

# SEND'14

EDUCATION  
HEALTH  
SOCIAL CARE  
WORKING TOGETHER



SENCO: Mrs Saffer

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## SEND INFORMATION REPORT 2021 - 2022

### 1 The kinds of special educational needs that are provided for

Manby Lodge is an inclusive mainstream infant school. There is an emphasis on 'Quality First Teaching' so staff are able to cater for learners who may have difficulties with:

- **Cognition and Learning**, including difficulty with memory, task organisation, completing tasks, concentration, transferring and applying learning, time management skills, self-assessment skills, information processing skills, letter and/or number recognition and recording, phonic applications, spelling, reading accuracy, reading speed, reading comprehension, learning and application of number facts, organising ideas for writing, developing writing.
- **Communication and Interaction**, including pragmatic skills, receptive language (understanding) and expressive language (words used), attention and listening skills, reluctant talkers.
- **Social, Emotional and Mental Health**, including self-monitoring and regulation skills, self-esteem, attachment and relationship building, anxiety, resilience, self-confidence and self-awareness.
- **Sensory and/or Physical needs**, including fine motor skills, gross motor skills, hearing impairment, visual impairment, sensory processing, visual stress.

Some children with medical needs may also have additional needs as above.

**It is our job to move children on from their starting point, regardless of where that may be.** We follow the Surrey Profile of Need, and children may have access to Universal Support, School SEND Support, Specialist SEND Support, or Statutory Assessment.

		<p>Our access arrangements include:</p> <ul style="list-style-type: none"> <li>• Disabled entrance into the school, to the school hall and outdoor learning environments in Reception and Year 1.</li> <li>• A portable ramp for use in other buildings.</li> <li>• Two disabled toilets, one upstairs, one downstairs.</li> <li>• Space and facilities for a lift to enable wheelchair access upstairs if required.</li> <li>• Changes in height on the ground are highlighted with a yellow stripe.</li> </ul>
2	<p><b>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.</b></p>	<p>At Manby Lodge we follow the process of <b>Assess, Plan, Do, Review</b></p> <ul style="list-style-type: none"> <li>• We look at the child's starting point.</li> <li>• We plan carefully for their next steps.</li> <li>• We do what we plan.</li> <li>• We review the impact, and consider next steps.</li> <li>• We involve parents and carers wherever necessary.</li> </ul> <p>Monitoring and identification</p> <ul style="list-style-type: none"> <li>• Assessment for learning happens in every lesson throughout the day through observation and feedback.</li> <li>• Data is collected each term, and children identified who we may be concerned about.</li> <li>• Pupil progress meetings happen termly, where we discuss the overall development and progress children have made.</li> <li>• Additional support and interventions are planned for and regularly reviewed.</li> <li>• SEN meetings take place termly, between the class teacher and SENCo</li> <li>• Parents views will be sought and we will work in partnership to address any difficulties.</li> <li>• Other agencies may be involved, offering specialist advice and support.</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>• We liaise with Nursery and pre-school settings before children join us in Reception.</li> </ul>

		<ul style="list-style-type: none"> <li>• We liaise with medical experts and arrange staff training as necessary.</li> <li>• When children move from Early Years to Key Stage 1, we have a staff handover meeting and a planned transition period for the child where a range of activities will take place.</li> <li>• When children move from one class to another, a staff handover will take place and there will be planned opportunities for children to meet key adults and familiarise themselves with the physical environment.</li> <li>• We hand over to Junior school settings when children leave us, sharing a range of information about the child.</li> </ul> <p>Staff follow a flowchart of actions and stages, before considering whether the child should be identified as SEN and then put on the SEN register. At this stage the parents, teacher and SENCo will be working together.</p> <p>School contacts</p> <ul style="list-style-type: none"> <li>• Your child’s class teacher is your first point of contact. They will also contact you if they have any concerns.</li> <li>• If your child has an EHCP they may have support staff who work closely with them and support them on a daily basis.</li> <li>• The year group leader has the responsibility for the progress and curriculum of all children within their year group. They may be able to support if the class teacher is not able to.</li> <li>• The SENCo takes responsibility for the day to day operation and co-ordination of provision for SEN children. The SENCo works closely with staff, parents, carers and other agencies.</li> <li>• The SEN link Governor has oversight of the schools arrangements and provision for meeting special educational needs.</li> </ul> <p>Our school SENCO is Mrs K Saffer – see top of document for contact details. Our school SEN link Governor is Anna Fisher Jeffes – Anna can be contacted through the school office.</p>
3	<p><b>Arrangements for consulting parents of children with SEN and involving them in their child’s education.</b></p>	<p>We encourage an open dialogue with parents and work in partnership with parents to make sure all children are the ‘best they can be’.</p> <p>Feedback and consultation with parents</p>

		<ul style="list-style-type: none"> <li>• Two formal parents/teacher consultations are offered (Autumn and Spring term) and targets shared with parents.</li> <li>• Each child receives an annual written report.</li> <li>• There are termly shared learning sessions, where parents are invited into school to participate in lessons with their child.</li> <li>• There are many opportunities for parents to come into school and celebrate their child's learning and successes eg celebration assemblies, Harvest/Christmas celebrations, music and drama celebrations, transition events.</li> <li>• Children with SEN who are on the SEN register will have a SEN Support Plan.</li> <li>• SEN Support Plans are reviewed and rewritten every half term and detail interventions, support and outcomes that have been in place to move the child on and what the next steps should be.</li> <li>• Parents are encouraged to contribute to SEN Support Plans and their views are sought.</li> <li>• Where specialist outside agency involvement is necessary, parents will be consulted and referrals completed together where possible.</li> <li>• Where specialists have been involved, parents will be invited to hear findings and feedback, and given a copy of any paperwork received.</li> </ul> <p>Parents are encouraged to take an active role in school supporting the children in class or as part of the Friends of Manby Lodge. All parent helpers must have an up to date DBS check which is processed through the school office. At the start of each academic year the Head Teacher runs a parent volunteer meeting where expectations and procedures are explained. We hold meetings throughout the year to keep parents informed of any curriculum developments and strategies they can use to support their children.</p>
4	<p><b>Arrangements for consulting young people with SEN and involving them in their education.</b></p>	<p>The children at Manby Lodge are used to thinking about their learning, and we have school wide learning behaviours that are celebrated regularly, up in all classes and in communal areas. The learning behaviours are:</p> <ul style="list-style-type: none"> <li>• Resilience (tortoise)</li> <li>• Resourceful (beaver)</li> <li>• Playing and Exploring (kitten)</li> <li>• Hygienic (pig)</li> <li>• Responsible (penguin)</li> </ul>

		<ul style="list-style-type: none"> <li>• Reasoning (dolphin)</li> <li>• Reflective (owl)</li> </ul> <p>These learning behaviours often give children support in using learning language.</p> <p>We also have four key values that underpin everything we do at Manby Lodge. These are happiness, confidence, independence and kindness.</p> <p>It is important that children with SEN understand their areas of difficulty and strengths. We want to include the views of our learners so they feel involved with their learning and progress.</p> <ul style="list-style-type: none"> <li>• We use simplified and age appropriate language when speaking to children</li> <li>• We use pictures and visual prompts where appropriate to help gather their views</li> <li>• We complete a one page profile about the child when they are put on the SEN register. This details how the child learns best, and what can be done to support them.</li> <li>• We constantly speak to children about their learning and behaviour</li> <li>• We communicate with parents to find out what works at home, and aim for a consistent approach between home and school.</li> </ul>
5	<p><b>Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment progress.</b></p>	<p>During our Assess, Plan, Do, Review process we look at the actions needed to support a learner towards their outcomes and highlight what needs to be accomplished at home and school to support the child. Every half term, the class teacher SENCO and parents will review the targets on a child’s Support Plan, and if they need to be updated or changed then the parents will receive an updated Support Plan.</p> <p>The school has good links with outside specialists including:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists,</li> <li>• Learning and Language Support,</li> <li>• Behaviour Support,</li> <li>• Occupational Therapy,</li> <li>• Autism Outreach Support</li> <li>• Home School Link Worker</li> </ul>

		<p>If an agency has been asked to come in they will spend time with the child and contribute ideas for manageable targets for the child's SEND Support Plan which will be shared with the child by the class teacher. They will hold a meeting where all staff involved with the child and parents are invited.</p> <p>If a child has an EHCP (Education Health and Care Plan) there will be an additional annual review at the end of the school year where targets will be reviewed and new targets created with input from specialists, class teacher and parent's views.</p> <p>Parents are encouraged to contact the class teacher or SENCo to discuss concerns or difficulties.</p>
6	<p><b>Arrangements for supporting children between phases of education and in preparation for adulthood.</b></p>	<p>We have established induction programs in place both for new joiners in Reception and for those children moving on in year 2.</p> <p>For children joining Reception:</p> <ul style="list-style-type: none"> <li>• Staff will gather information from Nursery and pre-school, and visit as many as possible</li> <li>• Home-school visits will be arranged</li> <li>• Stay and play and story sessions will be arranged for the child and parents to visit the school setting</li> <li>• Class places will be carefully allocated considering friendship groups and identified needs</li> <li>• All paperwork will be shared</li> <li>• Any outside agency advice will be sought as necessary</li> <li>• Parents will be contacted by the SENCo if their child has special educational needs</li> </ul> <p>For children moving on to Year 3</p> <ul style="list-style-type: none"> <li>• Discussions will take place between our staff and staff from the receiving school, including the SENCo</li> <li>• All paperwork will be copied and sent to the new school</li> <li>• Meetings between the new school, parents and us may be arranged as necessary</li> <li>• A transition programme will be arranged between us and local Junior schools. There will be a range of opportunities for children to visit the new school, make contact and form relationships with staff and pupils at the new school, and visit the setting.</li> <li>• Any outside agency involvement will be shared, and reports copied for the new school.</li> </ul>

7	<p><b>The approach to teaching children and young people with SEND.</b></p>	<p>At Manby Lodge we expect all teachers to teach Quality First Teaching as part of our Wave 1, universal provision. We fully differentiate the curriculum to ensure all children are challenged and achieve to the best of their ability. Children who have been identified as having SEND will also have a SEND Support Plan which details their personal targets and support they are being given. Any adult that works with this child will be aware of their targets. Our Wave 1 (universal), Wave 2 (school SEND) and Wave 3 (specialist SEND) provision maps state the way in which pupils may be supported across the school. Our SENCO is also the Deputy Headteacher and works closely with the Senior Leadership Team, class teachers and support staff to ensure every child is receiving the best support they need to make progress.</p> <p>Where necessary, a child with significant needs will have a totally adapted curriculum. We will look at learning objectives from earlier stages in the child's development, which may not match the chronological year group they are in eg a child in Year 2 may be working on the Early Learning Goals (Reception).</p> <p>We have continuous provision in our Reception and Year 1 classes. All children are able to independently apply their learning in a variety of ways, in a carefully planned indoor and outdoor learning environment.</p>
8	<p><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</b></p>	<p>Once a need has been identified the school will match relevant provision to the need, in order to support the child. Support may take the form of:</p> <ul style="list-style-type: none"> <li>• additional resources</li> <li>• a change in the environment</li> <li>• adult support on a 1:1 basis or working in a small group</li> <li>• peer support</li> <li>• differentiated tasks to ensure access</li> <li>• Reading books specifically matched to the child's phonics stage</li> </ul> <p>We will make reasonable adjustments to the curriculum and learning environment, to enable the child to participate and make good progress.</p> <p>We have an Accessibility Action Plan in place and this is reviewed and updated annually by the governing body. All new buildings in school are wheelchair accessible and we have a portable ramp for use in other buildings. There are 2 disabled toilets within school. Changes in height on the ground are highlighted with a yellow stripe.</p>

9	<p><b>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</b></p>	<p>As part of our regular continual professional development, staff are given opportunities to update and enhance their skills. We have links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers.</p> <p>The acquisition of new skills to support children is considered important and this is included in our professional development programme for both teachers and support staff. SEND is discussed regularly in school and there are opportunities for staff to discuss individual pupils and get advice and support from others. We ask outside agencies to come into school and provide training for our staff on updated strategies that will support children with specific needs. Our SENCO is an experienced class teacher and continues to attend different training to ensure staff are able to provide the best learning experience for all children.</p> <p>During 2020-21 the school took part in an SEN Peer Review programme. The SENCo worked closely with other local SENCos, and also had 1:1 consultation time with David Bartram (OBE for services to SEN). The SENCo has also completed the National SENCo Award.</p>
10	<p><b>Evaluating the effectiveness of the provision made for children and young people with SEND</b></p>	<p>We regularly review the needs of the learners within the school and the provision we have in place for them. Teachers are encouraged to reflect on their teaching and learning practise to ensure that any provision put in place for children with SEND is appropriate.</p> <p>We have a range of staff with specific expertise, and are in the process of training teaching assistants to be 'experts' in one of the four broad areas of SEN need. Our TA's that lead interventions have been trained and the outcomes from interventions are closely monitored. We regularly review the interventions that are offered, and ensure they have positive outcomes following research and evaluation. We also reflect on current published research including the EEF, Ofsted, and DfE publications for SEN.</p> <p>Our recent Ofsted report (Nov 2021) recognised the effective provision and high expectations we have for pupils with additional needs in school.</p>

		<p>The head teacher, governors and business manager oversee all matters of finance relating to the school. Our finances are monitored regularly and we utilise resources to support the strategic aims of the school as well as individual learner needs. If specialised resources are needed to support a child then the school will work with parents and outside agencies to provide these where possible.</p>
11	<p><b>How children and young people with SEND are enabled to engage in activities available with children in the school who do not have SEN.</b></p>	<p>Our school policy is that all pupils will be included in all aspects of the curriculum. When working outside of the classroom (within the school grounds) resources and accessibility are carefully considered and any special need is planned for. When organising school visits staff carry out a comprehensive risk assessment and ensure that all activities are accessible to all pupils'. We adhere to all adult to child ratios and will take extra adults if this is deemed necessary. If appropriate we also include parents in the planning process and include them in any decisions about the special needs of their child.</p>
12	<p><b>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the view of the children with SEN and measures to prevent bullying.</b></p>	<p>Manby Lodge has an excellent standard of pastoral support. Children feel safe at school and all staff take an active role in encouraging and nurturing children to be the 'best that they can be'.</p> <p>We have:</p> <ul style="list-style-type: none"> <li>• A well-established behaviour system with a visual prompt of a rainbow, thunder cloud, and the stages in between. Children are rewarded for following school rules and there are consequences for making the wrong choice.</li> <li>• A zero tolerance approach to bullying in the school. Any allegations will be investigated, and outcomes shared with all involved.</li> <li>• A robust PSHE programme and follow the Jigsaw scheme of work.</li> <li>• Mindfulness activities timetabled daily in all classes.</li> <li>• Worry monsters in classes so children can share a problem or worry by writing it down.</li> <li>• Staff who are well trained in identifying worrying behaviour in children, including attachment, anxiety, low mood, self-esteem and confidence concerns.</li> <li>• Family service at lunchtime – the children serve each other and take responsibility for setting and clearing the tables. This promotes conversation and enhanced social and life skills.</li> <li>• An experienced ELSA on site (Emotional Literacy Support Assistant). The ELSA works with individual children, with small groups, support in class, in the playground, and offer advice and ideas to staff and parents/carers. Our ELSA supports children with a range of needs including friendship issues, confidence and self-esteem issues,</li> </ul>

		<p>bereavement, social skills, behaviour needs, anxiety and worries.</p> <p>We run a school council in order for children to have a voice and say in the running of the school. Values are at the heart of our school ethos. Our values reflect what we want for all children, regardless of attainment or needs: We want them to be happy, confident, independent and kind.</p> <p>We also have a Health and Safety policy in place that staff are familiar with. All of our staff are trained on how to use Adrenaline Auto Injectors, asthma medication and the majority of staff have paediatric first aid training. Where children have specific medical conditions, relevant staff will receive training from medical experts eg diabetes nurses. All staff are also regularly trained and updated on safeguarding procedures.</p>
13	<p><b>How the school involves other bodies, including health and social care bodies local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families.</b></p>	<p>At Manby Lodge we endeavour to develop the child as a 'whole' which may mean involving outside agencies where appropriate. If a child is recommended for outside support from a specialist teacher or agency, parental consent will be sought before any referrals are made. We have close links with other schools around the area. We have strong links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers.</p> <p>The SENCo and Headteacher frequently liaise with inclusion agencies including:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• Learning and Language Support</li> <li>• Behaviour Support</li> <li>• Occupational Therapy</li> <li>• Autism Outreach Support (Freemantles)</li> <li>• Paediatrician</li> <li>• Home School Link Worker</li> <li>• Children's services</li> <li>• Attendance and inclusion service</li> </ul>

14	<b>Who can I contact for further information?</b>	<p>In the first instance we encourage parents to speak to their child's class teacher if they have concerns. If further help or information is needed then parents may organise an appointment with the SENCO The SENCO is Mrs K Saffer.</p> <p>If it is deemed appropriate then the head teacher may also be involved in this meeting.</p> <p>If you have a complaint to make about the school, a copy of the school's complaint procedure can be found on the school website.</p>
		<p>For more information about SEND provision that Surrey has to offer parents please visit <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a></p>
<b>SEND Information Report COVID 19 Addendum</b>		
<b>Context</b>	<p>From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to continue to provide care for a limited number of children: those who are vulnerable and children whose parents are critical to the COVID-19 response, who absolutely need to attend and who cannot be safely cared for at home. Since this time, there have been periods of time where children have experienced blended learning (remote, part time, and face-to-face education). 'Vulnerable children' includes those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), children in care, young carers, disabled children and those with education, health and care (EHC) plans.</p> <p><b>We continue to follow guidance from the Local Authority and the DfE regarding Covid 19.</b></p> <p>This addendum contains details of our individual arrangements and changes to our usual mode of working in the following areas:</p> <ul style="list-style-type: none"> <li>• Vulnerable children and eligibility</li> <li>• Provision for children with an EHCP</li> <li>• Arrangements for children with SEND</li> <li>• Access to technology</li> <li>• Transition arrangements</li> </ul>	

	<ul style="list-style-type: none"> <li>• Work with outside agencies</li> <li>• Well-being and mental health</li> </ul> <p>Please note: This addendum should be read in tandem with the Safeguarding Policy and Covid Remote Learning Plan.</p>
<p><b>Vulnerable children and eligibility</b></p>	<p>Vulnerable children include those children and young people up to the age of 25 with education, health and care (EHC) plans. Those with an EHC plan will be risk assessed where necessary in consultation with parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.</p> <p>Risk assessments will consider a number of different risks to each individual, including:</p> <ul style="list-style-type: none"> <li>• the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required</li> <li>• the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting</li> <li>• the ability of the individual's parents or home to ensure their health and care needs can be met safely</li> <li>• the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered</li> <li>• the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)</li> </ul>
<p><b>Provision for children with an EHCP</b></p>	<p>During the first lockdown, The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities and educational settings needing instead to apply 'reasonable endeavours' to support these children and their families. This is no longer the case, and throughout the following lockdown (January 21) schools have a statutory duty to maintain the provision in EHCPs.</p> <p>Where children with EHC plans take up an eligible place in school, we will continue to ensure a safe space for these children to attend and flourish. The Headteacher/ Deputy Head/SENCo will ensure that appropriate staff, facilities and provision are available to secure a safe,</p>

	<p>appropriate and positive placement for these children. The support appropriate to each child in this circumstance will be reviewed on an individual basis.</p> <p>Staff at Manby Lodge will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on hand washing and other measures to limit the risk of spread of COVID19.</p>
<p><b>Arrangements for children with SEND</b></p>	<p>Working in partnership with parents continues to be a priority for Manby Lodge. Each class teacher will send work home, including differentiated work for challenge and/or support. Home learning packs have been made and distributed, which include whiteboards, pens, phoneme mats, number lines, handwriting font.</p> <p>The daily timetable includes online live sessions, lessons recorded by school staff who know the children best, and a home learning grid of activities to work through while supported by adults at home, or independently. School staff will be mindful of the availability of support and resources at home when planning tasks. Staff will try to ensure tasks are accessible for children with SEN. If necessary, sheets will be printed,</p> <p>Where possible, children with additional needs have been offered (and secured) a place at school, either full time or part time, so their routine and access to teaching staff (face to face) and physical resources can continue. Interventions will continue for children working at home or in school, and although run in a different way (remotely) they will still target any gaps or difficulties the child may have, and regularly be reviewed.</p> <p>Staff can be contacted via email or through the school office. The school now uses Microsoft Teams as an additional form of communication within school and with the parent community, and staff can easily be contacted by parents through this route. Daily live sessions ensure visual contact for all children, and all work submitted is checked and feedback given. If staff are worried about engagement, quality of work being submitted, or the wellbeing of any child, they will contact the family to discuss. Staff (teachers, support staff, SENCo, Headteacher) will also regularly check in with families, via email or phone call, to see if there is any support that can be offered.</p> <p>Packs of printed materials are available for collection from the school if necessary, and pupils have access to a range of online learning programmes including Purple Mash and Oxford Owl E books. From February 2021, parents were also able to collect sets of banded books, to reduce time reading from screens, and ensure texts are at the instructional level for the child.</p>
<p><b>Access to technology</b></p>	<p>Families have the opportunity to borrow a tablet or laptop from the school and many have taken up this offer. The school is also able to support with increasing bandwidth and speed of the household internet connection. If parents have any difficulties with using Teams, 1:1</p>

	<p>screen sharing sessions can be offered, alongside printed instructions that include step by step pictures. Printed packs can be requested from school, where printing at home is a challenge.</p>
<b>Transition arrangements</b>	<p>For pupils new to Reception, Nurseries and pre-schools will be contacted as usual. Meetings with key staff and professionals will be arranged via remote means, as will opportunities for parents to share information about their child.</p> <p>For children joining the school mid-year, we will liaise with the previous educational setting regarding any needs the child may have, and ensure parents have opportunities to ask questions and share information about their child.</p> <p>For children leaving the school, we will hand over any information and paperwork to the receiving school. Remote meetings will be arranged, for staff and pupils to meet each other, and to share information.</p> <p>For children moving from one year to another, staff will handover remotely, and ensure all relevant paperwork is shared with the new teacher/teaching assistant. The SENCo will also be involved in these meetings as necessary.</p>
<b>Work with outside agencies</b>	<p>Throughout lockdown 1 (March 20) there was a reduction in the availability of SEN external agencies to come into school, see children in the setting and complete direct face-to-face work due to social distancing rules. However, there has been a shift towards more online therapy and support, teletherapy is widely used and SEN agencies are available for telephone consultations, remote meetings with parents and staff, and referrals as usual.</p> <p>More recently (Autumn 21) the majority of inclusion and SEN agencies have met with children and staff in person in school. Staff training and support from SEN agencies continues to be provided, and many staff have recently received training on autism, modelled Speech and Language sessions, REMA support and Quality First Teaching led by the STIP team.</p> <p>The school will continue to make referrals to external agencies as necessary, though ways of working and timescales continue to be challenging.</p>
<b>Well-being and mental health</b>	<p>It is widely recognised that some children find working at home stressful, upsetting or difficult, and every household's circumstances are different. Children will continue to have weekly PSHE sessions as part of their planned learning, we will continue to hold live celebration assemblies, and daily live class sessions to ensure children stay connected. We have also facilitated an online supervised 'playground' space, where children can communicate in a relaxed and child led way with each other.</p>

Our ELSA (Emotional Literacy Support Assistants) will continue to work with children face-to-face on a range of areas including friendships, worries, self-esteem and confidence, behaviour. If the child is attending school, they will be collected for their weekly session as usual, if the child is learning from home, they will be invited to attend school so the session can take place. Our ELSA is also able to speak to, and reassure parents as required.

If staff are aware of children or parents struggling with the situation they are in, they will signpost parents to other agencies that may help as necessary. Where staff have safeguarding concerns, our safeguarding procedures will be followed and information shared with agencies as necessary (see Safeguarding Policy and Addendum). Attendance at live sessions and engagement (during sessions and with submitting work) is monitored and patterns are analysed and actions put in place to improve this as necessary.

Staff are considered about the amount of screen time the children will be having, and the need to have a balanced range of activities over the day. Planned activities will be balanced, with opportunities for art, playing and exploring, communicating with others, being outside, and being imaginative.

**Written January 2021, reviewed January 2022**

**Next review: January 2023**