



**Values Education' is about understanding what is important to us individually, within our families and as a whole school community.**

**SEND LOCAL OFFER**

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**Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.**

## **Local Offer and Information Report**

This has been written to comply with Section 69(2) of the Children and Families Act 2014 and Regulations 51/Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

### **Local Offer – Central Bedfordshire Local Authority**

Central Bedfordshire schools all have a duty to meet the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The local authority website (<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>) shares Central Bedfordshire's Local Offer document and explains their commitment to supporting children with additional needs.

### **Local Offer – Silsoe Lower School**

Schools are also required to produce a Local Offer document to explain the SEND provision within their setting. This document has been written and reviewed by Mrs Coles (SENDCo) and Mrs Boyle (Head Teacher) in order to explain:

- what Special Educational Needs and Disabilities are and to share the four categories
- the Code of Practice for SEND
- the role of particular members of staff/SEND governor
- the parent / carers' role in supporting SEND
- how teachers meet the needs of children with SEND in their classes and the types of interventions that may be used
- formal documentation and paperwork used
- liaison with other professional and voluntary groups including The Parent and Young People Partnership Service
- qualifications and training gained by staff
- the role of Conifer class

### **Special Educational Needs and Disability Code of Practice: 0- 25 years**

In the summer of 2014, after a lengthy period of consultation, the Government released a new Code of Practice. This document is 'Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities'. The document brings together guidance for education, health and care professionals to use so they can work in a joint manner to support children and young people up to the age of 25. The Code also explains the roles of children and their parents / carers in decision making and reviewing of provision.

The Code also explains required meetings and documentation used at different stages, how to plan for transition between schools / stages and explains how to resolve disagreements.

## Special Educational Need or Disability

The Code of Practice states that:

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### Types of SEND

Needs are divided into four separate areas, although many children's needs will cross two or more sections. The sections can include:

Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
<ul style="list-style-type: none"> <li>• Speech and language needs</li> <li>• Social communication</li> <li>• ASD: Autism Spectrum Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Children who learn at a slower pace than their peers</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Severe Learning Difficulties (SLD)</li> <li>• Profound and Multiple Learning Difficulties (PMLD)</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Dyspraxia</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn, isolated, challenging or disturbed behaviour</li> <li>• Attention difficulties including ADHD</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Self harm or substance misuse</li> <li>• Eating disorders</li> <li>• Other unexplained physical symptoms</li> </ul>	<ul style="list-style-type: none"> <li>• Vision impairment (VI)</li> <li>• Hearing impairment (HI)</li> <li>• Multi-sensory impairment (MSI)</li> <li>• Other physical disabilities</li> </ul>

### Excellent Teaching for All Children

Every teacher is responsible and accountable for all pupils in their class. From time to time, some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors

including ongoing academic progress, and/or specific assessments carried out by teaching staff or other professionals. It may be necessary to offer additional support at times to ensure children have a smooth transition into school or if children require support when going through significant changes either at home or school. Parents/carers will be informed when this happens. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be 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

The stages of support include:

<p><b>Teacher and Teaching Assistant</b></p>	<p>Work closely together to plan, deliver and review carefully differentiated class work or small group intervention work.</p> <p>Teacher to record progress for all pupils using their own observations, assessed work, evidence collected through photographs or video, information from leadership lesson observations and other types of evaluations.</p>
<p><b>SENDCo (within school)</b></p>	<p>Teacher (and Teaching Assistants if appropriate) to discuss progress with SENDCo and to plan additional or alternative strategies.</p> <p>Some children may have an Initial Concerns Form written if we feel they need some support that is likely to be temporary. This could be due to a change in schools, an illness, a period of crisis or for any other reason. We would share this with parents and aim to have no more than two cycles of personal targets and reviews.</p> <p>Some child will have a SEND Support Plan written for them, which will explain the additional individual strategies used in class and set short term targets. These plans will be reviewed termly (or half-termly dependant on age/need) by the teacher and involve the parents in setting new targets.</p> <p>The child's next teacher will also be involved at relevant reviews where possible (usually the summer term review). The SENDCo will oversee this process.</p>
<p><b>Head Teacher</b></p>	<p>The Head Teacher and class teachers (and often the Senior Leadership Team) will review progress against targets for children with SEND Support Plans during regular Pupil Progress meetings.</p> <p>Further strategies may be put into place to increase progress and success.</p>

<p><b>Outside Agencies (outside of school)</b></p>	<p>If, after support from the Head Teacher and the SENDCo, the child is making limited progress (the gap between peers is the same or is widening), the SENDCo will contact outside agencies for assessment, support or advice.</p> <p>The EHA (Early Help Assessment) form is used in some cases and in others, the SENDCO will approach organisations directly.</p> <p>Parental permission will always be sought before referrals are made.</p> <p>Outside agencies may include Educational Psychology, Occupational Therapy, Emotional Well Being services, Child Development Centre and the 0-19 School Nurse Team and the Speech &amp; Language Therapy Team.</p> <p>A list of services we may work with is included later in the document. We will work with other agencies as needed.</p>
<p><b>Education, Health and Care Plan (EHCP)</b></p>	<p>If, despite the ongoing advice and support from other professionals, progress is limited and the gap widens, we will work with other agencies and seek guidance from the Local Authority Graduated Approach to apply for an EHCP Needs Assessment to provide the child with an Education, Health and Care Plan (replacing previous Statements of Educational Need).</p> <p>This thorough document explains, in detail, the support that the child should receive from the relevant professional groups including specifying funding allowances and time allowances allocated by the Local Authority.</p> <p>Interim meetings may also be used if circumstances change or a transition of provision is imminent.</p>

## **Class Teacher/s**

Your child's class teacher/s will make reasonable adjustments which may include:

- plan, prepare and deliver carefully differentiated class work
- use consistent school approaches including displaying visual timetables
- plan, prepare and deliver additional intervention work
- source additional or alternative equipment that may be needed
- plan and prepare work for Teaching Assistants to deliver individually or to groups of children
- regularly check on the progress of your child
- keep you informed via Parent Consultation Evenings, home-school diaries and other meetings including handovers at the end of the day
- write SEND Support Plan for your child to explain support strategies and set termly targets
- regularly review SEND Support Plans with parents

- ensure that there is an inclusive, understanding and supportive atmosphere in the class
- track children's progress and analyse SEND results as part of the End of Year Analysis document
- liaise with pre-school/nursery/middle schools/other schools as relevant to the age group

### **The SENDCo – Mrs Teresa Coles**

The SENDCo is responsible for:

- coordinating the support for children with SEND needs
- developing the school's SEND Policy to make sure all children get consistently, high quality teaching to meeting their needs
- updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are up to date, detailed records of your child's progress and needs
- providing specialist support for teachers and support staff in the school so they can help children with SEND in the school to achieve the best progress possible
- helping to gather evidence of work and/or behaviour in order to complete referrals to professional or voluntary organisations
- work with parents of SEND children, including through informal coffee mornings, be available to attend meetings or support groups jointly if asked and it is appropriate
- liaising with other professionals in person or by phone, letter or email
- attending cluster, local and regional meetings and courses
- cascading information to the teachers and to the wider school team
- monitoring children's involvement in their learning through observations, learning walks and pupil interviews
- ensuring that teacher and teaching assistant training is up to date and signposting courses or meetings to keep all members of staff up to date with national and local advice and strategies

### **The Head Teacher – Mrs Sarah Boyle**

The Head Teacher is responsible for:

- monitoring all of the above
- carrying out regular Pupil Progress meetings
- analysing whole school SEND trends and results
- contributing to SEND discussions in school cluster meetings and in the wider education community

- ensuring the current building is as accessible as possible and provides a safe and stable place for SEND children to learn
- working with Central Bedfordshire Local Authority and building contractors to ensure the school building is fully accessible and provides a safe and stable place for SEND children to learn

### **SEND Governor – Mrs Mandy Reddick**

The SEND governor is responsible for:

- feeding back SEND information to governors at regular meetings (maintaining pupil confidentiality)
- meeting termly with the SENDCO to discuss work and to plan strategically for future SEND
- reading and sharing SEND documentation that is received by the governors
- working with the Head Teacher to ensure the school building is fully accessible and provides a safe and stable place for SEND children to learn

### **Mrs Shires – Head of Inclusion, Teacher in Charge of the SEMH Provision**

The teacher in charge of the SEMH provision is responsible for:

- carrying out the teacher roles and responsibilities for the children in the class
- carrying out the SENDCo responsibilities for the children in her care
- liaising with the Head Teacher and SENDCo where relevant, including sharing useful training that will benefit children in mainstream classes
- accessing and providing up to date training to provision and mainstream colleagues in SEMH needs and physical restraint
- overseeing and monitoring the school's provision for SEND
- acting as Line Manager for the SENDCo

### **Parents and Carers**

Parents are central to children's success at all stages of their journey from 0 to 25 and we aim to develop positive and purposeful relationships with all our parents/carers. We will involve you in all stages of your child's education from the very early stages of applying for a school place to reviewing the move to the next stage of school to ensure it is as smooth as possible. We will ask for your verbal and/or written permission at various stages if we need to undertake special work or assessments with your child or need to speak to professionals outside of school.

We would ask you to support your child by:

- attending meetings that we plan at school including Parent Consultation Meetings and SEND reviews
- carrying out work at home that we ask you to do, for example reading, number work or speech and language tasks
- attending meetings, support groups or training sessions that are planned outside of school
- informing us on relevant issues or changes at home that may have an impact on your child's learning or behaviour
- assisting with parent view or other questionnaires if asked, so that we can review and improve our SEND procedures
- sharing information and ensuring we receive copies of reports from outside agencies such as Paediatrician, Speech therapist etc.

### **Intervention/SEND Support**

Intervention work is any additional work that takes place individually or in a small group. This can be taken from wide range of sources and the lists below share just some examples of work and reasonable adjustments that we carry out.

<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• phonics support</li> <li>• reading support</li> <li>• handwriting practice</li> <li>• writing slopes or pencil grips</li> <li>• writing frames and prompts</li> <li>• use of ICT e.g. use a PC/iPad or laptop to produce work</li> <li>• use of ICT e.g. phonics games on a website/app</li> <li>• additional multi-sensory resources including white boards, chalk, letter beads, letter games, jigsaw letters, story sacks, other table top resources, increased use of the outdoor areas</li> </ul>
<p><b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>• counting practice</li> <li>• number recognition</li> <li>• number formation</li> <li>• number bonds practice</li> <li>• counting practice</li> <li>• work on mathematical language</li> <li>• use of ICT e.g. use a PC/iPad or laptop to produce work</li> <li>• use of ICT e.g. counting games on a website/app</li> <li>• additional multi-sensory resources including number lines, number</li> </ul>

	squares, posters and prompts, concrete equipment including counters or beads, other table top resources, increased use of the outdoor areas
<b>PSHE / Emotional Literacy / Behaviour</b>	<ul style="list-style-type: none"> <li>• emotional literacy games</li> <li>• social stories</li> <li>• puppets</li> <li>• star charts and reward charts</li> <li>• circle time</li> <li>• links to specific members of staff for playtime or lunch times</li> </ul>
<b>Medical and Physical Needs</b>	<ul style="list-style-type: none"> <li>• access to rest areas</li> <li>• access to quiet areas</li> <li>• trained staff to give medicines</li> <li>• trained staff to monitor equipment e.g. hearing aids, glasses</li> <li>• home school diaries and logs</li> <li>• links to specific members of staff for playtime or lunch play times</li> <li>• ensuring access to and safely on out of school learning including day trips and residential trips</li> </ul>
<b>Other Needs</b>	<ul style="list-style-type: none"> <li>• speech and language work using therapist guidelines</li> </ul>

## **Outside Agencies**

Over the years, Silsoe VC Lower School has built up links with many other professionals who support children with SEND.

These have included:

- 0 to 19 School Nurse Team
- local GPs
- Educational Psychologist (EP)
- SEND Support Team
- Child Development Centre (CDC)
- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- Speech and Language Therapy (SALT)
- Continence Team
- Occupational Therapy (OT)
- CHUMS – Emotional Wellbeing Service
- Jigsaw Centre – Behaviour Support
- Outreach – Chiltern Area School Support
- Child and Adolescent Mental Health (CAMHS)

School will approach and liaise with any other professionals that are needed at any stage of the children's education.

## **Documentation**

The Code of Practice explains the documentation needed at each stage of a child's through school. Initially, we will monitor a child and refer to specific support in our daily lesson plans. Once additional, specific support and more regular intervention is required an initial concerns form or SEND Support Plan will be written.

### **Initial Concerns Form**

This is a temporary plan for individual support. This could be for a child who has recently joined the school, or someone who has a short term need due to an illness, a bereavement, a crisis or for any other reason. We would expect targets to be set for between four and six weeks and for the children to need no more than two cycles of plan and review. By the second cycle many children won't need additional support (and will be monitored as part of normal class work) but others will move onto a SEND Support Plan if their needs continue.

### **SEND Support Plan**

The plan outlines the areas of difficulty that will be addressed. It explains the strategies that will be used, who will work with the child and how often. Short term (termly) targets are set that are SMART (Specific, Measurable, Attainable, Realistic and Timely).

### **Education, Health and Care Plans**

If the child does not meet the SEND Support Plan targets set and the gaps remain or widen, then the school will seek guidance from outside agencies and other professionals and consult the CBC Graduated Approach. This may then result in working to complete an EHCP Needs Assessment. This involves collecting wide ranging evidence for the SEND Support Team to consider. The Plan will draw together work from different professionals, as appropriate to each child's need.

### **EHA (Early Help Assessment)**

This is a Central Bedfordshire Council document that the school can use to get outside support for the child. With input from the children parent/carer, we can request specific support from agencies listed on page 6 and others.

### **Personal Budget**

Young people and parents of children who have EHC plans have the right to request a Personal Budget from the local authority, which may identify funding for education, social care and / or health funding. Parents may then arrange:

- direct payments – where individuals receive the cash to contract, purchase and manage services themselves
- an arrangement – whereby the local authority, school or college holds the funds and commissions the support specified in the EHC plan (these are sometimes called notional budgets)

- third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child's parent or the young person
- a combination of the above.

## **Central Bedfordshire Special Educational Needs and Disabilities information, Advice and Support Service (SENDIASS)**

From time to time, parents/carers may find dealing with their child's SEND needs challenging or confusing and may be quite overwhelmed by some of the meetings or professionals they encounter. They may not understand some of the professional 'jargon' used by professionals and contained in reports and may need support in other areas.

They are an independent group who aim to:

- support parents/carers of children with special educational needs
- provide free, confidential and impartial information
- provide information regarding parents' rights and responsibilities

The school will liaise with the CBC SENDIASS as needed including giving out information they send and publicising their events and parent sessions.

The service can be emailed at [sendiass@centralbedfordshire.gov.uk](mailto:sendiass@centralbedfordshire.gov.uk) or contacted on 0300 300 8088.

## **Staff Qualifications and Training**

Mrs Coles, Mrs Shires, Mrs Wright and Mrs Boyle have completed the National Award for Special Educational Needs Coordination.

All other teachers and teaching assistants regularly attend staff meetings and training courses to keep their SEND knowledge and skills up to date. Courses have included:

- SoundsWrite
- SEN Awareness
- Service Design Development Days – SEND and Behaviour
- Supporting the Learning and Development of Writing for Teaching Assistants working with Children with SEND
- Safeguarding
- Reducing the impact and incidence of Bullying on the Vulnerable
- Speech and Language Disorders in Children
- Practical Solutions for Dyslexia
- SEND Awareness Conference
- Small Steps of Progress Training
- TEACCH Course

- Professional Study Group – SEND
- ADHD in the classroom
- Autism Awareness Training
- Emotional Literacy
- Team Teach Training
- Sensory Processing Difficulties
- Boxall Profile Training

The SENDCo, Head Teacher and the Training Co-ordinator continue to monitor courses that are available and arrange for staff to attend as needed.

### **Disabilities**

If your child has any disabilities, including hearing, vision or mobility needs we will work with parents and professionals to meet the child's needs, where we can, as they enter the school and move through with us. This may include installing ramps, hearing loops and rearranging classroom equipment and changes in lighting as well as purchasing other resources needed. We will liaise with families and professionals on a regular basis, as part of SEND Support or EHCP reviews, to review and monitor equipment and procedures required.

### **Conifer Class - SEMH Nurture Provision**

Silsoe VC Lower School SEMH Nurture Provision is a small unit located within the mainstream school building that adopts an inclusive approach to education for children with social, emotional and mental health difficulties. This approach is founded on nurture principles. Psychological research has shown that secure, nurturing relationships and consistency are vital in enhancing children's social, emotional and cognitive development. Therefore, a focus on nurturing early developmental skills, fostering the formation of positive relationships and empowering children to understand and manage their own emotions are the principles which underpin the philosophy of the nurture provision.

The SEMH provision is run on ratio of 1:2 (1 adult to 2 children). There is a Teacher in Charge (Mrs Shires, our Head of Inclusion) and 3 further specialist, full-time TA's. Where necessary, funding is sought to enable further TAs to be employed to allow a higher ratio of adults to children in order that all children in the provision receive the appropriate level of support.

The ultimate aim of the SEMH Nurture Provision is to re-integrate children into mainstream classes. This is considered on each individual child's needs and may begin with a phased programme. For some children however, this is not possible due to the extreme nature of their difficulties and their need for a small, less busy environment in which to thrive. In these cases, other specialist provisions may be considered when identifying the most suitable placement to meet that child's needs.

This inclusive approach to education provides learning opportunities consistent with the age and developmental stage of each pupil and therefore, progress is measured using different tools and benchmarks.

## **Acquiring a Place in Conifer Class**

The Local Authority will receive a request for a place in the SEMH provision from the school at which the child is currently on role. The Local Authority takes this request to a 'Provisions Panel' meeting where professionals from education (schools, Educational Psychologists) discuss and decide if a child's needs would be most appropriately met in a specialist provision such as our SEMH Nurture provision. If it is agreed that the child's needs meet the criteria for a SEMH provision a 'placement request' is sent to the Head Teacher and Teacher in Charge of the provision which includes as much information as possible about the child's needs and current difficulties. We then have a set period of time to consider and respond to the Local Authority with our decision about whether we think we could meet that child's needs and consequently, offer that child a place in the provision.

There are specific criteria on which a child would be allocated a place in a SEMH provision including;

- the child must have a EHC Plan where 'social, emotional and mental health behaviour' is the prime need
- the child must be of lower school age

If a child is allocated a place in the provision there is a process that we follow which can be found in the SEMH Nurture Provision Integration policy on the website.

The types of needs the children who are allocated a place may have included those outlined in the 'Types of SEND' section of the Local Offer.

Due to the significant difficulties of the children who attend the provision, working with other professionals is a key aspect of ensuring the success of a child's placement. These professionals include those stated under the 'Outside Agencies' section of the local offer in addition to;

- Social Care
- Paediatricians
- Transport companies
- Local police
- Inclusion officer
- Inclusion centres (PRUs)
- Colleagues from other schools/educational settings

The SEMH Nurture Provision is an outstanding feature of our school, which provides struggling children with the opportunity to be happy and successful at school where otherwise they may fail and damage their already impaired mental health further. There are also benefits to the mainstream children at Silsoe Lower School of being at an inclusive school; increased awareness and understanding of individual differences and difficulties, the development of resilience, learning tolerance and acceptance of others, having frequent opportunities to practice our Values and having an expert team of teachers and TAs to provide them with outstanding opportunities to develop their emotional intelligence.

## **Communication with Parents and Carers**

If parents or carers have any questions about the SEND support provided by the school, these should be directed to either Mrs Teresa Coles or the Class Teacher. The Class Teacher is often available before or after school for discussions or we can arrange for Mrs Coles to speak to parents at a convenient time. In addition, questions can be asked or documents shared via email at [tcoles@silsoelower.co.uk](mailto:tcoles@silsoelower.co.uk).

## **Complaints**

If parents or carers have any complaints they should contact the Class Teacher, SENDCo or Head of our SEMH provision and discuss these issues with them. If they are still concerned then the Head Teacher, Mrs Sarah Boyle or the Chair of Governors, Mrs Mandy Reddick, will become involved. They can both be contacted via the main school email address which is [admin@silsoelower.co.uk](mailto:admin@silsoelower.co.uk) or on 01525 860247.

CBC SENDIASS may also be of use as an impartial and confidential support service.

# COVID-19

## Local Offer Policy Addendum

### Context

From 20<sup>th</sup> March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Since 1<sup>st</sup> September 2020 Schools reopened fully to all children, only to close again for Lockdown 3 in January 2021. This addendum remains relevant now and for any future partial school closure during the pandemic.

At Silsoe VC Lower School, we aim to maintain our school vision throughout the pandemic:

*“Our vision is to be an excellent, God-centred, values-based, community-focused school where everyone is welcomed, encouraged and included. Our children will develop as creative, determined learners and responsible citizens inspired to achieve their God-given potential and live life in all its fullness. We will foster understanding, tolerance and forgiveness within our caring Christian community.”*

Whilst expectations in the current Local Offer remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These are set out below.

This addendum of the Silsoe VC Lower SEND Local Offer contains details of our individual arrangements in the following areas:

### Vulnerable Children

All pupils with an EHCP have an individual risk assessment which considers the child's educational needs against the potential risks to the child and staff in implementing the planned provision.

Risk assessments for all children with an EHCP are reviewed daily.

Potential staff absence, due to Covid 19, may mean that a child is not supported by their usual 1:1 support assistant. Where possible a familiar adult will support the child instead. During a lockdown situation, Silsoe VC Lower School will follow the latest DfE guidance re vulnerable children.

A proportion of vulnerable children may attend school daily. The routine for these children will be devised based on their needs and will continue as school opens to a wider number of children.

Some vulnerable children may remain at home. Some of these children are at home as their parents feel they can meet their needs and safely look after them at home.

Welfare calls are made to any vulnerable children at home at least weekly in addition to email contact.

### **SEMH Nurture Provision**

All children within the SEMH Provision (Conifer Class) have an EHCP and have been risk assessed. Whilst their risk assessments may conclude that they are safer at home, we have welcomed them back into school in order to provide some of the social and emotional provision set out in their EHCP. We will make reasonable endeavours to do this in order that we can begin to restore positive relationships.

These children may display more challenging behaviours due to their SEMH difficulties and high anxiety on returning to school. We will make reasonable adjustments for these children including a gradual transition back in to school dependent on need, a personalised curriculum and an increased level of staffing in order to support the children's emotional needs. Risk assessments will be reviewed daily.

### **EHCP Reviews**

Where it is possible, EHCP reviews will continue as scheduled but will be held virtually.

### **Visits by Outside Professionals**

All visits will be conducted according to the whole school risk assessment at the time. All visiting professionals will also have their own individual risk assessment.

During a Lockdown scenario professionals will usually meet virtually unless a safeguarding concern necessitates a face to face visit.

Linked Policy: Behaviour Policy