

SEND INFORMATION REPORT

School Values

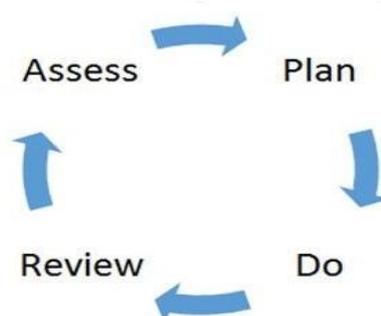
In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

High-quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: class teachers will assess your child's needs to identify what intervention they need to offer your child to enable them to make progress.

Plan: class teachers will plan quality first teaching lessons including differentiated resources to support your child and work closely with support staff in their lessons to ensure your child is able to access the work and make progress.

Do: class teachers will provide quality first teaching and interventions to support your child over several weeks and assess if their strategies have had an impact on your child's learning.

"What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God."
(Micah 6:8)



Review: *class teachers will review your child's progress with their subject leader. If interventions have had a positive impact, the class teacher should continue to monitor within their department. If the intervention has had limited impact, the class teacher will start the cycle again but will work with a member of the SEND team to plan an intervention to support your child.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

The SEND team

Our SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. We liaise with staff to monitor the student's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice

Our SEND team is able to offer support to class teachers to ensure your child is fully supported to access the curriculum. The team comprises of the following staff:

Senior SENCO: Mrs M Graham (Responsible for SEND Students in Years 9, 10 and 11 and Focus Provision)

SENCO: Miss T Caan (Responsible for Year 6 Transition and SEND Students in Year 7 & 8)

Staff can be contacted through the Inclusion Office on 0121 561 6881 x 2536/2533.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Each student's education programme will be planned by the class teacher and will be differentiated accordingly to suit the student's individual needs; this may include additional general support by the teacher or learning support in class. If a student has needs related to more specific areas of their education, such as numeracy & literacy skills etc., then the student will access an appropriate intervention, which will be run by the teacher or LSP/LSA. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.

Student Progress Meetings are held each term. This is a meeting where subject leaders meet with the Senior Leadership Team to discuss the progress of the students. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a student may need more specialist support from an outside agency such as the Children's Therapy Team, paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The governors of St Michael's are responsible for overseeing and monitoring the SEND provision within the school and have appointed a link SEND governor, Mr Ken Hadley, to work closely with the SEND Department. Each child with an Educational Health and Care Plan has a key worker allocated to them. The key worker acts as a vital link of communication between parents and school.

How will the school staff support my child?

For the majority of students, quality first teaching which is differentiated to a high standard will meet their needs. Differentiation is the responsibility of the classroom teacher who will request support from the SEND Team where appropriate. Some students may require the curriculum to be adapted in order for them to make progress. These students may not be on the SEND register.

When the decision is made to place a student on the SEND register, it will be done so in conjunction with parents/carers, teachers and the SEND team to develop a shared understanding of the student's strengths and difficulties, agree outcomes and agree on next steps to support the student. Parents will be notified formally in writing of the student's SEND status.

Placement on the SEND register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEND status.

St Michael's will assign appropriate support to students, this could comprise of any of the following, or a combination thereof:

- in-class support
- small group intervention
- placement on a reading programme
- mentoring from the pastoral team for both learning and behaviour

Where students are in need of further intervention, St Michael's works closely with several outside agencies. This may include the Speech and Language Team, the Behaviour Support Team, the Sensory Support Team, Occupational Therapist, the Common Assessment Framework Team, CAMHS or Consultant Specialist Teacher. In this instance, we will fully consult with the parent/carer and the student.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress; St Michael's, in conjunction with parents/carers and student, may apply for an Educational, Health and Care Plan in this instance.

How will the curriculum be matched to my child's/young person's needs?

All teachers differentiate their lessons to ensure all students are able to access the work. They work closely with support staff to ensure support is customised to the needs of the students to enable them to make progress. The SEND teamwork in collaboration with teachers and advise them of useful strategies to support the teacher's delivery of differentiation. Staff also have access to student profiles that contain useful information and strategies. One page profiles are written with input from our students to ensure staff understand their needs.

Due to COVID-19 this has meant that our support has moved online. Students access their online learning platform through Google Classroom and staff provide online written support through this platform. In addition, students who require additional support are encouraged to download Read and Write Gold Literacy Support – Text help. This software helps students of all ages with reading, writing and literacy in classroom lessons and at home. Read&Write literacy support software makes documents more accessible for reluctant readers, individuals with dyslexia and other learning difficulties.

The school has a very effective tracking system based on frequent assessments and end of year exams; this allows the school to quickly identify specialist support and the opportunity to follow a personalised curriculum to better meet the needs of the student.

St Michael's adapts the curriculum for students as soon as they enter the school. We work closely with primary schools to ensure students who may require an adapted curriculum are identified in Year 6. Miss

Caan is responsible for Year 6 Transition and will liaise with SENCOs, primary staff and parents of EHCP students. Due to COVID-19, transition will take place by providing virtual tours and information will be shared on the school website to support transition.

There is no discreet transition class. However, there are smaller groups for English, maths, science, D&T, computing and PE where they have bespoke learning opportunities delivered by subject specialists and highly trained Learning Support Practitioners. In other areas they are supported through tailored differentiated support. This also includes high levels of support by the SENCO team.

In years 9 to 11, the curriculum is adapted to support students who may not be able to access the full GCSE route. Current courses include Lifeskills and WJEC Retail Business that help prepare students for their adult life.

How is the decision made about the type and how much support my child will receive?

Once a child has been identified as having a special educational need each case is reviewed on an individual basis. Specialist advice is sought and resources are allocated based on this advice. The amount and type of support will be dependent upon their status on the SEND register as well as any physical or medical needs. Support will range from physiotherapy, hydrotherapy, occupational therapy to meet any physical needs, to in-class support, 1:1 interventions, small group work and adapted equipment to help meet any learning needs.

From the beginning of Year 9, an evidence portfolio is collected for each student who may need access arrangements for public exams. Access arrangements may include extra time, scribes, rest breaks, readers, prompter and for example adjustments to examination papers for visually impaired students. This information is collated by the Access Arrangements Co-ordinator in liaison with the SEND Team and teaching staff.

Parents/carers will be made aware of the support allocated to their child through a variety of means.

(f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

How will my child be included in activities outside the school classroom including school trips?

The school offers a wide range of extra-curricular activities including Wheelchair Football, Dance Club, school productions and homework club and support staff are allocated to some activities when needed. All SEND students are actively encouraged to take part. The school is fully equipped to enable students with disabilities to access a range of activities. Parents/carers are contacted to discuss the suitability of activities or trips where applicable.

All students have the opportunity to attend a lunch and break-time club which is run by support staff every day.

Support staff greet students in the morning and ensure that those who have transport provided for them are safely handed over at the end of the day.

Support workers have daily contact with their allocated students and have the opportunity to communicate with parents through the home school diary.

There is a team of staff available to support the emotional and social development of students with SEND and those who are experiencing behavioural difficulties. This team includes: SEND Teachers, SENCOs, Support Staff and the Pastoral Team, Heads of Year, Form Tutors. Family Liaison and Attendance Officers.

Those students who are identified as having a particular need in this area would be able to access extra support and interventions including mentoring, SULP sessions, anti-bullying and anger management and referrals to outside agencies e.g. CAMHS.

PSHE sessions take place in form time throughout the school year and cover a variety of topics including drug awareness, e-safety, sexual health and careers guidance.

The students are encouraged to contribute their views through the SEND Student Voice 'Star Committee' that meets on a regular basis.



What support will there be for my child's overall wellbeing?

Students with physical and medical needs have a detailed care plan and risk assessment, which is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student. Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member.

Staff are trained to support the health and wellbeing of all students through the delivery of training from a variety of specialists. Such training includes first aid, moving and handling, evacuation procedures, fire marshal training, safeguarding and child protection.

Staff have also received Bereavement Training to support students who have experienced a loss during the COVID-19 pandemic.

What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

In-house training sessions are delivered to all staff every half term by the SENCOs and outside providers. The aim of the training is to inform staff of the specific needs of individual SEND students and strategies to support their learning and physical and/or medical needs in the classroom.

The team of support assistants include specialists in the areas of moving and handling, transition and HI/VI and their work supports all staff in ensuring the needs of the students are met. In addition, external support and training is given by a team of external specialist staff including Physiotherapy, Occupational Therapy, School Nurse and Speech and Language Therapist. Support from the local authority includes advisors in specific learning difficulties and behaviour management.

How accessible is the school both indoors and outdoors?

St Michael's is a purpose-built, specialist setting that enables full access for students and staff of all abilities and disabilities. In light of the current situation, the school is closely following the government guidance relating to risk assessments for SEND pupils (see Appendix 1). As a result, additional risk assessments will be carried out for each SEND child prior to their return to school.

How are parents involved in the school? How can I get involved?

Parents and carers have the opportunity to discuss their child's progress on a regular basis, including settling in evenings and parents' evenings. In addition to this, parents and carers of students with SEND can attend the Parent Carer Drop-in Sessions and attend Annual Reviews. However, should parents or carers have any concerns at any time they can contact the relevant member of staff in the SEND Team. Send Parent Forum takes place on the first Tuesday of every month. This is an opportunity for parents to meet with members of the SEND team and work in partnership to develop initiatives and events.

Due to COVID-19, weekly telephone contact is made with our most vulnerable families including all students with an EHCP. This is to ensure full support can be offered in terms of online learning and SEMH support.

How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?

Students are consulted about any transfer to a new setting or to the next stage of their education through the co-writing of their one-page profile, termly action plan and through their full involvement in person-centred reviews.

Further information can be obtained in Sandwell's Local Offer:

<http://www.sandwell.gov.uk/send>

www.gov.uk/government/publications/send-guide-for-parents-and-carers

Appendix 1: Government Guidance

Supporting children and young people with SEND as schools and colleges prepare for wider opening

Updated 26th May 2020

Contents

From the week commencing 1 June 2020 at the earliest, we will be asking primary schools to welcome back children in nursery, reception, year 1 and year 6, alongside priority groups (vulnerable children and critical worker children). From the week commencing 15 June 2020 at the earliest, we will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups.

As settings prepare for wider opening, this guidance provides information on provision for children and young people with education, health and care (EHC) plans and others with complex needs, such as children and young people with special educational needs and disability (SEND) who do not have an EHC plan, but for whom the educational setting or local authority has exercised its discretion to do a risk assessment and offer a place at an educational setting¹.

Throughout the coronavirus (COVID-19) outbreak, educational settings have been asked to ensure that [vulnerable children and young people](#) can attend where appropriate, including those children and young people who have an EHC plan, and for whom it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment. As settings prepare for wider opening, they should continue to offer places to vulnerable children and young people and should look to bring back more children and young people with EHC plans in these target year groups. Their return should be informed by their risk assessments, to help educational settings and local authorities ensure that the right support is in place for them to come back.

From 1 June we will be asking special schools and hospital schools to work towards a phased return of more children and young people, without a focus on specific year groups and informed by risk assessments. From 15 June, we will be asking specialist post-16 institutions to work towards a phased return of young people, without a focus on specific year groups or proportion of learners and informed by risk assessments.

This guidance has been written with help from SEND sector organisations. It outlines pragmatic approaches that local authorities, educational settings, and parents or carers may wish to take.

Updating risk assessments

Following the partial closure of education settings from 20 March 2020, we asked local authorities to consider the needs of all children and young people with an EHC plan and to carry out a risk assessment. Local authorities were asked to work with educational settings and parents or carers to determine whether children and young people would be able to have their needs met at home, and be safer there than attending an educational setting.

From 1 June, educational settings and local authorities should continue to offer places to all children and young people with EHC plans whose risk assessment determined that was the right course of action. Settings and local authorities should keep risk assessments up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and the wider opening of education and care settings to more children and young people.

Risk assessments may prove useful when planning how best to support the return of individual children and young people with EHC plans. Local authorities and educational settings should make their own judgements as to whether risk assessments continue to be useful for each child or young person after they have returned. For example, it may be useful to maintain these in cases where the return is initially only part-time.

We recommend that risk assessments continue to be maintained for children and young people with EHC plans who remain at home, so that:

- they continue to guide local authority and education and care settings' decisions on which children and young people, with an EHC plan, should be attending their educational setting, taking into account the changing circumstances of individual children and young people, so that they can be brought back into face to face education when it is right for them
- when attendance is not appropriate, assessments can help make decisions about the support children and young people should receive at home, noting that circumstances may have changed
- they provide helpful information to headteachers and other professionals in planning for, and supporting, those children and young people with an EHC plan when they do return to educational settings

When updating risk assessments, it is important to take into account that some parents and carers may be unable to sustain the levels of care and support that their children need for a long period of time. As part of updating risk assessments, we ask local authorities and educational settings to be mindful of, for example, access to respite and short breaks services, the loss of care from extended family, and the risks to health of caring week round for children and young people with complex needs.

Where families are unable to continue supporting children at home, we ask educational settings, local authorities and clinical commissioning groups to work together with parents and carers to ensure that children and young people, in any year group, can return promptly to their educational setting. Educational settings and local areas should also keep this actively under review after 1 June, particularly for children and young people who do not return to their setting in the first phase of return.

The risk assessment 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.

Phased returns to educational settings

The Prime Minister has announced that from the week commencing 1 June 2020, we may be able to welcome back more children to nursery, reception, year 1 and year 6. From the week commencing 15 June, we may be able to welcome back more young people to secondary schools, sixth form and further education colleges, for year 10 and year 12 students who are due to take key exams next year. We will only do this provided that the five key tests set by government justify the changes at the time. This will be in addition to vulnerable children and young people, including those with an EHC plan who are currently attending an education setting due to their risk assessment or who are expected to return following a review of their risk assessment.

Our aim is to support a phased and safe transition back to full-time educational provision for children and young people with EHC plans, including those attending mainstream settings, special settings, alternative provision (AP) settings, and those receiving education on hospital sites.² Our approach to vulnerable children and young people with EHC plans during the period of partial school closures has been to trust professionals

who know each child and young person to make appropriate risk assessments based on each individual's needs. We are taking a similar approach in the first steps of transition back to normal provision.

Particular care will be needed in planning for and supporting children and young people with EHC plans to return to their schools and colleges. In the spirit of coproduction, educational settings should contact parents and involve them in decisions about their child who has an EHC plan. Similarly, they should contact and involve young people over 16 who have EHC plans. Schools and colleges will need to ensure that they have the staffing needed to support children and young people at safe ratios. Local authorities will also need to reinstate safe home to school transport arrangements.

Guidance has been published on how to [implement protective measures in education and childcare settings](#). This advice seeks to support settings to enable more children to return to school in the safest way possible, focusing on measures they can put in place to help limit risk of the virus spreading within education and childcare settings. We trust leaders to implement these in the best way possible in line with their setting and local circumstances. Institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences. Further information can be found in the guidance on [isolation for residential educational settings](#).

As we move towards a phased return to educational settings, local authorities remain responsible for keeping the special educational provision in their areas under review. Due to the unprecedented circumstances presented by coronavirus, section 42 of the Children and Families Act 2014 has been temporarily modified so that local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge the duty to secure or arrange the provision specified in a child or young person's EHC plan. Local authorities and educational providers will therefore need to work together to consider for each child and young person with an EHC plan what can reasonably be provided during this temporary period.

Schools and colleges (both mainstream and special) should work with their local areas (local authority and health partners) to ensure that services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility will be available as far as possible. Schools and colleges should be mindful that these considerations could apply to pupils and students who they did not previously affect. Similarly, local authorities will need to work with schools and colleges to ensure that key support services are available to facilitate transition plans.

We recognise that some children and young people with EHC plans will need careful preparation for their return, for example, social stories to help with the transition, or routes marked in Braille or with other meaningful symbols to support children and young people to follow protective measures that have been put in place. This could mean that, informed by risk assessments, the increase in attendance for some children and young people takes place over a longer period of time. (Mainstream and AP educational settings may need to consider similar approaches to support the return of pupils with SEND without an EHC plan.)

The small number of settings that have closed entirely should work towards reopening from the week commencing 1 June.

Supporting children with EHC plans in mainstream schools, colleges and AP settings

We encourage educational settings and local authorities to assure themselves that the risk assessments for children and young people with EHC plans, are kept up to date, as per the guidance set out above. Informed by these risk assessments, local authorities and educational settings should consider whether it is now safe to bring back children and young people with EHC plans whatever year group they are in.

From 1 June, for early years and primary schools, and from 15 June, for secondary, sixth form and further education colleges, provided the conditions for a phased return are met, children and young people with EHC plans in mainstream and AP settings who have not been attending and are in eligible year groups should experience the same return to settings as their peers without EHC plans in the same year group. This return should continue to be informed by their risk assessment. This includes children and young people who are placed in special units and resourced provision attached to a mainstream school, as they are recorded on the roll of the mainstream school.

Risk assessments should inform the way a school or college supports children and young people with EHC plans as they return. Local authorities and educational settings should make their own judgements as to whether risk assessments continue to be useful for each child or young person after they have returned to their setting.

Further information for schools can be found in the guidance on [education and childcare during COVID-19](#) and for colleges in the guidance on [actions for FE colleges and providers during the coronavirus outbreak](#).

We encourage settings to provide additional support to pupils with EHC plans about to make a transition to another setting, or onto adult life.

Supporting children in special schools and specialist post-16 institutions

For all children and young people with an EHC plan in special education settings, such as special schools, special post-16 institutions and hospital schools, settings should encourage attendance based on the child's risk assessment, which should be kept up to date, and on the ability of the setting to provide for their needs. Decisions should not be made using the child's year group as a primary deciding factor. In these settings, year groups may not be as indicative of key transition points or moments that are particularly important for life chances.

Children and young people who have been attending a specialist setting should continue to do so. From 1 June (provided the conditions for a phased return are met), special schools and hospital schools should work towards welcoming back as many children and young people as can be safely catered for in their setting. From 15 June (provided the conditions for a phased return are met), specialist post-16 institutions should work towards welcoming back as many young people as can be safely catered for in their setting. This should be done without specific regard to year groups, unless that is appropriate for the individual child or young person.

Our aim is for specialist provision to support increasing numbers of children and young people to access on-site education, whilst prioritising the safety of children, young people and staff. If it is not possible to bring back all children and young people for whom a return would be appropriate straight away, for example, due to staff absences, settings may want to prioritise attendance for:

- children and young people approaching key transition points, for example, transition to another educational setting or from education to adult life, particularly where multi-agency work to secure that progression is needed
- children and young people who most need on-site provision to support their life chances and development, for example to reinstate routines and engagement with learning

In order to ensure as many children and young people as possible are actively transitioning back to on-site education in specialist settings, we encourage the use of flexible approaches. This may include:

- part-time timetables and attendance rotas
- blended onsite and home learning

- phased returns for individuals or groups
- children and young people being offered blocks of time on-site on a rotating basis

Supporting children and young people in hospital schools

Our aim is for hospital schools based on hospital sites to support increasing numbers of children and young people to access on-site education through a phased return. Education should be provided for as many pupils in these settings as is possible, in line with risk assessment and [protective measures guidance](#) and if headteachers agree with the NHS trust staff that it is safe and feasible to do so.

Hospital schools on hospital sites should use their discretion about providing education, including how and where this is carried out and which pupils should be prioritised. We expect that hospitals and NHS trusts will continue to work closely with headteachers so that children and young people in hospital schools are able to access their education, including through access to hospital classrooms.

The hospital infection prevention and control team must be consulted about this, because there will be many infection prevention and control and safety considerations to be taken into account.

Mainstream schools should continue to support their pupils in hospital in order to minimise the impact of their hospital stay on their education.

Questions and answers

What should be considered when updating risk assessments?

For children and young people for whom a risk assessment continues to be recommended, up to and/or after 1 June, their risk assessment 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/ clinical vulnerability. For further information, refer to the guidance on [shielding and protecting people who are clinically extremely vulnerable from coronavirus](#)
- the risk to the individual if some or all elements of their EHC plan temporarily 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 or in a different way at school
- the ability of the individual's parents or carers or home to ensure that their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite care. (This may be particularly important to consider, from 1 June, for those children and young people who are not in the year groups prioritised for a return to education settings.)
- any risk to siblings or family members if the child or young person's condition prevents or inhibits self-regulation and if their behaviours cannot be supported or managed by parents or carers at home
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the [vulnerable children and young people guidance](#) for further information on school attendance for children with a social worker)
- any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation)

If a risk assessment determines that a child or young person's needs continue to be more safely met at home, local authorities, educational settings and parents should consider whether moving either equipment or services into a child or young person's home would enable them to be supported there. This may be a more feasible solution for day settings than residential settings, and may include:

- physiotherapy equipment
- sensory equipment
- online sessions with different types of therapists
- phone support for parents in delivering interventions

- in-person services, where necessary

Why is it now safe for some children to return to school or college when it wasn't previously?

There will be many children and young people with EHC plans who, following their original risk assessment, have not been attending their educational setting because it was determined that their needs could be more safely met at home. Risks change over time, and the phased return to educational settings will only take place if the national risk level is lower than it was when educational settings were first asked to close to most pupils and students, i.e. if the [government's five key tests](#) are met. When that is the case, it will be right for educational settings and local authorities, working with families, to bring back more children and young people who have not been attending their educational setting. This will be based on individual risk assessments and within the limits of what the educational setting is capable of accommodating, given any staff absences and the need for protective measures.

What does it mean for attendance to be 'appropriate' or 'expected' for particular children and young people?

The guidance on [vulnerable children and young people](#) refers to pupils and students attending if it is 'appropriate'. For children and young people with an EHC plan, when a child or young person's needs can be met as safely or more safely in the educational environment, attendance is deemed 'appropriate' and these children and young people should be strongly encouraged to attend. If their needs cannot be met as safely or more safely in the educational environment, attendance is 'not appropriate' at this time and these children and young people should remain at home and be supported through remote education and other services, where possible. Local authorities and educational providers should keep risk assessments under review, in case circumstances change and a different decision is needed.

Are all children and young people with EHC plans expected to attend?

Vulnerable children and young people are expected to attend, if it is appropriate for them (for example where there are no shielding concerns for the child or young person or their household, and/or following a risk assessment for children or young people with an EHC plan). This is so they can access the educational and wellbeing benefits of attending. Vulnerable children and young people – regardless of year group – who have not been attending in the recent period are expected to return to nursery, early years, school or college provision if it is now appropriate for them to do so.

There is further information on attendance outlined in the guidance on [actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#).

Can dual-registered children and young people attend both settings?

Moving between settings will increase the risk of viral spread, however there are circumstances where this may be required, such as where a child or young person's needs cannot be met without provision in two settings. This means that provision in two settings is possible, but will be subject to the child or young person's individual risk assessment, and on the ability of both settings to accommodate the child or young person. These risk assessments are likely to be complex, and the two settings may need to liaise with one another. It may be best for a child or young person to return to only one setting, or to return to one setting first before returning to both, so that their opportunity to receive on-site education is not delayed due to those complexities.

Does school or college provision have to be delivered as it usually is for children and young people with EHC plans?

Due to the unprecedented circumstances presented by coronavirus, the section 42 Children and Families Act 2014 duty to secure the provision within an EHC plan has been temporarily modified so that local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge this duty. This means that local authorities and health bodies must consider what they need to provide for each individual child or young person with an EHC plan during the period that the modified section 42 duty is in force. For some

children and young people, the provision specified in their plan will continue to be delivered, but for others, the provision may need temporarily to be different to that which is set out in their EHC plan.

More information is available in the guidance on [changes to the law on education, health and care needs assessments and plans due to coronavirus](#).

As per the [actions for education and childcare settings to prepare for wider opening from 1 June 2020 guidance](#), no school will be penalised if it is unable to offer a broad and balanced curriculum to its pupils during this period.

How can a risk assessment be conducted (or updated) for all the children and young people with EHC plans in a school, college or local area?

Risk assessments should be proportionate. In both assessing risks and meeting needs, local authorities and educational settings should concentrate their resources on those children and young people with the most complex needs.

Local authorities and educational settings should work together to decide who is best placed to carry out risk assessments for individual children and young people.

Who needs to be involved in making/updating the risk assessment?

The key risk assessors should be local authorities and educational settings, taking into account the needs and views of the child/young person, their parents/carers and social workers and virtual school heads where appropriate.

Where an educational setting makes a decision without being able to involve the local authority, for instance where circumstances are changing too rapidly, they should inform the local authority of that decision immediately.

Where a child or young person is not initially returning to their educational setting, local authorities and educational settings need to ensure that the family understands the support plan that is in place for them.

If a child or young person has a diagnosis of a learning disability (such as profound and multiple learning difficulties, or a severe learning difficulty), autism or both, and behaviours that challenge or a mental health condition, the risk assessors should ensure, with the agreement of the family, that the child is identified on the NHS Clinical Commissioning Group dynamic support register (see the nasen guide [improving health care: learning disabilities and autism](#) for further information).

How does this guidance impact children and young people who have an EHC plan and a social worker?

There are a significant number of children and young people with an EHC plan and a social worker. Decisions about whether these children and young people should attend or return to an educational setting should be made collaboratively on an individual basis. Local authorities and educational settings should work with parents or carers, the child or young person and social workers to undertake or update a risk assessment to determine where the child or young person's needs and best interests can be best met.

Is the government prescribing a particular form or process for the risk assessment?

No. Local authorities and educational settings will have their own arrangements in place. We trust local leaders to agree what the most appropriate and proportionate formats are.

Has the responsibility for special educational provision changed?

Responsibility for commissioning any at-home special educational provision lies with the local authority responsible for maintaining the EHC plan, although it may be possible for some of the provision to be

provided by the school or college or even in a home setting. The local authority should work with the educational setting to ensure that parents and carers are aware of the education, health and care services available to them at home.

Under the temporarily modified section 42 duty, local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge the duty to secure or arrange the provision specified in a child or young person's EHC plan. We have published detailed guidance on the [changes to the law on education, health and care needs assessments and plans](#) due to coronavirus. It includes some illustrative examples of the type of arrangements that might be reasonable for local authorities and health commissioning bodies to put in place.

Can the risk assessment be reviewed or changed as events change?

Yes. Local authorities and educational settings will need to revisit and update risk assessments as circumstances change. For example, the needs of some children and young people may be able to be met at home but only for a finite amount of time.

Who might be involved in supporting learning for those children and young people who remain at home, on a full or part time basis?

Educational settings should ensure that pupils and students who are not attending settings full time in person continue to engage in learning as far as is possible (for example through remote education), and that an increasing focus is put on preparing the way for their return. Providers should engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning and to consider how parents can support this and any additional help they might need.

We have an experienced, expert workforce of special educational needs coordinators (SENCOs), education psychologists, speech and language therapists, qualified teachers of sensory impairments, other therapists, and teaching assistants often with specialist knowledge.

Designing at-home learning and support for children and young people with EHC plans could involve any or all of these professionals, to design or adapt interventions or learning materials. For example, this might involve designing a speech and language intervention that parents can deliver at home, or adapting or selecting online learning materials.

For those children and young people with EHC plans in mainstream schools and colleges, SENCOs will typically lead on ensuring that they have access to materials they can use to learn, often drawing on other professionals to source or adapt online learning that addresses a child or young person's special educational needs. Similarly, education psychologists may play a key role in recommending the essential provision for a child or young person to receive at home.

In addition to a suite of online lessons and materials available from the Oak National Academy's [specialist curriculum](#) for children and young people with profound needs, we are helping parents to support learning at home, including by publishing a list of [online learning resources for children with SEND](#).

What risk are teachers, support staff and other practitioners exposing themselves to?

As far as is possible, guidance on [implementing protective measures in education and childcare settings](#) should be adhered to in all settings and class or group sizes should be kept small. We have published additional guidance on protective measures in the [safe working in education, childcare and children's social care settings](#) guidance to support education settings in planning for the increase in numbers from 1 June. This outlines important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus and reduce risk.

What about the risk to staff working hands-on with pupils and students who cannot adhere to strict hygiene practices?

We recognise that some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably. It will be impossible to provide the care that some children and young people need without close hands-on contact. In these circumstances, staff should minimise close contact wherever possible, increase hand-washing and other hygiene measures, and clean surfaces more regularly and maintain existing routine use of personal protective equipment. We recommend that educational settings follow the Public Health England guidance on [cleaning in non-healthcare settings](#) and the guidance on [safe working in education, childcare and children's social care settings](#).

1. Throughout this document, except where reference is made to local authorities' modified duty to make provision for children and young people with EHC plans, references to children and young people with EHC plans should be read as also including any children and young people with SEND who do not have an EHC plan but for whom the education setting or local authority have exercised their discretion to carry out a risk assessment for them, for example due to the complexity of their needs.
2. Children and young people who are clinically extremely vulnerable and shielding should continue to follow the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#).