
COVID-19 SEND Policy Addendum

ORCHARDSIDE SCHOOL



Vision

Orchardside understands that the return to school will be a difficult experience for many young people after Covid. However, we recognise that the transition back to school will be particularly difficult for learners with SEND. Our SEND strategy will aim to specifically support for our people with SEND to readjust to school life and support our SEND students with their transition to school who may be reluctant. We are planning to support our SEND learners with impact of the pandemic on their mental wellbeing and recovery. We aim to dedicate time in our school day to contextualise anxiety from the stress, low mood, and depression as normal responses to this abnormal situation. We also aim to identify our SEND students who may be showing signs of more severe anxiety or depression

SEND – Orchardside Context

Orchardside's core vision for our learners with SEND is their right to have their abilities and needs identified and understood in order to enable our school, and/or their next educational setting, to support their achievements through an inclusive and equal opportunities approach to teaching, learning and the curriculum. We also strive to provide a nurturing and welcoming environment for our students with SEND who we want to leave our community having developed and improved behaviourally, academically, socially, mentally and emotionally.

At Orchardside, we believe that any student can experience success. To do this, we aim to ensure teaching, learning and the curriculum is appropriate to need and differentiated to enable access to learning so that our young people with SEND can begin experiencing progress. Integral to this is an in-depth understanding of our learners' needs.

Priority is given to an early identification of special educational needs. Within the first week of induction each student is assessed by highly skilled, knowledgeable and trained members of the Inclusion Team using a raft of accredited assessments. Led by our SENCO, the Inclusion Team work in conjunction with our Speech and Language Therapist to triangulate and analyse the results of each assessment once a week. The outcomes are shared with all members of staff to enhance their planning and support for each learner both in and out of lessons. These assessments may also give the Inclusion Team a starting point to co-ordinating specific interventions that should address some of the needs that may have been identified in the initial assessments. This means that from the outset, learners with SEND at Orchardside are not only identified quickly but are also given a space within the curriculum to begin accessing learning.

All students referred to Orchardside are likely to have needs in one or more of the following four broad categories of Special Educational Needs and Disabilities as defined in the 2014 SEND Code of Practice:

- Communication and Interaction Needs- including speech, language and social communication needs
- Cognition and Learning Needs- including specific literacy needs
- Social, Emotional and Mental Health Needs
- Sensory and/or physical Needs

These needs may have been apparent in their previous school setting, however, they may not have been formally identified or received the appropriate professional intervention in their previous setting. Unidentified needs have a profound impact on SEND learners' educational outcomes, social outcomes, employability and mental health. This is the reason that early identification of need is one of our main SEND priorities at Orchardside School.

Orchardside works jointly and in co-production with a number of external agencies and professional clinicians. Our Inclusion Team is fortunate to have regular access to Educational Psychologists, a Speech and Language Therapist, colleagues in Enfield's Social Care Teams and colleagues working in Enfield's Children and Adolescent Mental Health Services. We are therefore able to have a truly holistic and joint approach when working for our learners with SEND. Most importantly, we believe that good communication and relationships with the Parents/ Guardians of our SEND learners is vital. We endeavour to involve our families throughout the educational journey of our young people with SEND.

Strategic Priorities

- To prepare the learner, for their return to the school environment which has changed in accordance with the Government regulations and recommendations in relation to Covid-19
- To identify how the lockdown has affected each individual learner and the impact it may have had on their ability to cope with a normal school environment, classroom and timetable
- To agree a package of strategies to help each individual SEND learner slowly adapt and return to school
- To remind the SEND Learner of the pre-existing school rules, standards and expectations they must follow.
- To communicate to the SEND learner, the new additional school rules and expectations now required in order to adhere to the Government regulations and recommendations to deal with Covid-19
- To identify new and existing Learners who may have SEND
- To communicate the SEND needs of each individual SEND Learner to the staff and provide information and strategies to support the Learner.

Operational Management

Orchardside anticipates that SEND students are more likely to be excluded as an outcome of the pandemic than other learners. Our priority will be early identification and intervention for learners with SEND. We will ensure that our SEND learners are supported in their transition back to school. We will also endeavour to implement reasonable adjustments to support understanding and management of school life during the pandemic.

Identification of Learners with Special Educational Needs.

All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. A pupil has SEND where their learning difficulty or disability calls for special educational provision,

namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Pupils making less than expected progress given their age and individual circumstances are considered by the SEND 2014 Code of Practice to come under the category of SEND. This is characterised by progress which

- 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

We have a very clear process of identifying and assessing the needs of all students. All students and their parents / carers have an initial meeting with the Headteacher. This meeting is to gain the views of the student and their parent / carer about the exclusion and to discuss wider issues that could impact on the young peoples' ability to engage with learning and make progress. The meeting also establishes what interventions the student may have had in their previous setting and explore their impact. It also aims to identify the services they were or are currently involved with in supporting the learner and their family. This meeting is the first opportunity for a formative assessment of potential need. Our Headteacher then explains what support can be offered at Orchardside and introduces the Induction Process to the student. Induction will involve base line testing and some analysis of information sent from their previous education provider.

Once data is collated, reports are shared with staff and a student profile is created. All staff have access to this information, advice and strategies prior to the student entering the classroom. We will share more information with staff and professionals as we come to know the learner and receive further information from their previous school settings and/or outside agencies. Teachers use this advice to deliver a universal offer of in-class support and differentiation. This is also referred to as Quality First Teaching.

A Tutor and Co-Tutor is allocated to the learner. These are the key workers for the learner whose main aim is to hold the learner in mind throughout the school day as well as being the first point of contact for the parents and carers.

Depending on the severity of the need, the student will be supported by a targeted provision. These are learners whose needs are clearly identifiable at the point of entry. Students whose needs may be emerging will access the universal offer but monitored as part of our graduated approach to need. This is also referred to as the Assess, Plan Do, Review Cycle. The identification pathway below captures the process by which Orchardside endeavours to identify needs of learners and also those learners amongst our population who would qualify for an Education Health and Care Plan.

Orchardside's SEND Identification Pathway

Baseline assessments at the point of entry: Lucid, PASS, CATS



No indication of need. Learner will access Wave One of Orchardside's provision offer. Progress is monitored and reviewed weekly. Reports and Pupil Profile created and shared

Data Analysis



Indication of need. Analysis by SEND intervention team will determine the severity of need and what level of provision the learner should access. Progress is monitored and reviewed weekly. Reports and Pupil Profiles are created and shared with all staff.



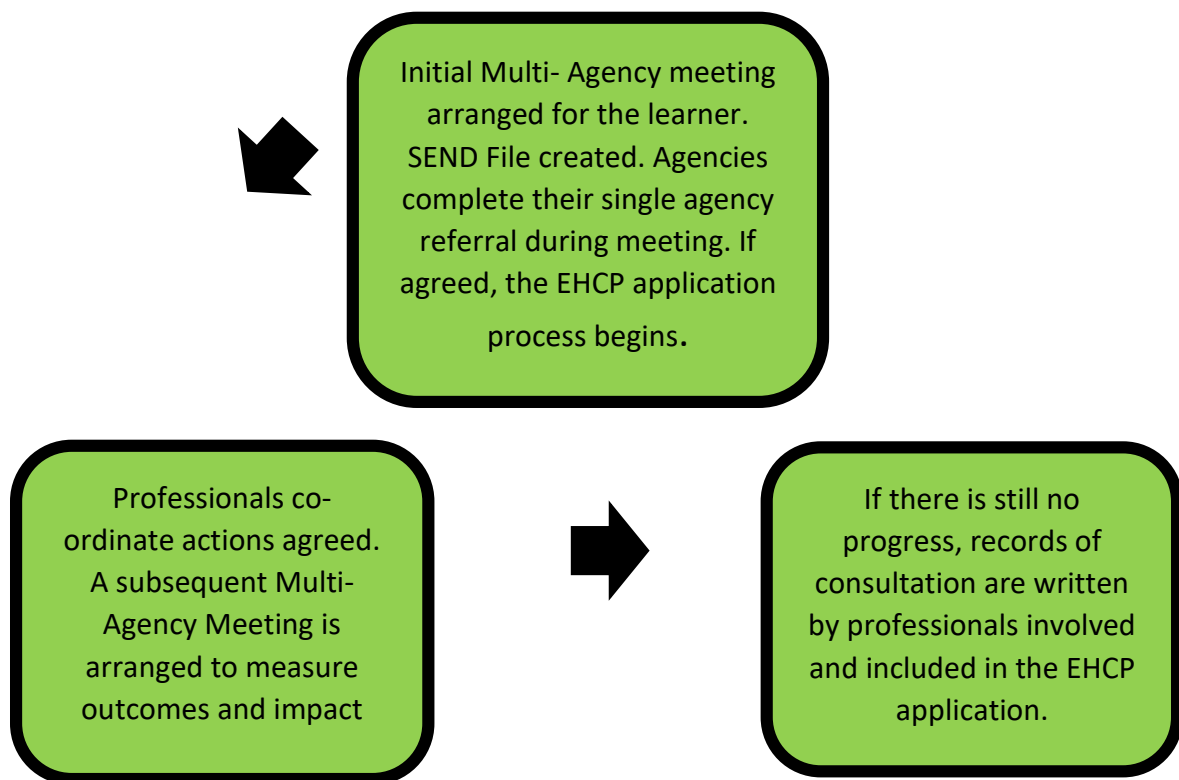
SEND team initiate the Assess, Plan, Do, Review Cycle



No progress at Provision Wave One, Two or Three



After two cycles of no progress at Provision Wave Two and/or Three



Reasonable Adjustments for SEN learners during Covid

- Liaise with parents to get a picture of the positive and negative responses and experiences of individual SEND learners during the lockdown period.
- Communicate the information gathered to staff and provide strategies to support the transition back to school during briefing
- Prepare visual aids, photos or videos to assist with communicating and understanding the changes to the school day and the school environment. Especially taking into consideration unstructured times during the school day and the needs of different subject areas
- Target SEND students for 'overlearning'. This is the repeated practice or rehearsal of a skill or study of material to further strengthen memory and performance.
- Continue to contact parents of SEND learners every Wednesday

Reporting

HLTA SEND will report to weekly inclusion meetings. and staff weekly briefings.