



# SEND INFORMATION REPORT

# SEND REPORT UPDATE COVID-19



- \* **What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?**
- \* All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'
- \* Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.
- \* **Do I have to send my child to school?**
- \* Despite schools staying open for some children, the guidance is quite clear:
- \*
- \* ***'If it is at all possible for children to be at home, then they should be.'***
- \*
- \* If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.
- \*
- \* Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

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- \* **If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?**
- \* From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next few weeks.
- \* The Government have just passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:
  - \* *The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.*
  - \* *Disapplying the duty to undertake annual reviews of EHC plans.*
- \* Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school and Local Authority without delay.

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- \* **What is the advice from the Secretary of State for Children?**
- \* On 24<sup>th</sup> March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.
- \* In this letter, the Minister makes clear that:
- \* *‘[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.*
- \* *If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.’*

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- \* **My child was due to have an annual review. What will happen now?**

- \* Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be *'appropriate and proportionate.'* However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

- \* If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

- \*

- \*

- \* **My child is still attending school. How will my child's learning be supported at school?**

- \* It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

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

- \* If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:
- \* suggesting different ways in which children can present their work;
- \* giving more detailed instructions;
- \* providing parents with suggestions to make tasks more practical in nature;
- \* providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.
- \* School has [a number of resources](#) available to help you support your child at home during this period.

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

- \* We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.
- \* [Coronavirus and your wellbeing](#)
- \* [How can I cope with changes to school / college?](#)

## Who can I contact?

- \* We realise that these are difficult times for everyone. If you have any concerns or queries please contact [INSERT]
- \* Other links:
- \* [Open letter from Secretary of State for Children 24.03.2020](#)

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- Bury Church of England is an inclusive voluntary aided high school
- We support students with a wide range and diverse range of SEN needs.
- \* **The SEN department provides support for pupils across the four areas of need as laid out in the SEN Code of Practice:**
- \* Communication and interaction, cognition and learning, Social, Emotional and Mental Health difficulties and Sensory and/or Physical needs.
- \* The school aims to identify and support all students with barriers to learning irrespective of whether they have an EHCP or not.
- \* **Pupils are identified as having SEN, and their needs assessed through:**
- \* Transition information passed on from primary/previous schools, KS2 results, Baseline testing and progress data, feedback from teaching staff, interventions, pupil and parent referrals.
- \* All pupils with SEND have their progress reviewed termly. The pupils themselves take part in the review of that process and assist in target setting and evaluating their pupil passport/provision map. New targets are communicated to all teaching staff through the pupil passport system and Edukey. Advice from outside agencies and their recommendations are included in the pupil plans.
- \* **Provision for SEN pupils includes:**
- \* All pupils irrespective of SEND have access to quality first teaching with appropriate differentiation as a starting point. Classroom support assistant to support the class teacher in the delivery. Correct grouping/setting, bespoke provision/interventions and alternative courses. If this proves insufficient to enable the student to make progress further targeted support and interventions are put in place after discussions with parents and students. These interventions are evaluated and exit criteria set when required progress made.
- \* **The curriculum/learning environment may be adapted by:**
- \* Interventions to target specific areas of need, differentiated resources and teaching styles, appropriate courses to suit the learner for option choices, access arrangements for tests and or examinations.
- \* School is actively working on modifying the curriculum for certain SEND pupils to include extended ASDAN courses and entry level qualifications.
- \* All extra curricular activities, clubs, sporting activities are open to all students and should a pupil have SEND issues that might pose a barrier to participation dialogue between the SEN department and the relevant staff is held and support put in to enable participation.

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- \* **Pupils are well supported by:**

- \* A strong focus on safeguarding and close liaison with pastoral department.
- \* Supporting and reinforcing schools anti bullying policy.
- \* Work closely with link worker from Healthy Young Minds.
- \* Refer pupils for further assessment and specialist advice when needed.
- \* Provision of nurture groups to develop and enhance friendships
- \* Targeted support for individuals and groups across the curriculum
- \* Targeted intervention for a range of needs including literacy, numeracy, speech therapy, study support
- \* SENCO SEMH first aid trained.
- \* As the SEMH needs are becoming greater the SEN department uses its drop in resource base to support these students and offers daily wrap around support care and guidance for pupils
- \* Pupil voice.



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Head of Learning  
Support/SENCO

**Dr. Simon Archer**

[s.archer@burychurch.bury.sch.uk](mailto:s.archer@burychurch.bury.sch.uk)

Expertise in Autistic spectrum disorders, ADHD, ODD and SEMH first Aid qualified.



Deputy SENCO

**Mrs Karen Wildman**

[k.wildman@burychurch.bury.sch.uk](mailto:k.wildman@burychurch.bury.sch.uk)

A qualified SENCO who deputises for Dr Archer in the leadership of the department. Advises on and arranges provision for SEND pupils. Expertise in Specific learning difficulties, literacy, Exam access arrangements and testing.



SEN Manager

**Mrs Lyndsey Wilson**

[l.wilson@burychurch.bury.sch.uk](mailto:l.wilson@burychurch.bury.sch.uk)

Daily management of the SEND departments pupils and support staff, year 6 transition, annual reviews, year 9 ASDAN, home school contact.

SEN Governor **Mr David Fowler**. Email - FAO SEND link governor at [clerk@burychurch.bury.sch.uk](mailto:clerk@burychurch.bury.sch.uk)

- \* Please feel free to email or ring school for any enquiries regarding your pupil on 01617976236 ext123.
- \* The school actively seeks guidance from EPS, ANT and SEMH partnership. In addition to these behaviour outreach, hearing impairment, visual impairment, physio therapy and link worker from Healthy Young Minds.

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- \* The school has access to relevant IT software and hardware to support students with a various SEN needs.
- \* The governing body have provided funding for SEN provisions via the friends associations.
- \* Supporting handwriting, physical disability, dyslexia, English as a second language.
- \* Children with physical disabilities who require specialised equipment have this secured through school and its links with appropriate outside agencies and EHCP funding.
  
- \* All parents of students with SEND are invited in to school every six weeks to the SEN department drop in days to discuss their children's needs and progress. The outcomes from these meetings inform planning, target setting and these are communicated to all teaching staff. The dates of these drop in days are sent to all parents at the start of the academic year. Parents are encouraged to contact school at any stage if they have concerns regarding provision and progress of their child, via telephone or email.
- \* In addition to Drop in days parents also have consultation evenings. Pupils attend Annual review meetings and form tutor reviews to fully involve them in their education.
- \* Support staff meet with SEND students every term to review progress, set targets and discuss how they can be best support during lessons and school.
- \* Learning support department have designated SEND representatives who attend school council meetings for pupil voice and link SEND prefect.
- \* Learning Support Department parent questionnaire.
- \* SEND emergency closure procedure – vulnerable SEND parents/carers are contacted before pupils are released.

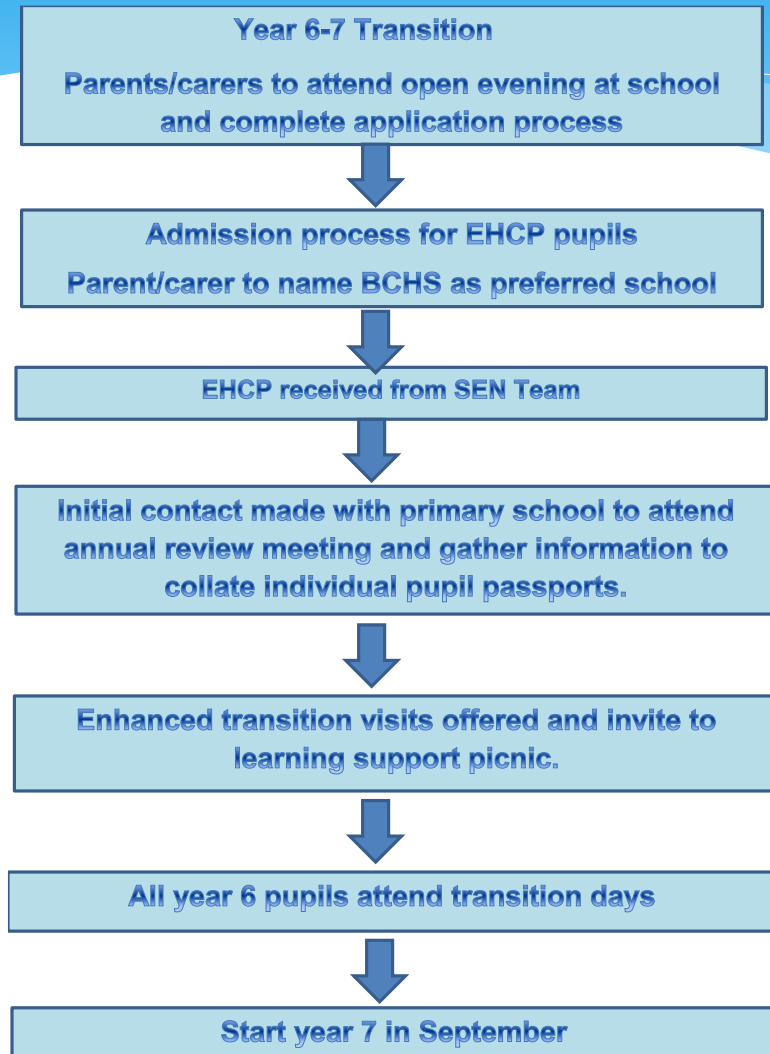
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## Complaints Procedure

- \* The school has a set complaints procedure regarding SEND provision
- \* Initial concerns are raised with the SENCO and SEN manager. If not resolved complaints can be forwarded to the Head Teacher. If the issues are still not resolved satisfactorily representation can be made to the SEN governor. Mr David Fowler at [Clerk@burychurch.bury.sch.uk](mailto:Clerk@burychurch.bury.sch.uk) for the attention of the SEND link governor.
  
- \* SEN Team
- \* Telephone:0161 253 5969
- \* [E-mailsenteam@bury.gov.uk](mailto:E-mailsenteam@bury.gov.uk)
- \* 3 Knowsley Place
- \* Duke Street
- \* PostcodeBL9 0EJ

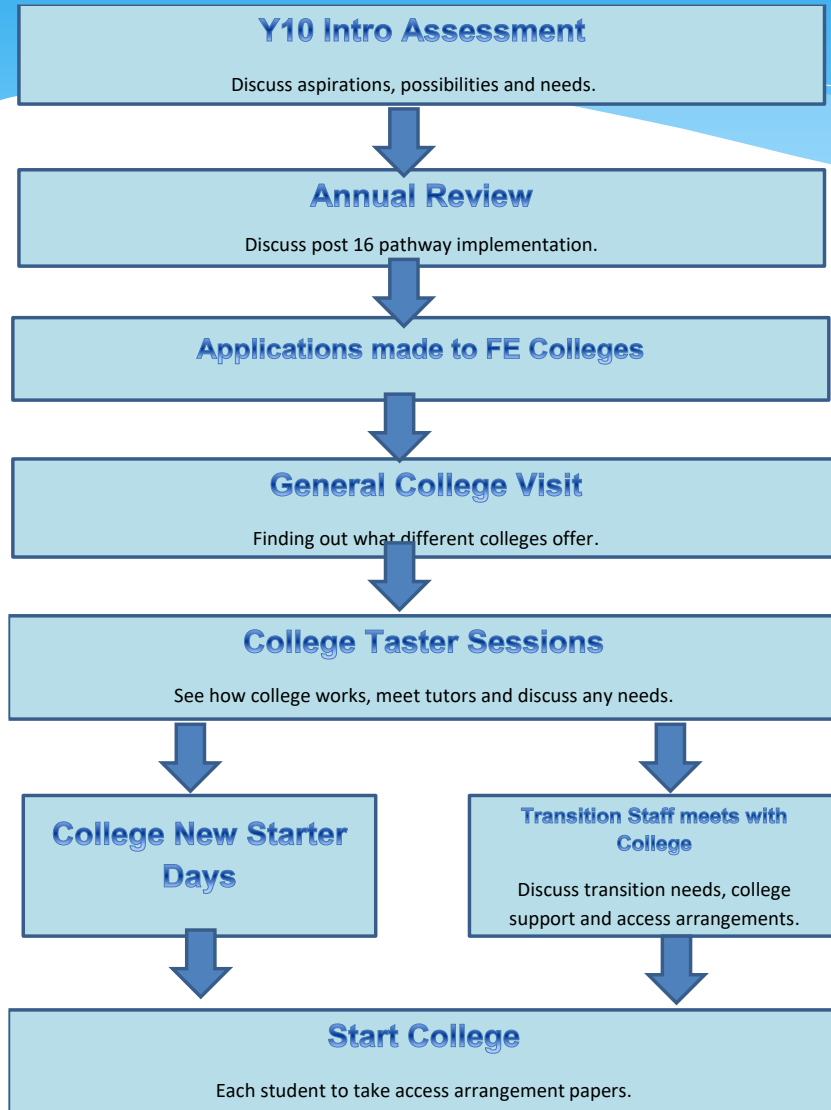
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Enhanced transition visits are held in school. Parents, carers or school staff are welcome to accompany pupils on their first visit we then encourage pupils to give our staff the opportunity to meet them in a relaxed environment.

During these visits pupils get an opportunity to have several tours of the school, meet support staff and other pupils who are joining the school in year 7.

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To support this process we offer ongoing weekly transition sessions from assessment in year 10. We cover: interview practice, travel training, helping students to become aware of strengths and weaknesses, identifying areas needing development and transferable skills and assisting with form filling.

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## \* Local offers - links



- \* <https://www.theburydirectory.co.uk/kb5/bury/directory/results.page?directorychannel=2-1>



- \* <http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>



- \* <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>



- \* <https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer>



- \* <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>