club at Hallsville/Scott Wilkie Primary School. This is a facility where parents can drop children between 08:00 and 08:45, for them to have a healthy breakfast and to take part in supervised activities (e.g. board games, educational games in the ICT suite, outdoor play and help with completing homework) before the school day starts.

Parents should contact the front office reception desk re the availability of places. Children can attend on a weekly basis (either 5 days or selected days) or on an ad-hoc basis if required – spaces permitting.

Parents and carers will need to provide a contact number, as well as advise staff of any allergies or other health issues.

We recognise that for some parents/carers, collecting their child at 15:30 can be difficult. In order to help, we provide on-site care for children between 15:30 and 18:00pm every day.

This service is provided by Hallsville and Scott Wilkie Primary School, and is designed to provide on-site childcare, where children can spend the afternoon in a happy, productive environment. It is distinct from our Extra-curricular Clubs provision (outlined in the following section).

Parents are free to collect children any time after 15:30; there are no set collection times, and children do not need to attend the full session. The latest that parents can collect children is 18:00. **Please note that it is essential that parents collect their children by 18:00 at the latest.** During the session, the children participate in a variety of supervised activities (e.g. music, multi skills sports, music technology, use of the outdoor play areas at school – weather permitting!) Children are also provided with a healthy snack.

**The provision is designed to assist parents and carers on a pre-arranged basis.** To book a place, please speak to the front office reception team, who will refer you to the extended schools co-ordinator. You will then be asked to

complete a form in order to book a place, or will be placed on a waiting list if there are no spaces available at the time of your request.

Please note that the after school care arrangements **should not be used on an ad-hoc basis**, other than in exceptional circumstances. **Such use is at the sole discretion of the extended schools coordinator**, and is entirely dependent on availability. Please note that we are not permitted to extend the provision to more children than the maximum we are currently authorised to care for.

### Who can I contact for further information?

If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact one of the following: Your child’s class teacher, the SENCO or year group phase leader.

Hallsville	Scott Wilkie
Early Years Foundation Stage -Ms Pointer Year 1 and 2 – Ms Marshal Year 3 and 4 - Ms Iqbal Year 5 and 6 Ms Khanom Assistant Head Teacher /SENCO - Mrs Okwuegbuna Head of School - Ms Jones	<input type="checkbox"/> Early Years Foundation – Ms Quayum <input type="checkbox"/> Year 1 and 2 – Ms Hussain <input type="checkbox"/> Year 3 - Mr Rahman <input type="checkbox"/> Years 4 - Mr Chinniah <input type="checkbox"/> Years 5 – Ms Sandhu <input type="checkbox"/> Year 6 - Ms Sandhu <input type="checkbox"/> Inclusion/SENCO - Mrs Edwards <input type="checkbox"/> Head of School - Ms Quayum
Executive Head Teacher for Scott Wilkie and Hallsville- Ms Edge	

Appointments can be made with any of these people through the school office:

Hallsville Primary School	020 74762355
Scott Wilkie Primary School	020 7474 4138

### How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s special educational needs and supporting their families

Newham has a number of centrally retained educational support services. These include the following: Behaviour Support Service (BSS), Language

Communication Interaction Service (LCIS), Complex Needs Team (CLN), Sensory Service, Child and Family Consultation Service (CFCS), and the Educational Psychology Service.

Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS).

The school nurse is also in school regularly to see all pupils about whom there is a medical concern. The nurse is happy to make appointments to see parents. Appointments for medicals can also be made by parental request.

The Social Service sector supports pupils in social need and includes children under the Safeguarding Team, Child Protection regulations and 'Looked After Pupils.' We have close contacts with the local Social Services Department.

**The contact details of support services for the parents of SEND, including those for arrangements made in accordance with section 32**

Complex Needs and Dyslexia Service School (Group Manager-Raj Mistry) 2311 <a href="mailto:raj.mistry@newham.gov.uk">raj.mistry@newham.gov.uk</a>	Brampton Primary     020 3475
Language Communication & Interaction Service School  (Group Manager - <a href="mailto:Androulla.Kyriacou@newham.gov.uk">Androulla.Kyriacou</a> ) <a href="mailto:Androulla.Kyriacou@newham.gov.uk">Androulla.Kyriacou@newham.gov.uk</a>	Lathom Junior    020 3373 3837
Sensory Service (Group Manager -David Canning) <a href="mailto:david.canning@newham.gov.uk">david.canning@newham.gov.uk</a>	New Tunmarsh Centre 020 3373 8372
Educational Psychology Service (Principal – Dewi Hughes) 2711 <a href="mailto:Dewi.hughes@newham.gov.uk">Dewi.hughes@newham.gov.uk</a>	Building 1000   020 3373
Special Educational Needs Section (Group Manager – Jackie Ross)	Building 1000  020 3373 1810

[Jackie.ross@newham.gov.uk](mailto:Jackie.ross@newham.gov.uk)

Behaviour Support  
Service  
Centre

New Tunmarsh

(Group Manager -Jackie  
Hewison)

020 3373 6524

[Jackie.hewison@newham.gov.uk](mailto:Jackie.hewison@newham.gov.uk)

Re-Integration into Education Service  
(**Kirsten MacLeod** - Head Teacher (Newham  
PRUs)

020 7504 0530

[Kirsten.macleoad@newham.gov.uk](mailto:Kirsten.macleoad@newham.gov.uk)

Speech Therapy  
Service

West Ham

Lane Clinic  
Physiotherapy

Service  
7300

020 8250

Occupational Therapy Service  
Child Development Centre  
Specialist Development Centre

Child Family Consultation  
Service  
Road  
CAMHS  
020 7055 8400

York House. Barking

This SEN report outlines our annual offer to learners with SEN and/or Disability.

**Please go to the document entitled SEN Local offer where the following questions are answered:**

What support would be given to my child if he/she has learning difficulties?

My child has learning difficulties. We have confidence that the school is doing all it can to support him/her. What advice, support and homework are available for us to support him/her at home?

How does the school prepare pupils for their next stage of education and for adult life?

How do schools in the Agate Momentum Trust know if children need extra support?

Who can I talk to if I want to know about my child's progress?

How would you support a child with emotional difficulties most of the time?

How will I know how my child is doing?

My child who has a learning difficulty gets support in the classroom. Would this support be available during the assessment tests in Year 6?

How would you expect such a child to cope with this situation?

How will you help me to support my child's learning?

What training are the staff supporting children and young people with SEN had or are having?

What strategies and intervention do you use to support SEN pupils?

## **SEN Information Report Addendum**

### **Update to SEN Information Report in the light of COVID-19**

This is an update to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19 related partial school closure starting from 20<sup>th</sup> March 2020.

Since the situation in which we find ourselves is fast-moving; this report is based on current information available and is subject to change.

When children are back in school after the lockdown:

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which consider the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in the SEND Provision section of the SEND information report. These include:
  - activities linked to the outcomes on their Education Health Care Plans.
  - visual supports such as visual timetables, working memory boards, now and next cards or task cards.
  - coloured overlays, ear defenders and sensory boxes.
  - technology where appropriate, such as laptops and iPads.
  - Access to Theraplay activities and resources to support emotional well-being, such as social or emotional stories.
  - Online provisions, such as Times table Rockstars
  - In class provisions, such as precision teaching, Numicon, SNIP Literacy and SALT activities.
  - Interventions will take place within year group bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
  - SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
  - Children will have access to Behaviour Support Plans should they need one.
  - SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via Email, Zoom, Google Meet or Telephone call.

- EHCP annual reviews or meetings will be held via Zoom/ Telephone call with professionals and parents.
- Outside agencies will begin providing interventions within school or online via Zoom/ Google Meet/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education’

Should there be a case for children to work from home, Agate Momentum Trust will ensure:

- Work will be set by class teachers. It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Daily contact with children via google classroom, telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND <https://classroom.thenational.academy/specialist/therapies> -this covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and send emails for private conversations to be had between staff and parents. The SENCOs can be reached through their email addresses.

Resources that support our pupils’ SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary following the usual graduated response process detailed above.

## **What are the entitlements of children and young people with SEN when schools are closed to Coronavirus?**

From 20th March 2020 All schools were ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and some ‘vulnerable children’.

Vulnerable children include those who have a social worker and those with an **Education, Health and Care plan (EHC)**. The majority of children with SEND, who receive SEN Support at school but do not have an EHC plan, are expected to stay home unless they have a social worker or a parent or carer who is a critical worker.

From 11 May 2020 new guidance was issued, which stated:

*“Now that we have made progress in reducing the transmission of coronavirus we are encouraging all eligible children to attend – it is no longer necessary for parents of eligible children to keep them at home if they can.”*

## **Do schools have to allow all children with EHC plans to attend?**

No – it will depend on whether they would be as safe or safer attending school rather than staying home.

For children with complex needs, Local Authorities and schools have been advised to carry out a risk assessment to determine whether *“their needs can be as safely or more safely met in the educational environment”*

Not all children with EHC plans will have ‘complex needs’ (and equally some children without EHC plans may have complex needs); whether or not a risk assessment was necessary has been determined by the school and the Local Authority.

## **All children with an EHCP at the Agate Momentum Trust have had a risk assessment undertaken.**

These risk assessments take into account:

- 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 views of parents and children will be considered in determining whether children with EHC plans take up an eligible place in school

Government guidance enables schools, in collaboration with parents, assess the risks of both options. Where a child with an EHC plan will be safer at home, the **DfE** recommends they stay at home. Where they will be as safe or safer at an education setting, the **DfE** recommends they attend the education setting. (Therefore, the advice that all eligible children should attend “*if they can*” would be superseded by a risk assessment concluding that the child in question is safer at home.)

For children with EHC plans who do not fall into the ‘complex needs’ category, and for whom no formal risk assessment has been carried out, the current government position is that education at school should be available and they should be “*encouraged*” to attend.

Under the [Coronavirus Act 2020](#), the Secretary of State has temporarily disapplied the criminal penalty for parents failing to send their children to school for a specified period (currently 1 May – 30 June). This is reflected in [the guidance for parents](#). While emphasising that parents of eligible children are “*strongly encouraged*” to send their children to school, the guidance states, “*Parents will not be penalised for non-attendance at this time*”.

**In addition to these risk assessments, all families with children who attend the Agate Momentum Trust School and have an EHC plan receive weekly well-being phone calls by a member of staff.** These phone calls are to check that families can access appropriate help and advice during the COVID-19 situation and to ensure that any risks to a child or young person’s health, well-being or safety if they do not receive a particular provision or intervention, are addressed.

### **How long are schools likely be closed?**

Schools should currently be providing support to some vulnerable children and the children of key workers. Children and young people – regardless of year group – with EHC plans who have not been attending their setting in the recent period are “*expected*” to return if their [risk assessment](#) determines it is appropriate for them to.

The government will keep schools under review.

### **My child has an EHC plan – does the Local Authority still have a legal duty to deliver provision?**

Yes – however, given the significant disruption to staffing, it may be very difficult for schools or Local Authorities to deliver the precise provision in the EHC plan over the next few weeks.

The [Coronavirus Act 2020](#) has temporarily amended the absolute duty to make the provision in an EHC plan (section 42 of the [Children and Families Act 2014](#)) to a ‘**reasonable endeavours**’ duty. This means that Local Authorities need to do whatever they reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

The [guidance on EHC needs assessments and plans during the COVID-19 crisis](#) explains that LAs and health commissioning bodies “*must consider for each child and young person with an EHC plan what they can reasonably provide in the circumstances*”. This includes considering the individual child/young person’s needs, as well as their and their parents’ views, and keeping arrangements for provision under review.

As a school we will continue to keep in touch with you. In the meantime, as parents/carers please contact us if you have any enquiries about the provision for your child including how we can help with any provision.

**Please ring the school on 0207 474 4138 (SW), 0207 476 2355 (Hallsville)**

**If there could be a risk to your child’s health, well-being or safety if they do not receive a particular provision or intervention, please raise this with us without delay.**

**My child has an EHCP plan and was due to have an Annual Review. What will happen now?**

Agate Momentum Trust schools will continue to hold Annual Reviews if at all possible. This will, of course, need to be carried out remotely and when the time comes we will speak to you first about how this will be managed to ensure that the contribution of parents and children continue to be at the heart of the process.

**A request for statutory assessment for my child has been sent to the Local Authority – will they still carry out an assessment?**

The Local Authority will continue to carry out EHC assessments. The Authority’s ability to comply with deadlines may be hampered by staff absence; and the way EHC assessments are usually conducted may be affected by the availability of staff and restrictions on face to face contact and working from home. The Local Authority will endeavour to continue to fulfil statutory duties within a reasonable time frame.

**My child has an EHCP plan and is still attending school – how will my child’s learning be supported at school?**

It is important to note that school will endeavour to provide as full a curriculum as possible. The emphasis will be upon children's well-being and learning in maths and English. The range of activities on offer may not be fully in line with a child's EHC provision.

- Due to staffing issues there may need to be alterations to the frequency and timing of the delivery of provision in school, e.g. moving to a part-time timetable
- If the school is closed, there may need to be a temporary placement in another school.

### **How can I support my child's learning at home?**

On closure of school, all children will need to log onto their google classroom where they will receive daily lessons. Children with Identified Special Needs such as Speech and Language or support from Inclusion Support will have been given additional resource packs to support their needs at home.

The school website also has a number of bespoke resources available to help support your Special Needs child at home during this period. In addition the SENDCo has sent home resources to support different areas of SEND need and key websites to support the needs of each child.

If your child has an identified Special Educational Need and is on the register the class teacher will have taken account of their needs when planning for and providing for work to be completed at home. However, if your child is working below age related expectations or has specific SEN needs that means they access the curriculum at a different level, please use information and links from earlier year groups.

If your child is staying at home and it is not possible for direct therapy to be delivered in the home setting, it may be possible for:

- A speech and language therapist to deliver sessions via video link or phone call
- An occupational therapist or a physiotherapist video linking to a child's home and modelling exercises that the parents could do with their child
- Advisory teachers from Inclusion support to hold a consultation with you via phone call

Please contact us if you have any enquiries about accessing any additional provision for your child or if you have any general queries about delivering home learning to your SEN child.

**Please ring the school**

### **What if I cannot afford equipment to support my child at home?**

If your child has an EHC plan the Local Authority currently needs to do whatever it reasonably can to put their [provision in place](#).

If your child does not have an EHC plan the government guidance says schools should use their best endeavours to support pupils remaining at home, making use of the available remote education support. It *may* also be appropriate to consider making an [EHC needs assessment](#) request to secure provision called for by your child's needs in the long term. Local Authorities are required to consider such requests at this time.

In the shorter term, if you are a low-income family and your child or young person (up to the age of 17) is "*disabled or seriously ill*" you may be able to access support from the Family Fund: The [DfE has announced that Family Fund will receive a multi-million pound grant](#) to assist it in providing vital equipment to make low-income families' lives easier while implementing social distancing measure, including the families of children or young people with special educational needs and disabilities, lives easier while implementing social distancing measures. This could include computers, specialist equipment and educational toys. Families in England can find out more about this, including the eligibility criteria, and apply for grants from Family Fund directly at:

<https://www.familyfund.org.uk/faqs/how-do-we-apply>

Other charitable organisations may also be able to assist.

### **How can I help my child cope with the changes?**

We understand that this is a significant change for many families. Please try to establish a home routine and give yourself and your children time to adjust to this new routine. Do not place too much pressure on yourself or your child to complete school work. Maintaining positive mental health and emotional well-being is very important.

### **What plans will be made for my child to re-integrate back into school or make transition to new classes?**

We know that any transitions for many of our children with SEN can be stressful and needs to be well planned, in advance, and should not be introduced abruptly. We understand that reintegration back into school and/or transition to a new class or school is going to be made even more challenging following the current situation. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support.

As such, our aim will be to support transition and re-integration by working closely with you as parents/carers to help prepare your child and guide them through these transitions carefully. The usual transition booklets highlighting classes, teachers and key workers will be sent home and access to social stories preparing for school return will be available if needed. Please contact school to discuss any additional measures that may need to be put in place.

For children due to move between phases of education at the end of this academic year, Agate Momentum Trust will continue to make contact with the new settings to share necessary information to make children's transitions as smooth as possible.

### **Further useful information**

The Council for Disabled Children (CDC) has launched two new email inboxes aimed to answer questions, collate resources and share information on Coronavirus and the impact on children and young people with Special Educational Needs and Disabilities (SEND). They are designed to be used by professionals, practitioners, parent carers and families of children and young people with SEND.

The new 'CDC questions' inbox, [CDCquestions@ncb.org.uk](mailto:CDCquestions@ncb.org.uk), provides the opportunity to ask questions about how coronavirus will impact on children and young people with SEND as well as other questions relating to the impact on families; the education, health, social care sectors; and the voluntary and community sector. The CDC will collate Frequently Asked Questions (FAQs) and share them with the Department for Education and Ministers as appropriate, in order to publish an FAQs newsflash each Friday.

The 'CDC resources' inbox, [CDCresources@ncb.org.uk](mailto:CDCresources@ncb.org.uk), is designed to enable parent carers, sector professionals and practitioners to share resources, to support families of children and young people with SEND and practitioners across the disabled children's sector. The CDC will add these resources to their COVID-19 Support and Guidance webpage:

<https://councilfordisabledchildren.org.uk/news-opinion/news/covid-19-support-and-guidance>

Additionally the government has issued:

- [advice](#) to help adults with caring responsibilities look after the mental health and wellbeing of children or young people, including those with additional needs and disabilities, during the COVID-19 outbreak. This guidance includes contact details for a number of organisations offering advice and information.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

- a list of [education resources for home education during the COVID-19 pandemic](#). This includes links to SEND and disability and mental wellbeing-specific resources.

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

- case studies to share examples of remote education practice for schools during coronavirus following consultation with schools and academies across England. One of them focuses on [supporting the wellbeing of primary pupils with special educational needs and disabilities \(SEND\)](https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send).

<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

### **Review**

This addendum to the SEN information report will be reviewed in light of new government guidance, and significant changes, as and when published.