

Moorside High School

SEND Information Report September 2021 to 2022

(The Local Authority are in the process of providing an interactive report and this will replace this policy once it is made available)

Admission arrangements for SEND pupils

In line with the Disability and Equality Act we do not discriminate against pupils with SEND.

Accessibility

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Initial identification of pupils with Special Educational needs comes from close primary liaison. Early identification is aided through reading, comprehension, spelling, and reading accuracy tests and via teacher assessment or parental information about their child. Within the first half term all pupils take part in assessments to help identify areas of weakness. This information is used by subject teachers and the Learning Support Department to prioritise support needs and training.

Identification of special needs can be initiated via the classroom teacher. Criteria for further investigation would include; the child showing significant weaknesses compared to peers with a similar starting point, failing to match or improve progress over the year or failure to close the gap in attainment over time. The SENCO would then monitor and investigate further, starting with parental discussions.

Year 7 on entry complete an examination to investigate if they have any underlying areas of need that we have not discussed at transition. This involves using the WRAT4 and DASH tests, these are standardised tests, but not used for final assessments later in year 9/10.

The Learning Support department operates an open door policy, this means that parents /guardians can contact Learning Support throughout the day and someone will be available to discuss any concerns. Parents can also contact the Head of Key Stage or Form Tutor to discuss their child.

Throughout the year there are numerous opportunities to speak with teachers and the Learning Support team about a Child's progress. We operate the graduated approach for children with an SEND need that includes the Access/Plan/Do/Review process. We aim to meet parents 3 times throughout the year or contact parents via email or phone if this more convenient.

Moorside High School is a mainstream school which can offer support for SPLD (Dyslexia, Dyspraxia (DCD)), ASD, Speech & Language, Physical Disability, Selective Mutism, Mental Health issues, and Social and Emotional Issues, Visual

Impairment, Hearing Impairment and English as an Additional Language (EAL). Pupils age from 11 to 16. We aim to provide support for the 4 areas of need outlined in the SEND Code of Practice 2014. To include;

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical needs

2. How will school staff support my child?

All children receive quality first teaching this includes differentiation to meet the learning needs of all pupils within the classroom, this may include the support of a Teaching Assistant if required or support outside of the classroom.

The classroom teacher has responsibility for the progress of every child and must take appropriate actions to remove barriers to pupils learning, this includes an inclusive pedagogy. It is the teachers responsibility to deploy the Teaching Assistant to support learning. All children are offered a broad and balanced curriculum, but each pupil is considered on an individual basis. Each child on the SEND register has a one page passport; this includes information on needs, views and support strategies and is shared with all teaching staff.

The SENCO will oversee the coordination of all support, where required and a qualified Teaching Assistant will deliver specific interventions under the SENCO's guidance. This may take place inside the classroom or outside the classroom, as part of a group or one to one. Interventions will be customised to address the main concerns, whether it involves literacy, numeracy or memory based need, for example and the impact of these interventions will be assessed and modified as necessary.

If a child receives specific support parents will be notified and parental/pupil opinion will be included in all decisions made. Pupils will be provided with "reasonable adjustments" in order to improve access to the taught curriculum. Close monitoring of attainment will be done after every progress point (3 times a year) or after intervention, this is generally every 10 weeks to ensure the gap between SEND students and their peers is closing or they are making progress from their starting point.

If a pupil does not make expected progress after various interventions a specialist support service and/or Educational Psychologist will be contacted. The quality of teaching is monitored through a number of processes including:

- classroom observation by the senior leadership team,
- the SENCo and external verifiers
- ongoing assessment of progress made by pupils in specific intervention groups
- work sampling on a termly basis
- scrutiny of planning

- teacher interviews with the senior leadership team
- pupil and parent feedback
- whole school pupil progress tracking
- attendance and behaviour records
- Head Teacher's report to parents and governors reviews

All pupils have individual curriculum targets set in line with national outcomes or above. Pupils' attainment to meet these targets is then tracked using the whole school tracking system. Pupils who are failing to make at least expected progress are identified very quickly and discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team. An additional action plan to increase the rate of progress will be completed at this meeting. The Assess, Plan, Do and Review model will be used. This plan will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed regularly, at least termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Autism Outreach
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire (ASSIST) Post-16
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Or any other relevant service

How can you find out how well your child is progressing?

Contact the school at any time if you have a concern. At parents evening or after a progress review, these are three times per year. Ask for a meeting with the SENCO or teaching staff, the school can set up a school and home link diary.

3. How will the curriculum be matched to my child's needs?

As an inclusive school our aim is to ensure that all pupils have access to a broad and balanced curriculum that can be tailored to suit individual needs where appropriate. At Moorside we have high aspirations for all our students and provide Quality First Teaching in all lessons. Lessons are differentiated to suit ability and needs within the classroom. Differentiation via:

Presentation of work

Modifying the environment

Modifying the demands

Modifying materials

Modifying the outcomes

Customising the curriculum

Through differentiation we aim that all students can access the lesson, make progress and feel accomplishment.

Teachers plan using pupils' achievement/target grades, differentiating work to better match ability. Pupils will be provided with additional support to increase progress and may include specialised equipment or resources, ICT and/or additional adult help.

Reasonable Adjustments

At Moorside High school we aim to be an inclusive school, to support children the lessons are adapted to meet individual needs. All teachers follow a dyslexia and Autism friendly approach to teaching and learning. If your child has an injury and cannot write we can provide a laptop. If you need more specialist support please discuss this with the SENCO who can provide a bespoke programme, where possible.

Access arrangements can be applied for if a child has significant barriers to learning. These are identified and supported via an examination that will give the school an idea of the support that will be required in an examination. Without this testing a child must sit the test under normal conditions. These tests are completed 2 years before exams start and will have been trialled as the child's normal way of working for some time.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to parents evenings and the normal reporting policy within school, parents/carers of children with SEND have access to Parents Coffee mornings every half term, access to a key worker, this could be the Teaching Assistant that works with a child or the SENCO. The open door policy ensures that parents/carers can

discuss concerns or worries promptly to alleviate anxiety and stress for their child. There is also the option of meeting the SENCO during transition between KS2 to KS3. The policy at Moorside High school is to provide 3 reviews on how a child is progressing throughout the year. This takes the form of a progress reviews, a parents evening and a written report. In year 7 there is an additional parents evening held in the first half term.

The SENCO tracks progress and if a child requires further support suitable interventions and provision will be provided, which is discussed with both the pupil and the Parent/Carer. For those pupils that require further communication between home and school there is a diary system of communication and this is normally discussed during transition meetings. The school website provides information about the curriculum if parents/Carers would like to offer their child further support.

As part of the Access Plan Do Review cycle parents will be invited in for discussions or via Teams or phone.

To help support your child's learning please look on the school website www.moorsidehigh.net, which has links to resources, how to check homework and curriculum information. The class/subject teacher may also suggest additional ways of supporting your child.

The school can instigate the involvement of external agencies including Health and Social services, Local Authority support services and voluntary organisations in supporting it to better meet the needs of pupils and their families.

5. What support will there be for my child's overall wellbeing?

Settling into a school can be a daunting task. Moorside offers excellent support to all pupils during transition and when moving year groups if required. All pupils have access to a form tutor who has a point of contact each day. This person is part of the extended pastoral team and will offer support and guidance, under the guidance of the Head of Key Stage. The form teacher will monitor attendance and raise concerns, engage pupils in PSHE activities and support Literacy and Numeracy. Moorside offers a PSHE programme via Challenge Days throughout the year. Moorside offers a wide variety of pastoral support for pupils;

- An effective Personal, Social, Health and Economic (PSHE) curriculum that provides pupils with the knowledge, understanding and skills they need to

develop to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included.

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.
- Delivery of small group evidence led interventions to support pupils wellbeing.
- Pupils who find non structured time difficult are provided with alternative small group opportunities at break and lunch times
- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health.
- The school has an Anti-Bullying policy

The Behaviour Policy is shared with all pupils and should a child have a behaviour concern, the pupil and parent work closely with the Inclusion team (Mr Mayer- Assistant Head Teacher is responsible for Behaviours and Welfare) to provide the necessary support.

Pupils with medical needs support- If a pupil has a medical need then a detailed Health Care Plan is compiled by our school nurse in partnership with parents and if appropriate the pupil themselves. Staff complete training that is overseen by the school nurse where possible and follow the LA policy/DfE guidelines included within supporting pupils at school with medical conditions.

The administration of medicines and personal care is outlined in our medical policy on the school website along with the behaviour policy. We work closely with outside agencies to provide the most appropriate support for pupils. Attendance is monitored weekly and the Inclusion team will work with parents to help improve pupils attendance. Should this not be successful, appropriate measures are taken, please refer to the attendance policy on our website www.moorsidehigh.net. Pupils views are considered at various points throughout the year, this may be via MIDYIS tests, pupil views are gained after intervention support, Year Council and reward reviews. Pupils who require support to access the views are supported by a Teaching Assistant. Staff have training on Epilepsy, Asthma, Diabetes and certain staff are trained on the use of Defibrillators and manual handling.

6. What specialist services and expertise are available at school or accessed by the school?

All Teaching Assistants are trained to support students with specific needs and their training is updated in line with the level of needs of the students attending Moorside High School. Support and outside agencies that we work closely with include;

- Dyslexia Support via SENIS
- Physical Disability Support
- Young Minds
- CAMHS
- Autism Outreach Team
- Speech & Language
- Occupational Therapy
- Physiotherapy
- Specialist Support Service (Entrust)
- Educational Psychologist
- Visual Impaired Service
- Hearing Impaired Service
- EAL Support Service
- Additional support services
- Virtual school

A member of staff attends the termly SEND Update in order to keep up to date with strategies to improve outcomes for pupils with SEND. The school also has access to SENIS- specialist teachers and the Behaviour Support Team who provide advice to support the success and progress of individual pupils. The Educational Psychologist Dr Dawn Bradley and new EP (Currently not assigned) are assigned to our school. The Governor with specific responsibility for SEND has completed the SEND Governor training.

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

All staff are updated termly on the needs of the students requiring specialist support. This includes the Learning Support team working closely with parents and pupils to ensure that there is excellent communication. Teaching staff are regularly updated on pupils needs via the staff handbook, SEND register, Passports, provision mapping and meetings to discuss best practice.

8. How will my child/young person be included in activities outside the classroom including school trips?

All students are encouraged to participate in all extra -curricular activities and these activities are varied to suit all needs. Risk assessments are under taken for an activity to ensure that all pupils can be fully included. Staff take advice from parents when organising a trip to ensure that pupils are supported and Teaching Assistants are used to support pupils.

9. How accessible is the setting / school / college environment?

The Accessibility Plan outlines the actions that the school has taken to increase access to the school environment and the curriculum. Information is available via the school website.

Our school is not fully accessible for wheelchair access but “reasonable adjustments” are made to accommodate pupils, this includes; the purchase of a Stair climber to move between the buildings as the ground floor is split by a stairway; this equipment is applied for as required, accessories to improve access include a hoist, portable ramps and a cricket to allow pupils in a wheel chair to move to another chair/toilet. (This equipment is on loan from the Local Authority and not guaranteed) Classes are timetabled to take place only on ground floor rooms and the curriculum can be personalised to meet pupil’s needs. The school website is Dyslexia Friendly and provides audio policies. The school has full Dyslexia Friendly status (This has not been updated due to COVID 19).

There is one disabled toilet, which is not large enough to use a hoist. Additional support that cannot be provided by the school would be financially supported through Additional Educational Funding applications, but this is not guaranteed funding, the school is required to apply for this.

10. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

Transition from KS2 to KS3 is a challenging experience for all pupils, especially those with SEND. Transition is supported by excellent communication between the school and the Primary schools. The SENCO attends annual reviews in year 6 or 5 as required. The Head of Key stage meets the class teachers to find out about each pupil, their progress and the support required. Parents and future pupils attend prospective parents evening and new intake evenings. SEND pupils are invited into school to visit the school several times prior to attending; they also take part in Taster Days and Challenge Events with all feeder schools. Pupils become familiar with the school layout, lessons, meet teachers and can ask questions. The SENCo will meet parents to discuss concerns and find out more detail about pupils that might require further support with the transition and accessing the curriculum. This information is then shared with the appropriate people to ensure a smooth transition.

Pupils have access to careers advice and this is delivered in Challenge Days for all Key Stages with particular attention given to year 8 and 9 (option choices) and year 11 Extra transition visits KS2- KS3 and at KS4 for the more vulnerable pupils to visit colleges to aid transition.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

Resources are used to provide Teaching Assistants support and to make reasonable adjustments.

12. How is the decision made about what type and how much support my child/young person will receive?

All pupils on the SEND register receive intervention to help them to make progress; this could be via quality first teaching, Teaching Assistant support, one to one support, group intervention, additional support from outside agencies. The decision to provide support is made in conjunction with parents and the SENCo/head teacher/class teacher. Pupil progress is monitored by the class teacher, Head of Key Stage and the SENCo, if a pupil is not making enough progress, specific support will be provided and the impact of the support is measured and reported to pupils and parents. Funding is from the 'notional funding' or from additional funding via statements/EHCP (Education Health Care Plans) or via funds applied for.

13. How are parents involved in the setting / school / college? How can I be involved?

Parent views are important to ensure that the school provides the best support for all pupils. Parent views are obtained via parent surveys at Parents Evenings, via the school website, Parent Forums once a term, SEND coffee mornings or at any time via the open door policy.

14. Who can I contact for further information?

The Head of Key Stage is an important person in your child's education and has an overview on behaviour, progress and attendance. Please visit the school website for contact details. The qualified SENCO Mrs L Burke or Miss Baylay Assistant SENCO can be contacted to discuss SEND concerns. Mrs DayElks the Inclusion Manager can be contacted with regards to parental support services.

SENCO Lisa Burke- lburke@moorside.staffs.sch.uk

Assistant SENCO Miss Baylay- LBaylay@moorside.staffs.sch.uk

Inclusion Manager and Admissions advice- Mrs Day-Elks –
LDayElks@moorside.staffs.sch.uk

For the SEND Policy please go to the SEND Policy link on the school website and for more detail on admissions www.moorside.staffs.sch.uk

Complaints contact: georginagrants@moorside.staffs.sch.uk or you can read our complaints policy on the school website www.moorside.staffs.sch.uk

Additional support can be found from the following;

Support services for parents of pupils with SEN include: Our support advisor is Michelle Tudor SENIS

Staffordshire Local offer can be found at
<https://www.staffordshiremarketplace.co.uk/>

Parent Partnership
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. The answer machine is on out of office hours so please leave a message and you will receive a return call as soon as possible. Alternatively you can send us an email on spps@staffordshire.gov.uk.

Parent In The Know newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Terms

SEND - Special Educational Needs

SENCO - Special Educational Needs Coordinator

SPLD - Specific learning Difficulties

ASD - Autistic Spectrum Disorder

EAL - English as an additional language

KS3 - Key Stage 3

OT- Occupational Therapy

ANNEX to the SEND Report 2021-2022

COVID-19 school closure arrangements for Children with Special Educational Needs and Disabilities and the return to school Plan

On return in September 2021 there are no restrictions- however these remain in the policy for this year

PURPOSE

This is an Annex 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 which was from 20th March 2020 and the return to school plan 2020, which may come into play again during the academic year

1. 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 addendum of the Moorside High School SEND Information Report 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 of, and young people with, SEND
- Arrangements for assessing and reviewing children’s progress
- Arrangements for supporting children in moving between phases of education
- Transition periods within school
- The approach to teaching children with SEND
- Support for emotional and social development
- Working alongside other professionals

Please note: This annex should be read in tandem with the COVID-19 Safeguarding, Behaviour, Medical and Attendance Policies.

2. 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 where appropriate, 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.

3. Safeguarding, attendance and monitoring of wellbeing

Moorside High School continues in its commitment to ensuring the safety and wellbeing of its children during this period of general school closure and during the reopening in September 2020.

Where children with EHC plans take up an eligible place in school, Moorside High School will continue to ensure a safe space for these children to attend and flourish. The Headteacher/ Deputy Head will work alongside the SENCo 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 Senior Management Team.

Moorside High 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 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. Having worked with parents and other professionals to decide whether children with EHC plans will be attending school, we will then follow up on any pupil that they were expecting to attend.

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 risk assessments for each pupil which are shared with the Senior Leadership Team and the Local Authority.

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

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 will always be available on the school website. This will ensure that parents of children with SEND will always have a way of contacting and communicating with school staff where needed.

The school will share safeguarding messages on its website.

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

Working in partnership with children with SEND and their parents continues to be central to our 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.

For children with EHC plans who are being cared for at home, their individual risk assessments will include communication plans to ensure that regular 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.

For children with SEND, but without an EHC plan, signposts will be included within year group home learning to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.

The school website will include 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.

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.

5. Arrangements for assessing and reviewing children's progress

Moorside High 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, for example community pediatricians.

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 to decide whether arrangements for a 'remote review' should be made, or whether reviews should be postponed until it is possible to meet with all parties involved in the plan. The SENCo will make the necessary arrangements following this decision.

6. 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, Moorside high School will continue to make contact with the Primary settings to share necessary information to make children's transitions as smooth as possible. The SENCo will make contact with SENCos in the previous 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.

7. Transitions within school

For children entering new year groups the SENCo will continue to inform the new class teacher of pupil's needs using electronic folders and meetings where appropriate. Additional transition work will be used where necessary to relieve any worries and doubt. New class social stories can be sent home to support with the changes where possible. Timetables available for SEND pupils over the summer.

Any consultations that the school receives in during this time will be responded to within the designated timescales unless illness prevents this.

8. The approach to teaching children with SEND

Moorside High 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, but without an EHC plan, signposts will be included within year group home learning to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.

Communication plans 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 homework packs with several weeks' worth of work along with resources to support the change of timetable and routine, sensory activities and key websites personalised to the needs of each child.

The school website will include 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.

9. Support for social and emotional development

Moorside High 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 key school staff and appropriate action and onward referrals considered.

For all parents, key contact details are available on the school's website so that they are always able to reach school staff for support if needed.

Moorside High School will signpost parents to other professionals who may be able to support them and their children at this time, particularly the Educational Psychology Service. 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

We will continue to maintain contact with other professionals during this period of school closure. This will particularly include liaison with the Specialist Teaching and Educational Psychology Service within the Local Authority. This service will be sharing resources which may be of use to parents and professionals during this time, and we will be adding links to these to our school website.

The SENCo holds 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 SENCo and

key school staff are available via the school website should professionals need to make contact.

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

Review

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

COVID 19- Return to school September 2020

Below are the supporting documents and must be read in conjunction with the Safeguarding, Behaviour, Medical and Attendance Policies.

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

[safe working in education, childcare and children's social care](#)

<https://e-bug.eu/downloads/english/posters/Hand%20Hygiene%20Poster%202020.pdf>

Track and Trace

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams>

A comprehensive risk assessment has been completed to ensure the safe return to school for pupils and staff from September 2020

These changes will be discussed with pupils on the first day and social stories are available to explain the change to the school day. A letter has been shared with parents via the website to provide details for the first day back to school.

Period 1 and 2 on the first day back will go through the new school rules.

The Learning Support Department will not run in the usual manner to ensure that pupils from different year groups do not mix. However we will have bases/rooms and staff in each year group to support pupils and ensure that they have access to support.

Each year group bubble will have allocated Teaching Assistants to support pupils with EHCPs from year 7 to 11 during lessons

Seating plans will identify the position of pupils with SEND for staff to support at a 2m distance

A room in each year group bubble will be allocated to provide out of class support, should it be required and for specific intervention work

Parents are encouraged to contact school to discuss their child and any concerns that they may have.

All EHCP pupils have had a risk assessment during school closures and this is ongoing.

Pupils who previously had access to the school site for drop off and pick up is still applicable

Reviews of EHCPs will go ahead, but we will be encouraging remote access via TEAMS applications rather than on site meetings.

EDUCATIONAL VISITS

Should any visits take place the following will need to be considered

- Maintaining a 2m distance for staff and pupils.
- Government advice is against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](#).
- Any other trips will be risk assessed in light of COVID secure measures- half bus capacity/ precautions in venue and will be reviewed on case by case basis

UNIFORM

- Full school uniform with no extra washing requirements- explained in letter of 17th July
- School to adapt policy in case of financial hardship to support parents

EXTRA CURRICULAR

- Can resume clubs in year groups bubbles only
- Any activities must be passed through SLT line manager to risk assess against protective measures
- Period 6 to resume in week 2 of autumn term until 4:30 for all year 11 support

Safeguarding

- Revised safeguarding policy in light of return of whole school
- [Keeping children safe in education](#) and refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#).
- Daily contact still with social workers over attendance

Catering

- School will continue to provide FSM in the old way through the canteen
- Meals/drink will be ordered in form time registration for all pupils to be in reception by 10am
- It will be a 'grab and go' menu with reduced prices
- Canteen and main hall being used to maintain bubbles- hot and cold table in either
- We will not be using the 'thumbprint' to reduce transmission risks and so money will be taken manually off account by canteen staff
- School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus \(COVID-19\)](#).
- Chart wells meeting on 11/8/2020 to plan with canteen staff

Estates

- All classrooms and buildings audited against Covid Guidance
- Rooms 3,5, 7, 9,11 all had seating removed and timetable amended to meet class size of 24 or less
- ICT1- front facing computers re-located and Perspex screening gone in where this could not be done
- All seats forward facing in all rooms
- Offices re-arranged
- 2m distance to be marked on floors in last 2 weeks
- New staff work room in place to split numbers (room 5)
- LSU re-arranged and new protocols in place (separate risk plan)
- Bubble safety rooms identified by LSU and staffed at lunchtimes
- Inclusion – desk removed, and furniture rearranged (separate risk plan)
- Door wedges made for every room to be used at all times
- Windows to be open wherever possible
- Normal Health and safety checks to take place by caretaker, including Legionella
- Air conditioning units to be assessed against government advice- we comply

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

Curriculum and Catch up

- School is offering the full curriculum in **all** year groups with slight amendments to delivery to facilitate this
- All departments have written a plan on how they will catch up missed work in each year group
- Specific departments have met with SLT to discuss delivery of aspects of their subject based around the COVID secure requirements- PE, Music, DT, Science, Art, ICT, Drama and discussed plan for this
- All subjects have audited resources and ordered online versions to reduce transmission risks of text books where possible
- Maths, English and Science have planned on covering gaps from year 6 as starting point for year 7
- All subjects have written a literacy and reading plan for the year and there will be reading focused skills work in form time literacy sessions for the first half term
- Numeracy sessions also planned to support catch up for form time delivery
- School to produce a 'Remote Education Plan' -already been assessed in ICT provision by the PET, established TEAMS room in Inclusion and second work room for staff in room 5 to offer places to deliver remote learning in the event of a year group in lockdown.
- Inclusion to ensure any pupil self-isolating/ shielding completes work set on line
- Allocate staff to pupils to monitor work and provide pastoral care in case of local lock/down or long term absence
- PSHE /RSE days to continue but within bubbles and all leaders informed to replan this to ensure the standards are met safely.
- Music- guidance states "singing, chanting, playing wind or brass instruments or shouting [cannot take place} this applies even if individuals are at a distance"- music curriculum has been amended after meeting with SLT and this will also impact of extra-curricular clubs such as choir. Mr. Meakin has been through all the specific guidance by instrument
- PE- guidance states "Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene"- Specific cleaner allocated to PE and after meeting with SLT activities and periods restricted to facilitate this
- Ms Goodfellow has read all the specific guidance for PE

Catch-Up Funding

- Period 6 to begins in second week of term every night for year 11 until 4:30
- Plan to be designed on how to use National Tutoring/ Catch-up funds when specific school allocation is received
- Subject specific interventions and plans to support children to catch up
- SEND interventions
- Year 7 to 11 Literacy and Numeracy form time activities

Well Being

- Staff have completed training on pupil well- being and bereavement support during lockdown
- Mr Maher producing plan of resources for staff to deliver in form times focusing on
 - support the rebuilding of friendships and social engagement
 - address and equip pupils to respond to issues linked to coronavirus (COVID-19)
 - support pupils with approaches to improving their physical and mental wellbeing

<https://www.minded.org.uk/>

- Heads of Key Stage to visit forms weekly to check on well- being and support with any issues raised
- School recommissioned in-house counselling service
- School to continue to work with outside agencies to support pupils, especially those on the vulnerable list

BEHAVIOUR

- Update behaviour policy with clear expectations of actions- guidance says “Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules”
- Staff have received training on new rules/routines
- Pupil training on new rules/ routine in 2 hour form session on their first day back
- Amend rewards system in light of these changes
- Increased staff duty rota to support pupils during non-structured time.

- Change detention policy- not mixed bubbles- one day allocated to each year group for detentions
- Inclusion Support calls done through SIMS Alert system- To support medical issues and visits to the toilet.
- 'Hotspot' timetable for lesson changes and staff allocations to provide support for pupils
- Calls made by Inclusion/LSU to any pupils who have specific support needs to explain changes to experience in preparation for return
- Normal Exclusion protocols and monitoring in place

LOCAL OUTBREAKS

- If a local area sees a spike in infection rates that is resulting in localized community spread, appropriate authorities will decide which measures to implement to help contain the spread
- The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. Government will provide more information on this process in due course

CONTINGENCY PLANS FOR OUTBREAKS

- For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).
- In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality- school contingency plan in place for TEAMS lessons and for those self-isolating
- *Remote education support-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*

How to work safely in specific situations, including where PPE may be required

Reference to PPE in the following situations means:

- fluid-resistant surgical face masks (also known as Type IIR)
- disposable gloves
- disposable plastic aprons
- eye protection (for example a face visor or goggles)

The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:

- a face mask should be worn if a distance of 2 meters cannot be maintained
- if contact is necessary, then gloves, an apron and a face mask should be worn
- eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting

When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on [how to put PPE on and take it off safely](#) in order to reduce self-contamination.

Face masks must:

- cover both nose and mouth
- not be allowed to dangle around the neck
- not be touched once put on, except when carefully removed before disposal
- Be changed when they become moist or damaged. To be worn once and then discarded - hands must be cleaned after disposal

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/883334/Essential Technical Specifications 5 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/883334/Essential_Technical_Specifications_5_.pdf)

