

Summit Learning Trust Special Educational Needs and Disabilities Policy Addendum June 2020

Approved by	
Review date	1st September 2020 Please note that should any relevant local or national guidance be released that this addendum will be updated accordingly prior to the review date shown above.
Links	<p>https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus (29/05/2020)</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance (26/05/2020)</p> <p>https://www.gov.uk/government/news/schools-and-colleges-to-reopen-in-full-in-september (02.07.2020)</p> <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings (02.07.2020 relevant sections; Ninestiles Resource Base provision and for those pupils we have across our academies with complex needs pending specialist placement/provision)</p>

Guidance on temporary changes to special educational needs and disability legislation and Summit Learning Trust practice during the coronavirus (COVID-19) outbreak

The coronavirus (COVID-19) outbreak has put significant extra pressure on the ability of local authorities and health commissioning bodies to secure, or arrange, in full the provision set out in Education Health Care (EHC) plans; and to meet the statutory timescales for EHC needs assessments and plans. Coronavirus (COVID-19) has had a major impact on education settings, with the vast majority of children and young people not currently attending their early years' provider, school or college. Coronavirus (COVID-19) has also affected the level of service that can be provided by those (such as educational psychologists and other health professionals) who provide advice and information as part of the process of assessing an individual's EHC needs.

In recognition of these factors, the government has legislated so as to strike the right balance during the outbreak of coronavirus (COVID-19) between:

- the needs of children and young people with SEND to be protected and receive the right support in a timely way
- managing the demands on local authorities and health bodies to respond to the outbreak

It is only those aspects of the law relating to EHC needs assessments and plans listed above that have changed temporarily because of the coronavirus (COVID-19) outbreak: the duty to secure or arrange special educational and health care provision and most of the timescales for particular processes. All other aspects of SEND law remain unchanged.

Summit Learning Trust

At Summit Learning Trust we have an experienced, expert workforce of special educational needs and disabilities coordinators (SENDCOs), teaching assistants, learning mentors and counsellors with specialist knowledge. In addition to this, we work closely with a range of external agencies including; educational

psychologists, speech and language therapists, the communication and autism team, pupil and school support and out-reach services for sensory and physical needs to ensure our pupils are in receipt of the specialist advice and provision they require and our staff kept well informed and supported.

In recognition of the associated Covid 19 factors Summit Learning Trust academies will continue to;

- Safeguard and promote the welfare of their pupils and their families
- Signpost families to local services and organisations that are now working remotely to support a range of needs and circumstances
- Maintain regular home to school contact with parents, carers and pupils
- Provide pupils with additional/adapted learning resources, should personalised work packs be required, this may involve input from an outside agency specialist
- Convene and attend meetings via Zoom / Teams with families and external agencies so that support and provision can be planned for, modified and regularly reviewed
- Risk assess pupils with complex; social, emotional, educational, physical or care needs on a weekly basis in collaboration with parents / carers, teachers and relevant outside agencies so that re-integration can be appropriately planned for and supported in line with local authority, DfE and Summit Learning Trust guidance
- Consider if a risk assessment determines that a pupil's needs continue to be more safely met at home, local authorities, educational settings and parents should consider whether moving either equipment or services into a child or young person's home would enable them to be supported there.
- Complete referral forms, statutory requests and return information requested by education, health and social care services
- Modify existing support plans when they are reviewed in recognition of current school arrangements
- Consider accessibility arrangements when reconfiguring the physical environment in line with Covid 19 protective measures
- Support the transition process for pupils transferring to the next phase of their education
- Plan for the personal, social and health education pupils will require as they return to school after this unprecedented period
- Consider the impact of coronavirus on mental health and wellbeing
- Plan for the targeted and specialist provision and support some pupils may require as they return to school / remain at home.

In order to ensure as many pupils as possible are beginning to actively transition back to on-site education our academies may use flexible approaches where deemed appropriate, and noted within risk assessment plans. This may include:

- part-time timetables and attendance rotas
- blended onsite and home learning
- phased returns for individuals or groups
- children and young people being offered blocks of time on-site on a rotating basis
- transition / reintegration visits

Following DfE guidance published on 2nd July 2020 *Guidance for full opening of schools*, our academies will continue to consider and plan for the academic support and pastoral care requirements needed to welcome our pupils with SEND back to school in the autumn term. This will include reinstating some of the external agency support and provision that has been significantly disrupted during Covid 19.

The Trust Director of Inclusion will also continue to cascade local and national updates related to SEND to our academy leaders and their inclusion teams to ensure each academy continues to regularly; review, risk assess and adjust both their on-site and home learning provision for pupils with SEND as wider re-opening continues.

July 2020.