



Children with Special Educational Needs and Disabilities Policy 2023 - 2024

Read by staff: 11.07.23

Signed and dated by

Mr M Jones (CoG) 18.07.23

Mr C Jones (EHT) 18.07.23

Reviewed on: 09.07.24

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A handwritten signature in black ink, appearing to be 'C. Jones', written in a cursive style.

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1) School Vision

SENDCO and Designated Teacher: Miss H Kerrigan

Designated safe guarding Lead: Mr C Jones

Designated safeguarding: Mrs N Charles

At Bruche Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs and Disabilities (SEND). All children are given the opportunity to progress in their learning in a positive way. As a school, we offer a personalised and enriching curriculum to meet the specific needs of all children to help ensure that every child is making progress based on their own educational needs.

The whole staff are committed to the provision of an exciting, caring, enriching and multi-sensory learning environment. This arouses the curiosity and raises the aspirations and expectations of all children, including those children who require extra encouragement and stimulus to overcome their difficulties.

The implementation of this policy is the responsibility of the whole staff including the SEND Governor, with any extra provision or expertise being provided by external agencies and professionals, such as Educational Psychologist, speech and language therapist, and pediatric support.

2) Aims

At Bruche Primary School we aim to:

- Create a school environment in which all children are included, valued and challenged whilst having access to all elements of a rich, broad and balanced curriculum either through whole class teaching or in smaller group or individual interventions;
- Value all children: we aim and expect all children to experience success and achievement, by raising aspirations allowing them to reach their full potential and make progress;
- Provide support and advice for all staff working with SEND pupils by offering bespoke training for staff and whole staff training through insets and regular staff meetings;
- Identify SEN as early as possible, by working closely with outside professionals and SEND consultants to gain up to date knowledge about assessment and intervention in the early stages of development;
- Use a range of organisational approaches and a variety of teaching styles in our teaching and learning to ensure learning needs are properly addressed and to engage and motivate learners;
- Work closely with parents/ carers to ensure that we take account of the children's own views and aspirations and the parent's experience of, and hopes for, their children.
- Parents and carers are invited to be involved at every stage of planning and reviewing the SEND provision for their child, to ensure co-production of support and provision, through regular meetings with the schools SENDCo and class teacher and through termly IEP meetings.

- Involve the child in the planning of targets and future provision and to acknowledge the child's own views and aspirations for their learning and achievement (at all ages and stages to the best of their ability). Pupil voice is shared on the termly IEP documents and for those children with an EHC Plan, their views are shared during their annual review meetings;
- Liaise with outside agencies to support high quality provision.

3) Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

In addition, the policy also makes reference to the below documents which are aimed at supporting schools and Local Authorities when a child has significant additional needs and maybe unable to attend:

- Ensuring a good education for children who cannot attend school because of health needs, DfE 2013
- Supporting Pupils at School with Medical Conditions, DfE 2015

4) Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. EP, SALT, paediatric support; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/ or physical needs

5) Roles and responsibilities

The SENDCo

The SENDCo at Bruche Primary is Miss Hannah Kerrigan.

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans;
- Liaise with the designated teacher where a Child In Care, looked after child and post looked after child has SEND;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school;
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education;
- Ensure that all teachers understand their own responsibilities in respect of SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures;
- Informing the SENDCo of their concerns and consider all recommendations and advice;
- Creating differentiated 'Individual Educational Plans' for those children in the classroom who need additional support and provision to ensure personalised targets and intervention is provided during the school day.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans;
- Ensuring they follow this SEND policy.

The Academy

We are part of Warrington Primary Academy Trust (WPAT)

WPAT is responsible for:

- Promoting high standards of education for all children including those with SEND
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEND
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEND through consultation with schools
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services
- Make arrangements for parent partnership services and inform parents

6) Identifying pupils with SEND and assessing their needs

The kinds of SEND that are provided for at Bruche Primary School-

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Early identification and assessment

At Bruche Primary School, we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases. At Bruche we offer provision for two year olds and this means children with additional needs can be identified and receive additional support they require from a young age. Our EYFS provision work closely with outreach teams where appropriate to adapt and develop the EYFS provision and receive specialist support.

The school follows a graduated approach for Identification and Assessment as laid out in the SEND Code of Practice.

The first step of identifying a pupil who may have SEND is through high quality teaching which is differentiated for individual pupils. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks and Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEND in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap. (para 6.17, SEN CofP, 2015)

This may include progress in areas other than attainment, for example, social needs.

The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether an application for an Education, Health and Care plan is required or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

Co-production with Parents/Carers:

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents'/carers' concerns and future plans are made in co-production with the parent
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN support, and will be put on the school's SEND register.

Assessing and reviewing pupils' progress towards outcomes:

Bruche Primary has due regard for the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/ carers;
- The pupil's own views;
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Where support 'additional from or different to' that normally available to pupils the same age is required, it will be provided through 'SEN support'.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly IEP meetings with the schools SENDCo, class teachers and parents and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for and EHC Plan at any point in their child's education.

Our approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND pupils.

High Quality First Teaching is our first step in responding to pupils who have SEND.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids for the pupil, such as laptops, coloured overlays, visual timetables, larger font, etc. and, where applicable, for the adults, such as hearing loop;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;

Additional support for learning:

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom based support and deliver specific interventions. Each class has its own teaching assistant.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified need.

We work with the following agencies to provide support for pupils with SEND:

- School Health Advisers;
- Speech and Language Therapy (SALT);
- Child Development Centre (CDC);
- Occupational Therapy (OT);
- NHS services such as audiology team, visual impairment team;
- Play Therapist/ Art Therapist;
- Educational Psychology Service.

Expertise and training of staff:

Our fully trained and experienced SENDCo has allocated time each week to lead and manage SEND provision throughout our school.

We have a team of teaching assistants who are trained to deliver SEN provision.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENDCo will access local networks regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed.

Securing equipment and facilities:

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e. for some this will be in the classroom at the point of learning, and others may be kept securely in the SEND office.

Storing and Managing Information:

The school records the steps taken to meet pupils' individual needs through a chronology kept in the pupil's main SEND file. This file is in paper form, which is stored securely and online in school electronic secure files on the online provision map. The SENDCo will maintain the records and share them regularly with the child's class teacher. In addition to the usual school records, the SEND file may include:

- Information from parents/ carers;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from health/ social services;
- Information from other agencies and professionals.

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term (or more frequently);
- Reviewing the impact of interventions after six weeks (maximum) and regularly through the course of an intervention using the online Provision Map. Impact measures may differ and not always relate to a pupils academic attainment, depending on the intervention, i.e. play therapy is assessed through the use of SDQ's which monitor a child's emotional well-being
- Using pupil questionnaires;
- Monitoring by the SENDCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans (or more frequently if deemed necessary by school or at parent/ carer request).

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and further arrangements will always be made for those children with SEND to ensure that they can attend these activities.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development through individualised or group or whole class interventions.

Our PSHE policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

Our pastoral support in school includes members of our Safeguarding Team, Leaders in EYFS and KS1 and the Joined up Care Team.

We have a zero tolerance approach to bullying.

Working with other agencies

Bruche Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaising with the following Education Psychology Service, Early Help / Social Care, Family Services, Speech and Language Service, Schools and Family Support Services. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

7) Monitoring arrangements

Consultation with staff and parents

This policy and information report will be reviewed by the SENDCo working with the Headteacher and SEND Governor **annually**. It will also be updated if any changes to the information are made during the year.

There will be a fixed period of consultation following any changes made to the policy with staff and parents before being considered for approval by the Local Governing Body.

Complaints about SEN provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

The Local Authority local offer

Our local authority's local offer is published here: <https://askollie.warrington.gov.uk/localoffer>

Covid-19 Support

Placements for children with Educational Health Care (EHC) plans:

As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people - those who are vulnerable (including those with an education, health and care (EHC) plan), and those whose parents or carers are critical to the coronavirus response. It is important to underline that all educational settings remain safe places for children and young people.

Risk assessments for children with an EHC plan or SEND:

The guidance on supporting vulnerable children states that local authorities, nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. For children who have an Education Health and Care (EHC) plan, attendance is expected where it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment.

All children who have an EHC plan will have an individual risk assessment which has been completed by the schools SENDCo alongside the child's parent/carer. These risk assessments will be reviewed weekly by the SENDCo through weekly SEN calls to the child's parent/carer and discussions with the child's class teacher and safeguarding team.

A risk assessment for a child or young person will need to balance a number of different risks, including:

- the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions
- the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online
- the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered

Individual risk assessments may also be completed for those children who have SEND without an EHC plan, where school feel it would be beneficial, for instance for children on SEN support who have complex needs and may benefit from attending school or having an alternative provision.

EHC plan provision:

Due to the Coronavirus there may be some elements of your child's EHC plan that cannot be carried out. We will ensure to work closely with the local authorities and health bodies to consider for each child and young person with an EHC plan what we can reasonably provide in the circumstances during this period. For some individuals, this will mean that the provision specified in their plan can continue to be delivered; but for others (because of the impact of coronavirus (COVID-19) on local authorities or health commissioning bodies) the provision may need temporarily to be different to that which is set out in their EHC plan.

Examples of alternative arrangements:

- alterations to the frequency and timing of the delivery of provision in school, for example, moving to a part-time timetable
- a temporary placement in another school - mainstream or special. This will need to be with the agreement of the parent or young person and full account should be taken of the needs of the child or young person
- class sizes being significantly reduced to ensure social distancing can be applied in classrooms
- video class sessions for children to keep in touch with classmates and teaching staff
- a home learning reading programme, provided by a Special Educational Needs Co-ordinator (SENDCo) and reviewed weekly
- provision of printed exercises or worksheets
- weekly phone or video contact from school staff to monitor home learning programmes, to provide feedback, and to make adjustments as necessary

- enlarged materials being provided in the home where a child or young person has a visual impairment.
- a speech and language therapist delivering sessions via video link
- a health visitor or school nurse providing health advice or developmental reviews via teleconferencing
- the parent and child travelling to receive the therapy at suitable premises, where this can be done in ways consistent with guidance on reducing the transmission of coronavirus (COVID-19)
- an occupational therapist or a physiotherapist video linking to a child's home and modelling exercises that the parents could do with their child
- occupational therapists providing webinars for school staff on topics such as sensory strategies or pre-writing skills
- sending home accessible hard copy therapy programmes with additional phone support for parents and young persons to help them work through them
- exercise sessions by video
- provision of alternatives to short breaks by providing online resources and activities for young people
- loaning parents school equipment, such as specialist support equipment (seating equipment, IT equipment used at school etc) to be used at home to support learning
- counselling, or cognitive behaviour therapy, delivered over the phone once a week for 6 weeks by a mental health worker

Annual reviews for children with an EHC plan:

Annual review requirements remain in place. However, the government has legislated to provide extra flexibility for local authorities over the timing of these reviews. Where it is impractical for a local authority to complete an annual review of a plan within the prescribed timescales for a reason relating to the incidence or transmission of coronavirus (COVID-19), then the local authority must complete it as soon as reasonably practicable.

Annual reviews may, in the current circumstances, need to take a different form. For example, it may be appropriate to use a simpler format to gather information electronically and to hold the meeting by phone or as a virtual meeting. Professionals contributing to the review may need to base that on the information already available and discussion with the family as they may not be able to meet the child or young person. While meetings might take a different format, they should still involve all the key professionals wherever possible and it is important that they continue to ensure that the child or young person is at the center of the process and can engage with the process in a meaningful way. We will ensure that we continue to run our annual reviews this academic year involving our families and children.

Supporting learning for those children with SEND at home:

While our school remains closed we are providing a range of virtual learning for our children to complete at home with their families. Children have a set timetable to follow throughout the day. Each day teachers upload a daily English and Maths activity as an assignment on Microsoft Teams, SEESAW and Evidence me. Children complete the tasks set and upload their work online so that staff can give support, feedback and monitor when children haven't submitted work. For all children their teachers have their Teams notifications on throughout the day so if a child has any questions for the staff, the staff can respond instantly. Throughout the day the staff will support the children's learning if they need it by, for example, uploading examples of strategies, written explanations of strategies or prompting children as to what prior learning they need to utilise.

In addition to the daily expectation of the English and maths lesson set, children also have access to a range of other online learning platforms which are included on their timetable, for example TTRockstars, MyMaths, Purple Mash, reading plus and all links can be accessed on the school website. Engagement is monitored by class teachers and new resources and tasks added when appropriate. Teachers are also able to differentiate these apps to suit all learning needs within the classroom.

In addition to the support outlined above the SENDCo has provided a number of additional resources and support to those children on the SEND register:

- Speech and language packs for those children with a speech and language program have been sent home, these parents are being contacted by the SENDCo and SEN staff every week (where appropriate) to see if more resources are needed
- Individual timetables have been sent to a number of parents to support with behaviour and routine.
- Social stories have been sent to children who needed support in understanding our current situation. These have been sent home and sent to staff in school.
- Occupational Therapy packs are provided for those children who need fine motor skills support.
- Calls have been made to children by the SENDCO to check engagement of children on the SEN list and with an EHCP plan.
- The SENDCo also joins KS2 Teams meetings where possible to support those children with additional needs.
- The SENDCo and the safeguarding Team are in constant contact to ensure that more vulnerable children and children on the SEN list are engaged.
- Teachers and Teaching assistants in KS1 and KS2 are also beginning to implement a range of learning interventions to support those children with cognition and learning difficulties.

The SENDCo is also continuing to work alongside outside agencies i.e. Speech and language services and Occupational therapy, to ensure that those children who need additional support are receiving up to date advice from these services.

Appendix :

Update Covid and impact on SEND pupils

- If school pupils on the SEND register move to remote learning school will consider the needs of all children and young people with EHC plan and to carry out a risk assessment. These risk assessments will help identify any additional support that children and young people with EHC plans need in order to make a successful engagement with remote learning, difficulties they may experience whilst remote learning and return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting. Risk assessments may also prove useful in the event that:
 - children and young people have to self-isolate
 - there is a local outbreak of coronavirus (COVID-19)

Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and should incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority. When individual risk assessments are used in the spirit of co-production, school will contact parents and involve them in planning for their child's return and support during remote learning. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

SEND legislation

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their '**reasonable endeavours**' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school. Our focus is now to restore full provision for all children and young people with EHC plans. **Changes to modify the legislation ended on 25th September** Many children and young people will have found lockdown exceptionally difficult socially and emotionally. We will consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed.