

Remote Learning - Provision for pupils with special educational needs and/or disabilities (SEND) checklist

CRITERIA	WHERE TO LOOK FOR EVIDENCE	RAG
<p>We have a risk assessment for all pupils with an EHCP and for those very vulnerable SEN K pupils (especially those with ASD/ADHD)</p>	<ul style="list-style-type: none"> ▪ Risk assessment indicates risk level of pupil not receiving health and medical support from school and how this can then be lowered ▪ Risk assessment indicates risk level of pupil not receiving interventions for learning and how this can then be lowered ▪ Risk assessment indicates risk level of pupil suffering from mental health issues and how this can then be lowered ▪ Risk assessment indicates sign posts to supporting agencies and how to contact these agencies during a lockdown ▪ Risk assessment indicates any other ways that the school is able to manage pupil well-being and especially for those EHCP pupils who are clinically extremely vulnerable 	
<p>We have made reasonable adjustments to all our remote learning resources to suit pupils' individual needs.</p>	<ul style="list-style-type: none"> ▪ Teacher awareness of what pupils with SEND in their class(es) need for remote learning (e.g. that resources are printed on buff paper for dyslexic pupils, produced in the correct font and are appropriately differentiated). ▪ Virtual pupil pursuits with pupils with SEND ▪ Teachers' lesson plans ▪ Risk assessment details individual arrangements 	
<p>We have sent home any physical resources pupils need that help them with learning.</p>	<ul style="list-style-type: none"> ▪ Teachers or SENCO have sent home resources (e.g. timetable strips, pencil grips, vocabulary charts, writing slopes, spell checkers, maths manipulatives and fidget toys) ▪ Resources that support physical needs have gone home where practicable (e.g. cushions, adapted technology support such as laptop mouse, assistive pens, physio equipment, sensory toys). ▪ Home/School equipment loan records ▪ Risk assessment details individual arrangements 	
<p>Parents of pupils with SEND feel reassured and confident in supporting their child's remote learning. Parents know who they can ask for help or talk to if things are not working.</p>	<ul style="list-style-type: none"> ▪ SENCO or another teacher/TA is in contact with all pupils with SEND (or their parents) at least once a week to support their learning and well being ▪ Sign posts are made to support services still in operation during any lockdown period ▪ Emergency number for CAMHS is made available to families ▪ Positive feedback from parents of pupils with SEND before, during, and after their period of learning remotely ▪ Digital education platform (if you have one) – shows low number of queries sent to staff from parents of pupils with SEND, asking about accessibility features ▪ Risk assessment details individual arrangements 	



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<p>Pupils with SEND continue to receive additional support as they would in the classroom where possible and practicable, e.g. therapies, 1-to-1 support from TAs, regular contact, and support to create regular routines.</p>	<ul style="list-style-type: none"> ▪ SENCO and staff have explored and implemented ways to continue each pupil's support structure (e.g. conducting 1-to-1 support on video calls) ▪ Intervention resources are available for home learning especially those which are cognition based e.g. Beat Dyslexia, Toe by Toe, handwriting resources and spelling support. Pupils are able to access very regular feedback on intervention work from a TA/teacher. ▪ SEND pupils continue to have access to a wide range of reading books and are able to change these books regularly ▪ Resources for therapies involving art, music or sport, that the pupil uses regularly and with confidence, are available to the pupil and are changed/replaced regularly. ▪ Risk assessment details individual arrangements 	
<p>If we are using a digital education platform, teachers, TAs, and SENCO are familiar with its accessibility features, so they can support pupils with SEND to use the platform.</p>	<ul style="list-style-type: none"> ▪ Use of features – <u>Microsoft accessibility features</u> such as <u>picture dictionary</u> and <u>text to speech</u>, or <u>accessibility features</u> ▪ Staff have shared instructions on accessibility features, or shown pupils how to use them ▪ Check-ins with teachers and TAs working with pupils with SEND - show that staff understand these features ▪ Positive feedback from pupils and parents of pupils with SEND ▪ Home/School equipment loan records ▪ Risk assessment details individual arrangements 	
<p>Where the annual review falls during a period of lockdown, all parties are consulted as to how this will be managed</p>	<ul style="list-style-type: none"> ▪ Where possible an annual review would go ahead remotely with all parties attending as they would in a face to face meeting ▪ Parents are consulted regarding the remote annual review arrangements and given a voice as to how and when this can be feasibly managed ▪ If the annual review does not take place at the agreed time, a specific risk assessment for delaying the review has been undertaken indicating that there is little or no impact for the pupil concerned ▪ Parental confidence in the annual review process remains high and the pupil continues to have an EHCP that meets need 	
<p>We have adapted resources for pupils with SEND in ways that avoid increasing teacher workload.</p>	<ul style="list-style-type: none"> ▪ Teachers' lesson plans show that resources have been made that can either be easily edited to suit each pupil with SEND, or are universally accessible ▪ Positive feedback from pupils and parents of pupils with SEND ▪ Positive feedback from staff that their workload is manageable 	

