

Procedures for those children with SEND (in particular those with an EHCP)

From 8th March 2021

Please also refer to key guidance as outlined by H Ward (Head teacher) which includes links to relevant Government guidance:

COVID -19 Risk Assessment for Early Years and Nursery

Covid- 19 Risk Assessment for full reopening 8th March 2021 version 14 (or whichever is the most recent after this)

SEND Policy updated March 2021

SEND Covid 19 Policy Addendum updated March 2021

In addition, specific advice in relation to those children with SEND can be found in the following documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools coronavirus operational guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

[https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#special-educational-needs-and-disability-\(send\)](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#special-educational-needs-and-disability-(send))

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This guidance must also be used in relation to the child's specific risk assessment, recovery plan, existing EHCP, pupil passport, care plan and supporting health and social care documents as appropriate.

Co-production

The voice of the child and the parents must remain central to the support of those children with SEND and their views must be sought.

Preparing a child with SEND to return to school

Hazeldene supports the return of children with SEND to school

- The SENDCo/ member of the SLT and/or class teacher will contact the family prior to their return to school so any worries or concerns can be addressed and support for the physical and mental wellbeing of the child and family put in place. The member of staff will also check that the child and family have the resources needed for school. Where parents have concerns and worries about their child attending school, the school adult will listen to those concerns and provide appropriate advice and reassurance, in line with school policy, government and Public Health England advice.
- Arrangements will be made for the child to be met at the appropriate school door/fire line number on their first day, facilitating their independence as appropriate from then on at drop off and pick up times.

Arrival of a child with SEND at school

- A school adult will ask the parent on arrival if all family members are well at home and that the parent or carer has checked that the child does not have a high temperature or any other health or wellbeing concerns.
- If staff are concerned about the child's health at this point, their temperature will be checked at school and school procedures followed.
- The school adult will check with the child and their parent/ carer whether the child had a good night's sleep and whether they have eaten their breakfast.
- Pupils wearing any sort of face covering when arriving at school will wash their hands on arrival (as all pupils will), dispose of/store the covering in a plastic bag for the day, and wash their hands again before going to their classroom. Pupils will be made aware that they must not touch the front of the covering during removal. If the mask is likely to become damp, they would need to replace with a fresh one. Note, advice states that Primary school children will not need to wear a face covering.
- Check with the child and their parent whether the child has their named water bottle and healthy snack and a packed lunch or school lunch. If a packed lunch from home has been brought in, this will be put in its designated place by the child with support from an adult as required, as will their water bottle and snack. If the child does not have a healthy snack, the school will provide one.
- The child with support from an adult if required will hang up their coat and put away their school bag.
- When the child enters their classroom bubble first thing, they should be asked to wash their hands / use sanitiser as per the advice and guidance and supported as necessary.
- The child should then be guided to their workstation where a simple task or activity will be ready to calm/ focus the child and reduce their anxiety.
- When appropriate, the child will greet their teacher/the children and other key adults in their classroom.
- The adults will support those children by answering any questions they may have.
- The child will have access to a Now or Now/Next or visual timetable on their workstation table as appropriate.

Equipment/ resources / work station

- The child will have a workstation/ work area that will remain for their sole use (except for in Early years where the focus is on consistent groupings rather than social distancing). If in Early Years the child requires a workstation, this will still be provided.
- Any resources that are used by an individual and very frequently used equipment, like pens and pencils, will not be shared. Shared resources will be rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) and cleaned frequently and meticulously. The same rules will be followed for books and other shared resources that pupils or staff take home.
- The child's workspace/ workstation will be as clear as is possible to facilitate regular cleaning.
- If a cuddly toy animal has been routinely used prior to Covid 19 to support the child's wellbeing, it should be for that child's sole use and should be stored underneath their workstation in their box of resources. It must not be handled by other staff or children.
- The child should still have access to PECS/ now and next/ visual schedules to help support communication and organise their day, if this has been routinely used prior to Covid 19 or it becomes apparent that they are needed. These are for use only by the child and supporting adult.
- PECs (Picture exchange communication) must go home each night if this is used by the child as it is their 'voice'. It must be cleaned when removed from the child's bag at the start of the day and again at the end of the day before it goes home.
- Additional resources will not be brought in to school from home unless they are necessary and add value to their learning. They will be cleaned as appropriate.

Attendance

- School attendance is statutory from 8th March and it is expected that children with SEND will return to school.
- Staff will work supportively with families to allay concerns and anxieties to ensure a child with SEND attends school.
- The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.
- If a child with SEND is not able to be in school because they are clinically extremely vulnerable and it is confirmed that they should remain at home, the teachers will use their best endeavours to secure the special educational provision for that child. Reasonable adjustments will be put in place so that the child with SEND can successfully access remote education.
- Where a child with SEND is required to stay at home and has difficulty accessing remote learning, staff will work flexibly and supportively with families, seeking advice where appropriate, in order to use their best endeavours to support the ongoing education of the child.

Cleaning routines

- Cleaning staff will regularly clean frequently touched surfaces such as teaching and learning aids, books and games and other classroom-based resources as per the whole school guidance and provide additional cleaning, particularly where social distancing has not been possible.

Hygiene/ handwashing routines

- Children will wash their hands before and after break, eating their snack and lunchtime, after touching their face, blowing or picking their nose, sneezing or coughing, after going to the toilet or visiting the bathroom/ toilets/ latrines and when there is a change of activity (as per school guidance). Additional modelling, hand over hand, Makaton signing, use of a visual resource may be needed to direct a child with SEND. The staff member must wash their hands again if they have been directly involved in assisting the child.
- Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school.
- If a child needs to use a tissue or needs support to wipe their nose or mouth, guidance should be followed using the catch it/ bin it/ kill it approach. Where assistance has been given, the adult and child must wash their hands thoroughly.
- Supervision of hand sanitiser will be required due to the given risks around ingestion (skin friendly wipes can be used as an alternative in this situation).
- If a child uses saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it', they will be given additional opportunities to wash their hands.

Communication and language

- The adults will use clear, simple language (supported by signing and visuals or objects as appropriate) or other means of communication as identified by SALT, their pupil passport and EHCP and recovery plan as appropriate.

Access to water and snack

- A named water bottle from home will be stored on their workstation table or designated place. If any assistance is given by the adult, additional hand washing by the adult and child will be required.
- The supporting adult will ensure the child has an opportunity to have their snack from home and supported with the preparation of this as required.
- Some children may have individual nutritional needs meaning that they have a different snack or different routines around access to their snack or packed lunch. SLT will advise supporting staff if this is the case.
- If the child does not have a snack, this will be provided by school (checking allergy information).

Playtime and lunchtime

- Staff should remind older children and those that are cognitively able about social distancing as appropriate so that they remain in their correct bubble groupings on the playground. Younger children/ those with additional needs will have the risk of Covid 19 reduced by consistent groupings.
- Staff should support a child with SEND to line up at the correct line up number (which is also their fire line number), or support their transition to their correct bubble classroom as appropriate.
- Staff should ensure that they pass on any key need to know information to the adult that is designated to support a child with SEND at play or lunch, and similarly the supervising adult at play and lunch should then also pass on key need to know information at the end of the session.
- Play equipment will be used if it enhances the experience for the child with SEND. If this is the case, the equipment will be cleaned in accordance with school procedures.

Social distancing

- Social distancing should still be maintained where this is possible for those adults supporting a child with SEND and the child themselves. In particular, adults should avoid close face to face contact.
- The DFE recognises that for some children with SEND, their behaviour or individual need can make it difficult to adhere to current guidance in relation to social distancing. In these circumstances, these pupils' educational and care support should be provided as normal. Staff need to increase their level of self-protection, such as minimising close contact even for some of the time, sitting side on and having more frequent thorough hand-washing and other hygiene measures, and more frequent cleaning of surfaces.
- Where a child with SEND inadvertently touches the equipment or work area of another child or adult, the touched resources will be cleaned in accordance with school guidelines. Any child or adult involved will need to wash their hands thoroughly as per the guidance.

Personal protective equipment

- Staff are not required to wear PPE when supporting a child with SEND unless this has been part of the child's normal care routines prior to the pandemic. They should refer to the school risk assessment about the wearing of PPE. If the staff member is not always able to socially distance, educational staff are not required to wear PPE. A Face mask is not classed as PPE. Additional space and frequent cleaning of surfaces, objects and toys will be required and increased as necessary, particularly if the child touches the adult, spits or uses saliva as a sensory stimulant, for example.
- PPE should be worn by staff caring for the child while they await collection if the child is displaying Covid 19 symptoms and direct personal care is needed and a distance of 2 metres cannot be maintained (such as for a very young child or a child

with complex needs). Staff should refer to the whole school risk assessment in relation to PPE and safe procedures.

Safeguarding and wellbeing of child

- The safety, health and wellbeing of the child (including those with SEND) is paramount. Particular care and sensitivity should be adopted for our most vulnerable children who may not understand the current Covid 19 situation, have felt or feel a variety of emotions and have their own experiences of the pandemic and may have difficulties communicating their needs.
- Staff must remain sensitive to subtle indicators of the physical and mental health and wellbeing such as a change in behaviour that may indicate cause for concern. Staff should refer to other core policies such as Safeguarding/ Keeping Children Safe in Education 2020/ Covid-19 documents and SEND policy/ Supporting a child with Medical Needs policy.

Covid 19 Sypmtoms/ illness

- Staff should follow school guidance and government guidance re a suspected case of Covid-19.
- Staff should be particularly sensitive to the health of a child with SEND who may not be recognise they are unwell or be able to communicate that they feel unwell.
- A child with SEND may be more at risk of Covid 19 due to underlying health conditions. Staff should be aware of the child's existing health needs as outlined in key documents such as their care plan/ specific health advice/ EHCP/ Covid 19 Risk Assessments.
- If an adult is concerned about a child's temperature during the day, a school thermometer must be used to gauge if the child has a fever as per school guidance. These can be obtained from the school office.
- Staff should follow school guidance based on government and Public Health England around the signs and symptoms of Covid 19 that are also true for those children with SEND.

Communication with parents

- Staff may choose to communicate at the start and end of the day with a parent of children with SEND but this face to face communication must be kept to a minimum and social distancing must be maintained.
- Additional communication between parents and school such as phone calls/ dojo/ emails may also take place during the day if this is required.
- The LSA supporting a child with SEND may be asked to complete a few notes about how the child has got on that day in a home/school communication book e.g. their learning/ highlights or concerns/ toileting and eating for that day. Parents will be encouraged to respond and report on any information from home that is useful to share with school. The communication book will be covered in sticky back plastic so it can be wiped when it is brought into school and sent home. Class Dojo may replace this option and the LSA will liaise with the class teacher when sending Dojo messages.

- The SENDCo will be in regular contact with parents and will contact all parents of those children with an EHCP prior to the return to school. The SENDCo will also make contact with those children outlined as requiring SEND support.

Children with an EHCP

- The statutory duties and timescales remain in place for EHC needs assessments and reviews.
- At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.

Seeking advice from supporting professionals

- The SENDCo will continue to seek advice and liaison with supporting professionals from education, health and social care. This will be disseminated to staff.
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. This should be by remote on-line meetings where possible. They are able to move between settings and permitted to visit Hazeldene in line with the school risk assessment. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.
- Schools should ensure site guidance on physical distancing and hygiene which will be explained to visitors on or before arrival. A visit may take place remotely. A record should be kept of all visitors.

Cultural Capital and a Broad and Balanced Curriculum

- Those children with SEND may benefit from a personalised curriculum.
- Staff will work to deliver a broad and balanced, high quality curriculum for their pupils, including full educational and care support that is meaningful for those pupils who have Special Educational Needs and Disabilities (SEND).
- Staff will work hard with additional resourcing/ advice from professionals as required to provide the catch-up support needed for the child to make substantial progress by the end of the academic year.

Transition arrangements

- The SENDCo and SLT phase leaders will continue to liaise with parents and other professionals to support the child to prepare for a new setting as best as is safely possible. This may involve Zoom or Teams and liaison by telephone rather than face to face visits or meetings.

- Hazeldene will seek timely consultations over potential placements for September, and in providing families with advice and information where requested

Should school adults have any specific questions or concerns around the support for those children with SEND, they are expected to liaise with the Assistant Head for Inclusion (SENDCo) or a member of SLT at the earliest opportunity.