

SEN Feedback to Govs . 1/7/20. From Karen Moore, College SENCO to Mary Ellery, SEN Governor.

Remote learning has continued to be supported well by the Learning Support Team. Where families have found it difficult to engage with Class charts (due to technology or frustrations with engaging their young person) hard copies of work have been posted home. Throughout this term all families of children with an EHCP have had a telephone call/verbal contact at least once per week. This has been very well received. All students on the SEND register have had regular contact via email/TEAMS chat/and phone calls.

TA's have attended TEAMS lessons with the students they support. They have worked with families to help them access TEAMS - joining with the student initially to help them access the lesson and then leaving the lesson when appropriate. There has been an increase in students coming in to school over the last month to join the vulnerable student group. This was expected, as due to the ongoing situation more and more families have found it harder to manage, keep their child engaged with home learning whilst managing their own jobs and/or returning to work.

There has been a rota of TA's in school throughout lockdown to try to share out a balance of support with remote learning alongside face to face support in school. We have had 6 remote EP consultations with parents and TA's. The face to face assessment work is beginning next week now that the EP can make a school visit.

I have applied for 5 EHCP's during lock down. A further 3 have been finalised.

With regards to September - we are currently planning with the understanding that we will all be returning to work and planning for 'normal'. Recent advice regarding 'bubbles' for year group needs clarifying - it is a good system for possibly the primary sector but would have huge implications for day to day running of secondary schools. I believe there is a further update tomorrow so we can plan from there.

To prepare for the increased number of students returning and needing emotional support, we are allocating an increased number of hours for Caroline Arnett to deliver Emotional Logic Intervention. Alongside this there are plans to alter the number of students in Extra English in year 7 to free up Heather Richards (newly qualified HLTA) to be available for 6 hours per week to provide attachment based mentoring/mentoring and get out in to the classrooms to support the year 7's who have not had the same transition experience that we would have liked. This is mainly due to the SEND information provided by Primary schools and the conversations I have had indicating that the year 7 students starting in September would benefit and enjoy a modern foreign language and would not need 3 hours of additional English. We plan to assess all the students starting in year 7 for reading and spelling - this can then provide us with a benchmark and starting point as there is no end of KS2 SATs data for this year.

We have had enhanced transition for several year 6's with EHCP's and/or high levels of anxiety and this has been of benefit and will continue to the end of term.

