

Annex to SEND Information Report

COVID-19 changes to our SEND Information Report

6 Jan 2021

Response to COVID-19

There have been significant changes within Kingsmead School and Newton's Walk in response to the coronavirus outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

The current school position and local advice

Kingsmead School and Newton's Walk closed its doors to most of our staff and students in March 2020. From 5th January 2021, the government announced Lockdown 3 so only students who fall into one of the eligible categories should be in school: children who are vulnerable, and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with [Education, Health and Care \(EHC\) plans](#). There is a covid risk assessment for each young person with an EHCP.

Reporting arrangements

The school arrangements continue to be in line with our SEN Policy and SEN Information Report.

Who are the best people to talk to about my child's difficulties with learning/SEND?

- Pastoral Teams making the calls home every three days
- Deputy SEN leader at Special School -Rob Blyth
r.blyth@kingsmead.derby.sch.uk
- Deputy SEN leaders at PRU- Josie Taberner
j.taberner@kingsmead.derby.sch.uk

- Hospital- medical team -Franky Boyland
f.boyland@kingsmead.derby.sch.uk
- Newton's Walk Primary PRU- Amanda Fower
Amanda.Fower@newtonswalk.derby.sch.uk
- SENCO - Liz Rogers
senco@kingsmead.derby.sch.uk
- SEND Governor – Jemma Tague

What to do if your child is due an Annual Review

Where an Annual Review is due we will make contact to arrange a mutually convenient time to hold the meeting over the phone. You will still receive a formal letter which will contain a child's view form and parents view form to fill in before the meeting, to be discussed over the phone. Prior to the meeting, the Chair will collate information from delivery staff from any assessments and review targets towards the outcomes of the EHCP. Pupil and parent views will be shared over the phone. Any professionals that would normally be invited will also be telephoned and all information will be collated onto the Annual Review form and sent back to the Local Authority with recommendations for the plan to remain or with amendments to be made. A copy will also be sent to parents and carers.

Support for pupils with SEND

Where professionals such as School Health, Social Care, Local authority support services such as STEPS, Catharsis or any other services that are involved in meeting the needs of children and young people with SEN will be contacted and we encourage that the service remains in place, albeit that would not be a face to face service.

STEPS (Specialist Teaching and Psychology Service) service is available on 01332 641400 or stepsadmin@derby.gov.uk

If you or your child currently receives support from School health, Catharsis or Emotional Support, contact will have already been made to continue work being done. However if you need to contact them please email Senco@kingsmead.derby.sch.uk and contact will be made to the relevant parties.

Improving Emotional Support

During the phone calls home, pastoral leaders are aiming to speak with the young person as well as the parent, giving opportunity to communicate any needs or support required. These staff are trained and expert in dealing with SEMH needs and can make assessments and interpretation of changes in behaviour or attitudes which may be affecting mental health. Where necessary they would be signposted to the relevant staff in school or services to support with the need.

Students are encouraged to follow our pet therapy puppy, Wilf on Instagram. He is still in training but can provide emotional support.

There are lots of websites and support that can be accessed:

A handwashing song can be found at: <https://www.nhsggc.org.uk/kids/life-skills/self-care/going-to-the-toilet/hand-washing/>

Online safety for children and messages for parents.

www.youtube.com/watch?v=BhLWwQ4Ay5s

Coping with Stress. The World Health Organisation have produced a really helpful leaflet to help cope with stress in the current situation:

Coping with Stress: https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2

What to do if you are anxious. Young Minds, which is a website for young people, have developed a Webpage called 'What to do if you're anxious about Coronavirus'. [What to do if you're anxious about Coronavirus.](https://www.youngminds.org.uk/what-to-do-if-youre-anxious-about-coronavirus/)

<https://youngminds.org.uk/find-help/conditions/anxiety/>

Spending long periods of time at home with Young People with Learning Disabilities Please see look at the CAMHS page about ideas of what to do at home or if you are having to **self-isolate**.

<https://www.camhsnorthderbyshire.nhs.uk/selfisolating-for-learning-disabled-young-people>

Online support. Also see our pages on [further support](#) and contacts.

Kooth <https://www.kooth.com/> provides anonymous online Mental Health support for young people aged 11-25. **Qwell** <https://www.qwell.io/> provides free online support for parents.

SUPPORT FOR MANAGING SUICIDAL FEELINGS AND SERIOUS SELF-HARM Please also see CAMHS guidance for [young people](#) and

[parents/carers](#) about dealing with suicidal feelings and serious self-harm.

<https://www.camhsnorthderbyshire.nhs.uk/self-harm>

The National Autistic Society have produced a number of resources for children, parents/carers and families: Following this link, you will be able to access resources such as social stories, sensory activities, exercise plans, help with daily routines and mental health and anxiety support.

<https://www.autism.org.uk/services/helplines/coronavirus/resources/helpful-resources.aspx>

Support with anxiety and mental health

Anxiety UK: <https://www.anxietyuk.org.uk/blog/health-and-other-forms-of-anxiety-and-coronavirus/>

Mind: <https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/#collapse868b4>

Shout text service 85258

Support with home learning during covid-19, if not in school

Each student will have individual work set on Satchel if not in school. Two welfare calls per week will be made home from one of the Pastoral Leaders within school. If there are any issues with the work, please pass these concerns on. Equally if you want to pass on information to teachers please do so at that time. Should it be necessary, it can be arranged that a subject specialist or your child's teacher can make contact, if appropriate. There will be more work set via the school website suitable for all children to access. This will be set as a series of tasks and can be differentiated by the outcome of the task. Acknowledgement will be made for any work returned and staff can feedback on Satchel. Staff are aiming to be creative in their approaches to education and appreciate that learning at home is different to being at school and that adaptations have to be made. Some learning will be done through the use of the internet but if you don't have access to a computer or prefer your child not to use a computer please let us know and we will find alternative means of getting the work to your child. All parents have been contacted about access to internet and availability of electronic devices if your child is not in school.

What support is available outside school?

Services paid for by the Local Authority

- Occupational Health
- SENDIASS
- Support services for Hearing impairment and Visually impaired
- Community Learning Disabilities Team
- Social Care
- School Nurse
- Physiotherapy
- Child Adolescent Mental Health Service (CAMHS)

Voluntary services include:

- Umbrella
- Disability Direct
- Derby City Parent and Carer forum
- Voices in Action

For further information see: www.derby.gov.uk/send/localoffer

The Derby Local Offer provides information and advice on services for 0–25 year olds with special educational needs or disabilities. If you are not online call the helpline on 01332 640758

What kinds of SEND are provided for at Kingsmead?

When identifying the nature of a CYP's SEND needs, the four areas are taken into consideration:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We recognise that students may need support in more than one area.

How are SEND needs identified at Kingsmead?

The SEND code of Practice: 0-25 2014 states, 'a CYP has SEN where there learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

Regular assessment of progress of CYP are made. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Other factors taken into account are attendance, punctuality and health. Attention is also given to the particular circumstances of students e.g. pupil premium or looked after children.

When deciding to make a special educational provision, a meeting will be arranged between key staff in school and to gather information.

Parents/carers will be notified by letter or phone and informed of:

- The CYP areas of strengths and difficulty
- Parent/carer concerns
- Additional support requirements
- Referrals to professionals outside school

Kingsmead will strive to remove barriers to learning and put SEND provision in place, following the Assess, Plan, Do, Review cycle. We will continue to work with parents, carers and professionals where EHCP requests are part way through in order to ensure the desired outcome.

Transition into and out of Kingsmead arrangements

School recognises that students arrive at Kingsmead through a number of different routes to all provisions and that transition can be difficult particularly for students with SEND needs. Steps are taken to ensure that any transition is as smooth as possible into and out of the school and within each key stage. Planning and preparation to Post-16 is done through a co-ordinator.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6.57

Liaison between Local Authority and Kingsmead School is still happening virtually to ensure that phase transfers of year 6's into the school and year 11's into post 16 provision is as smooth as can be. Preparation for Post 16 is continuing to be done through the post-16 co-ordinator who will endeavour to ensure that transition plans are in place and education places are taken. We recognise that transition for year 6's coming into year 7 will be challenging, particularly after a long period of absence from any education and we will put individual strategies in place before September, ensuring that staff working with those students have access to any relevant information that will help with getting to know your child and their needs and communication from current setting.

This document is to be read in conjunction with the School SEND policy and SEND Information report.

What if I want to complain?

There is a school complaints policy which is on the school website. However, if you wish to complain we would encourage you to come and speak to us first to try and resolve any issues. If you wanted to put it in writing it would be addressed to Mike Pride, Executive Headteacher.

Policies used to inform this document are:

SEND Code of practice: 0 to 25 years, Department for Education and Department for Health, January 2015

Access Arrangements and Reasonable Adjustments 2015-2016, Joint Council for Qualifications, 2015

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014