



Moorside High School

SEND Policy

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Date Reviewed: September 2021
Date of Next Review: September 2022
Reviewed by: Inclusion Committee

September 2021 to 2022

SPECIAL EDUCATIONAL NEEDS POLICY

The underpinning philosophy of our Special Educational Needs and/or Disability policy (SEND) is that every pupil at Moorside High School is entitled to progress to his/her maximum potential during their time at the school.

We aim to meet the need of the whole child, remove barriers to learning, raise self-esteem, build confidence, develop pupil independence and provide access to a relevant tailored curriculum. To this end the following system reflects our provision for these students whose special educational needs deem them to be in need of specialist support.

Management of Special Educational Needs

The management of students with Special Educational Needs and/or Disabilities (SEND) is overseen by the Assistant Headteacher/SENCO, Mrs L Burke. The SENCO (Special Educational Needs Coordinator) has the responsibility to:

- Ensure that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.
- To seek to ensure, through active collaboration with Directors of Teaching and Learning (DTLs) and Head of Key Stage (HOKS), that the learning of all pupils is given equal priority and is focussed on raising aspirations for all.
- Ensure that learning resources are used efficiently and effectively so that all pupils are given equal opportunity.
- Play a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with Special Educational Needs and Disabilities (SEND).
- Co-ordinate the day to day operation of the SEND policy, ensuring that the name of any pupil identified as a cause for concern, and who meets the criteria for specialist intervention as stated in the Code of Practice (2014) is recorded as SEND Support. Those pupils with behavioural needs are overseen by the Assistant head teacher Mr Maher.

Resources

The money to support students with SEND comes from a variety of sources:

- a) Those with an Education Health Care Plan (EHCP) are supported through monies received via the SEN devolved funding budget.
- b) Higher Level of Need funding (HLN), previously Additional Educational Needs funding (AEN) is used to support the needs of specific students whose needs are extensive. This money is conditional on application.
- c) Students whose needs are assessed as having greater difficulty in accessing the National Curriculum are supported via the schools main budget, in that they are taught in smaller groups (7F, 8F, 9F, 10 set 6/7 and 11 set 6/7) and have quality first teaching from all staff. For the year 7 cohort, funding has provided an additional teacher to support a small group in year 7 pupils who require a bespoke timetable and a slower transition into Key Stage 3.
- d) The SENCO receives a small capitation to resource the day to day running of the department.

- e) The school allocates some of its standards fund (possible use of Pupil Premium, COVID catch up funding, Looked After Child funding and Free School Meals funding) for training staff to support pupils with SEND issues and to provide specific interventions to support learning.
- f) Additional funding is applied for every term from Stoke – on – Trent authority for pupils with a statement or EHCP (Education and Health Care Plan)

Identification of a student with Special Educational Needs

The SENCO ensures early identification and screening of new entrants and an ongoing monitoring process which includes:

- a) Effective liaison arrangements with partner schools and, where possible, being present at the Stage 2/3 transition review.
- b) Liaison with parents.
- c) Liaison with the Heads of Key Stages, form tutors and teaching staff.
- d) Liaison with outside agencies.
- e) Reading and spelling tests at the beginning of each Year.
- f) A graduated response and use of an Assess, Plan, Do and Review approach to supporting pupils, as suggested in the Code of Practice (2014).
- g) Teacher feedback and concerns raised.

Careful record is kept of Key Stage 2 scores and upon arrival at Moorside pupils reading and spelling ages are tested to obtain a baseline to assess their progress. All pupils are monitored in years 7 through to 11 to check progress and identify pupils who require support.

Formal Assessment Leading to Education Health and Care Plans (EHCP)

Pupils identified prior to entry or during their time at Moorside High school will be identified as a single category- SEND Support. The categories School Action and School Action Plus are no longer terms used in the new SEN code of Practice (2014). Statements will remain until they are replaced by an Education, Health and Care Plan (EHCP). This may take up to 3 years, we now have no Statements. .

A pupil is recognised as the SEND Support category if they are not making expected progress in line with that of their peers, even with high quality teaching and require SEND provision. Or the pupil has a significantly greater difficulty in learning than the majority of other pupils of the same age or has a disability that prevents/hinders the pupil making use of the facilities.

A graduated response includes;

1. Identifying and meeting SEND within the school and providing quality first teaching (Differentiation).
 2. Involving parents in identifying needs.
 3. Planning provision in collaboration with teachers, parents and pupils.
 4. Seeking expertise at whatever point is required.
- Class or subject teachers identify a child’s special educational need/s and in consultation with the SENCO gather information and take initial action.
 - The SENCO takes the lead responsibility for managing the pupil's special provision, working with the pupil, parents and teachers. Involving the parent/pupil in identifying needs.

- Teachers and the SENCO are supported by specialists from outside the school, where appropriate.
- The Educational Psychologist (EP) becomes involved and/or the SEN Support Service (SENSS)
- The LEA considers the need for an EHCP (Previously a statement) and if appropriate produce an EHCP and arrange, monitor and review provision.
Students must meet the criteria for an EHCP as indicated in the SEN Code of Practice (2014).

At any point the school can apply for additional funding to support pupils who are not making the progress expected with the resources available to the school. This funding is subject to the school preparing a full report on the child's specific needs and the strategies and resources already used, supported by progress information.

The Areas of Need outlined in the new code of practice include:

1. Communication and Interaction- this could include SLCN (Specific Learning and Communication needs) or ASD (Autistic Spectrum Disorder)
2. Cognition and Learning- MLD (Moderate Learning difficulties), SLD (Severe Learning Difficulties) or SpLD, Specific learning difficulties e.g. dyslexia or dyspraxia.
3. Social Emotional and Mental Health- Replaces behavioural needs
4. Sensory and Physical needs- Visual impairments, Hearing impairments and Physical needs.

Support for existing students

Upon inclusion on the SEN Support Register each pupil is provided with a program of support (Pupil Passport) and staff use this in conjunction with procedures laid out in the Special Educational Needs handbook to ensure that pupils makes progress. These plans are reviewed with pupils and parents.

Additional Support

Pupils who have a statement of special need (until replaced by Education and Health Care Plans EHCP) will usually have access to a Learning Support Tutor/Teaching Assistant (TA). The school works closely with SENSS (Special Educational Needs Support Services), Autism Outreach, Physical Disability Support Services, Mental Health Services, Visual and Hearing Impairment Services, Educational Welfare Services, Educational Psychologist and a continuing partnership with Dyslexia Action to support students with specific learning needs.

Monitoring and Reviews

Pupils with an EHCP have annual review meetings.

Pupils with a Pupil passport are monitored via a system of regular checklists to subject teachers and monitoring of progress and support programmes. Regular reviews involving pupils and parents, this includes at least three opportunities for parents to discuss their child's targets and progress throughout the year. Additional support takes place for reading, literacy skills and numeracy via withdrawal for 1:1 or group intervention.

The school has "success maker" licences which are timetabled for students with learning difficulties. Paired reading and peer group support are encouraged using members of the upper school, alongside Talking Partners and Better Reading. For more information about the support available to pupils please refer to the SEND Report, which can be found on our website.

Support for staff

There is a commitment to provide access to quality training for all staff teaching students with SEND.

Governors

The school has a named SEND Governor, Mrs Walker. The SEND policy is reviewed annually and revised in discussion with parents/careers, pupils, staff and governors.

Public Examinations

Moorside High School operates an open entry policy for public examinations.

Examination boards have published comprehensive concessions available for students with specific needs when undertaking KS4 and subsequent examinations which include a reader/scribe, additional time allowance, rest breaks, prompt, modified paper, maps and charts and the use of a translator for deaf pupils or Oral Modifier.

The SENCO will liaise with the Examinations Secretary to apply for all available concessions to support students.

Testing is carried out in the summer term of Year 9 or beginning of year 10 to enable pupils to have access to special arrangements for KS4 and additional support for the summer series of examinations. Provision, once granted, lasts for two years.

Objectives for Students with SEND

- All students, irrespective of ability, follow the same National Curriculum subjects in Key Stage 3.
- At Key Stage 4 they choose the common core of National Curriculum subjects and also make a guided choice of options.
- Post 16, inclusion will be made with our Sixth Form Centre and we still have responsibility for SEN reviews
- Liaison is made with all Post 16 providers to ensure effective transition

The school ensures that all students with SEND have access to and benefit from the National Curriculum by:

- a) Raising maximum levels of achievement by developing their learning skills and motivation, necessary to benefit from their studies.
- b) Maximising basic language and numeracy skills
- c) Developing students' ability to express themselves confidently and in a variety of ways.

The school improves students' self-esteem and image by:

- a) Providing immediate and continuous success.
- b) Praising good work and standards of behaviour.
- c) Displaying work publicly as often as possible
- d) Demanding highly presentable work - not as an end in itself but to give students pride in their own achievements.
- e) Operating a classroom management approach to behaviour and achievement based on behaviour modification principles- reward, encouragement, modelling etc.

Contact with parents

The school works closely with the parents of pupils with SEND to support their children. Regular liaison is made and Teaching Assistants (TA) attend all Parents Evenings. Each TA has responsibility for a particular learning need and forges positive links with parents. Each TA is a key worker and work with a number of pupils.

Assess, Plan, Do and Review

Pupils who have a Statement/EHCP or are on the SEND register will receive an initial meeting to discuss their child's SEND needs and assessments. In consultation with parents a plan of suitable support is identified and targets produced. This plan will be reviewed throughout the year and adapted to suit the individual needs of the pupil. The plans are evaluated and new targets set every half term.

Complaints Procedure

Initially any complaints about matters to do with Special Educational Needs should be referred in writing to the Head teacher who will investigate matters and respond. There is an SEND leaflet available from school to offer guidance to parents about making a complaint. If the parent feels that the matter has not been satisfactorily answered then he/she should write to the Chair of Governors and if matters are still not resolved at this stage then the issue should be raised by the parent with Staffordshire LEA.

Parent's Statutory rights can be found DCSF (2009) 12, paragraph 52.

Learning Support Handbook

All members of staff are issued with a comprehensive learning support handbook. Pupil Passport, reading and spelling ages are available to all staff to form a basis of information from which staff address the needs of students on the register.

The Local Education Authority SEN Policy can be found at www.anywherecc.gov.uk

The Staffordshire local offer can be found of www.staffordshirecares.uk

The schools SEND Information Report can be found on the school website. www.moorsidehigh.net

Dyslexia Statement

Inclusion is the ultimate aim of the school. To this end, differentiation and multi-sensory strategies are deployed to support students with dyslexia. Differentiation both by activity and outcome are used to maintain the high expectation we have for all our students.

The school has a Dyslexia Friendly policy available to view on www.moorsidehigh.net

ADOPTED BY THE GOVERNING BODY ON:

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 September 2020

This is not required at present but remains for this academic year in the case of restrictions are back in place

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 starting from 20th March 2020 and the return to school plan 2020

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, Behavior, 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 plan0*
- *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