



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

COVID-19 Addendum

January 2021



Document control

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Introduction

1. Covid-19 or Coronavirus is a global pandemic. The government response to COVID-19 was to enforce social distancing to reduce the exposure and spread of the virus. As a result, on 5th January 2021, all schools were closed except for vulnerable pupils and children of key workers critical to the COVID-19 response.
2. The government [guidance](#) identifies pupils in receipt of an education, health and care plan (EHCP) as vulnerable pupils. It also includes other pupils 'at the provider and local authority's discretion' such as pupils who need support in managing risks to their mental health.
3. This document sets out how the School continues to provide support to ensure that pupils with special educational needs and/or disabilities (SEND) can access an education which is inclusive and responsive to their individual needs during lockdown. It should be read in conjunction with the Trust's Supporting Pupils with Special Educational Needs and Disabilities (Information Report, Policy and Guidance) document.
4. The Coronavirus Act 2020 outlines the temporary amendment to schools and Local Authorities' duties in terms of SEND. The duty is amended to making 'reasonable endeavours' when securing the provision within an EHC Plan, rather than an absolute duty to provide, which is a lesser duty. 'Reasonable endeavours' is fact dependent and a degree of flexible and creative thinking is needed to deliver the provision.

Who is responsible for this addendum?

5. The Trust has overall responsibility for the effective operation of this addendum. It will ensure compliance with the SEND Code of Practice and relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating this addendum in Star schools.
6. The Local Governing Body and Senior Leadership Team at each establishment has a specific responsibility to ensure the fair application of this addendum and all members of staff are responsible for supporting colleagues and ensuring its success.

Meeting special educational needs

Pupil identification

7. Vulnerable pupils are identified according to the government [guidance](#). The Trust Vulnerable Pupils Risk Assessment January 2021 is completed per year group and includes all pupils who are in receipt of an EHCP, are pending an EHCP or have been identified by the school as having High Needs.
8. Pupils in receipt of SEND support (K-code) do not automatically qualify as being vulnerable.

Identifying need

9. Pupils who are identified as vulnerable pupils due to having SEND will have an individual risk assessment. The SENDCO will complete the Risk Assessment Template for pupils with an EHCP during Covid-19.
10. Following a risk assessment, and in consultation with the pupils' parents/carers, a decision will be made as to whether a pupil requires face-to-face learning or can learn remotely. Pupils with SEND and in receipt of social care must be in school.
11. The pupil's support plan (PSP) will be updated as a result to any changes and reviewed each half term.



Supporting remote learning

12. Pupils with SEND will undergo a risk assessment to determine if the pupil should learn remotely or receive face-to-face teaching in school. This process will take place in consultation with the pupil's parents/carers.
13. Online attendance and engagement in lessons will be carefully monitored by the SENDCO. A weekly review will determine if the plan is working well or if the pupil would benefit more from face-face learning.
14. The SENDCO and Head of Year will make a weekly call to the parents/carers to discuss their child's online learning and will seek to overcome any challenges or barriers to engagement in lessons.
15. Teachers will continue to deliver an ambitious curriculum for pupils with SEND. Support for COVID-19 catch-up may include:
 - Assertive mentoring;
 - National Tutor programme;
 - Closing the gap between a pupil's reading age when compared to their chronological age (Example: Star Readers, Bedrock, Lexonik).
16. Where possible, pupils with SEND should have access to support when learning remotely. Support may be provided online in the following ways:
 - Teaching assistant supports the pupil during their online lessons;
 - The class teacher uses the breakout rooms to support individuals;
 - Teaching assistants use breakout rooms within lessons;
 - HLTA staff provide parallel timetabled support lessons;
 - *Check-in, Check-up and Check-out* sessions are scheduled with pupils' key workers.

External support

17. The SENDCO and relevant staff will continue to meet regularly with external stakeholders including SEND Advisory Teachers from the Inclusion Team, Local Authority SEND Link Officers, and Educational Psychologists. These meetings will take place online.
18. It is expected that, where pupils require the support of external partners, *reasonable endeavours* are made to ensure that the support takes place. This can be online, if appropriate.

Arrangements for consulting children and young people with SEND and involving them in their education

19. The Children and Families Act is clear that:
 - all children and young people need to be supported to develop aspirations for their future lives as active members of their community;
 - all children and young people have the right to have their voice heard;
 - all children and young people should be involved in discussions about their learning, progress and how provision is made.
20. The School ensures all pupils with SEND are encouraged and supported to make their views known when assessing and reviewing progress. These meetings will continue to take place and can be online.
21. In supporting pupils with SEND, the School will continue to follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.



22. There will be no changes to the timing of the annual review cycle. However, meetings may revert to online, where necessary.

The Local Offer

23. Any changes to the Local Offer will be updated on the Local Authority website using the link contained within Supporting Pupils with Special Educational Needs and/or Disabilities (Information Report, Policy and Guidance) document.