

SEND Information Report-COVID Update

Special arrangements in relation to COVID-19.

From September, the government announced plans for all children to return to the Academy on a full time basis.

Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-academys-during-the-coronavirus-outbreak/guidance-for-full-opening-academys>

Beacon Hill Academy will be providing the following:

- Learners will be taught in year group ‘Bubbles’. Teaching assistants will be deployed to support individual learners and targeted groups. TA support will be assigned by subject strength and will therefore move across ‘bubbles’ as teaching staff do.
- Learners will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘recovery curriculum’, to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Learners will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
 - Learning experiences linked to the outcomes on their Education Health Care Plans.
 - Visual supports such as visual timetables, working memory boards, now and next cards or task cards.
 - Coloured overlays, ear defenders, tinted paper work books.
 - Technology where appropriate, such as laptops, iPads and Reading pens will be allocated. Year 11 learners are a priority in terms of preparing for Exams, Access arrangements and testing. However, the Learning support Office will continue to offer on-going support with assistive technology.
 - Amanuensis/ Scribing will not be supported under the COVID guidelines; however, teaching staff have been advised to take this into account when marking/assessing work completed under test conditions.
 - Access to activities and resources to support emotional well-being, such as social or emotional stories. Autism Outreach will continue to advise and provide additional resources such as Social Stories in response to individual learner need.
 - Online provisions, such as Lexia, Flash Academy, Hegarty Maths, Century Tech and GCSE Pod will continue to be monitored and used to support and promote independent learning.



- Interventions will take place within intervention rooms within H block Learning support Department with rooms allocated for each year group bubble. (Learner support centre-Year 8, H3-Year 9, H4-Year 10 and H9 classroom and offices Year 11). Higher Level Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene. In some cases, these sessions may be supported by a TA.
- Learners with SEND will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs. Reasonable Adjustments will be applied for learners with a formal diagnosis that affects their processing and impulsivity.
- Learners will have risk assessments completed to support their behaviour should they need one.
- SEND passports for learning will continue to be in place for children on the SEND register and reviews will be conducted via Email, Microsoft Teams or over the telephone in order to support COVID health and safety guidelines. (This will be introduced during the Autumn Term 2020).
- EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone call with professionals and parents.
- Outside agencies will begin providing interventions within academy or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene. Outside agencies such as Autism Outreach will prioritise their caseload by direction from the SENCO and learners who are 'vulnerable' in terms of transition will be supported.
- Referrals to the Learning support service and Educational Psychology will continue with assessments carried out within learning support or via telephone/Microsoft Teams.

The offer shown below applies to any learners that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of learners need to self-isolate, or there is a local lockdown requiring learners to remain at home, we expect Academies to have the capacity to offer immediate remote education'.

Should there be a case for learners to work from home, Beacon Hill Academy will ensure:

- Work will be set by class teachers. It will take in to account the needs of the learners in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well learners are progressing through the curriculum.



- Daily contact with learners via Microsoft Teams or a Telephone call, to ensure that learner's outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual learners with SEND relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as LEXIA, Flash Academy, Hegarty Maths specialist content for learners with SEND. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for learners who do not have suitable online access.

Parents of learners with SEND may continue to require our support at this time using emails to the SENCO and members of the Learning support Team, allow for private conversations to be had between staff and parents. The SENCO can be reached at jwebster@beaconhillacademy.org.uk

External agencies will become involved if necessary, following the usual graduated response process detailed above.

Transition

We are aware that the transition period for our learners with SEND has been greatly affected by the current situation. The transition lead and the SENCO have engaged in handover meetings with the primary academies over the summer. We also continue to work alongside our primary and Post 16 colleagues to ensure that the information needed is shared and any learners needing enhanced transition will receive it.