

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Take a pupil-centred approach

All the pupils on the SEN Support register have a Pupil Passport Document to support teachers with successful strategies and 'triggers' to help offer further support from subject teachers whilst accessing remote learning. We have looked at each pupil's individual profile and considered what this means for remote learning in the context of their subject and curriculum.

The SENCo liaised with families of EHCP/high needs students about the set-up they have at home and what worked well or was challenging during the last lockdown. These conversations involved; how much and what kind of family support would be available at home? Would parents be helping with remote learning, or maybe siblings? Are parents working from home and therefore less available to help? The pupil's level of access to technology and how confident they are using this technology? What the home environment is like for learning. Do they have a dedicated space for working? Are there lots of distractions in the space they'd be learning in? Decisions were then made as to whether the student needed to access the learning at school with additional teacher and teaching assistant support to ensure they were able to access the work.

This is reviewed on a weekly basis and if students require this further assistance within school then the arrangement to attend school on certain days can be made to support both the student and family.

Replicate school support as much as possible

All the students on the SEN Support register have been provided with extra support from the Learning Support Department through a member of the team checking in on them on a weekly/daily basis through Microsoft Teams chat. Therefore, any issues or concerns can quickly be addressed and if the student has not made contact within the week then this is raised with the Head of Year and SENCo resulting in any concerns being addressed quickly. This information is recorded on a shared OneDrive document the weekly review highlights any students that are having difficulties so that additional support can be offered.

For SEN Students who have intervention lessons then these have been set up at the same times on the pupil's individual timetables. They can then access the intervention work and also have a check in with a member of the Learning Support Department to again support any anxieties and to continue to build strong relationships so the student can ask for any additional help if necessary. Additional log in information has been provided so pupils can access their IDL interventions at home.

Pupil who have interventions from outside specialist have again been contacted and the specialists are either continuing to support the student from home via virtual sessions or they have provided additional resources for the students to work through and feedback. These external specialists included speech and language specialists, occupational specialist,

communication and interaction specialists and social, emotional and mental health specialist.

Students who are accessing alternative provision are either still able to access their setting or the sessions have been moved to online virtual sessions where necessary. However, where the students are all still managing to access their alternative provisions this is providing essential and needed support for these students.

Keep using support staff as you would in school

Teaching assistants are providing additional support for all the SEN support students through regular 'check ins' through the Microsoft Teams chat and therefore the comments and messages are shown and the information is recorded on the shared OneDrive spreadsheet to record the data. The teaching assistants' knowledge of each individual child is also important and the TA can monitor if more regular contact is necessary and at what times of the day would be most beneficial to the student. Due to the TAs having built up strong relationships with the students they regularly support within school they are in a good position to check how things are going and to report back any issues or concerns.

A member of the Learning Support Team is also in school on a daily basis to support the EHCP/high needs students accessing the work within school and therefore can support, prompt and give instant feedback to students.

Support parents of pupils with SEND even more than your other parents

The SENCo has been in contact at least once a week with all the EHCP pupils' parents when home learning has begun. The information provided to parents is to let them know that changes can be implemented if the home learning environment is causing stress and anxieties. Additional support can be offered or if needed certain days in school to provide a routine for the child and a rest break for the parent. Other support has been put into place to help families to create a learning environment that's different to the rest of the home as this will help pupils struggling to understand "school at home", e.g. an area that's away from where they sleep and eat, a school timetable on the wall, or even putting on school uniform. The contact also helps to reassure parents to 'not be too hard on themselves' and to manage the daily challenges the best they can as it is a huge challenge and all they can do is their best.

There are additional resources to support pupil's with SEND. Please see the details below for further websites and resources if needed that may make home schooling a little easier for students who may need some extra support;

BBC Teach Live Lessons for Secondary Schools – classroom resources for Teaching Key Stage 3, Key Stage 4 and GCSE subjects

www.bbc.co.uk/teach

The following are recommended pre-made resources for pupils with SEND who are learning remotely:

[Oak National Academy specialist classroom](#)

[BBC Bitesize Parents' Toolkit: SEND](#)

[Chatter Pack](#)

In addition to these please see the additional free resources available;

Audible is offering free access throughout the whole of lockdown - great to support reluctant readers and have access to lots of the classics and current novels.

<https://stories.audible.com/start-listen>



This link gives free issues of First News to keep your children up to date with current affairs during lockdown - encourages reading and increases general knowledge.

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

Help to reduce eye strain as this is a screen filter for students with dyslexia or visual stress who have a need to use a colour filter for their reading - they can change the screen filter to support their visual need.

<https://www.aurelitec.com/colorveil/windows/>



A useful site to support literacy needs during home-schooling with advice and resources available.



<https://literacytrust.org.uk>

Mindfulness strategies help our students to cope with the pressures of home-schooling - this is a really accessible and practical guide specifically for teenagers.



<http://mindfulnessforteens.com/>