

SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER FOR CHARLTON MANOR SCHOOL: 2020/2021

Type of school	Mainstream
Primary School with Nursery	100 sessions in Nursery Admissions for Nursery made via the school office 420 Places in main school Admissions for main school made via the local authority

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities

- 2) The school SEND Policy, which can be accessed via our school website
- 3) The school PSHE Policy which can be accessed via our school website
- 4) The school anti bullying policy, which can be accessed via our school website
- 5) The school accessibility plan, which can be accessed via our school website
- 6) The school pupil premium statement, which can be accessed via our school website

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning, their Special Educational Needs or disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to excellent class room teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support and adapting or varying resources) and discussing amendments made with the SENCO as necessary. • Setting appropriate targets and sharing and reviewing these with pupils. Ensuring parents are aware of targets and know how to support their child with these. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all members of staff working with your child in school are helped to deliver the planned work or individual programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN or disability.

	<p>The Special Educational Needs Co-Ordinator (SENCO) Mr T Baker</p> <p>Headteacher</p>	<p>If you would like to discuss your child's needs with your class teacher, please make an appointment either with the class teacher themselves or at the school office.</p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or a disability(SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. <p>The SENCo can be contacted by appointment at the school office.</p>
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	SEN Governor	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He/ She will give responsibility to class teachers but is still responsible for ensuring that your child's needs are met. • He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>The Headteacher can be contacted by appointment at the school office.</p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEND. <p>The SEN Governor can be contacted by appointment at the school office.</p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services and agencies such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources amended for your child. • Putting in place specific strategies (which 	All children in school should be getting this as a part of excellent classroom and teaching practice.

	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a Teacher or Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p>	<p>may be suggested by the SENCO or outside staff) to support your child to learn.</p> <ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. <p>A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plans.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
	<p>Intensive individual or group work which is in addition to quality first teaching and the usual intervention groups offered in school.</p>	<ul style="list-style-type: none"> • Your child’s teacher or SENCo will have carefully checked on your child’s progress and will have decided that your child requires support in addition to that normally available to all pupils. This may include inclusion in a nurture group, S+L group, Lego Therapy, Attention Autism, Music Interaction, Social Communication or personal mentoring. 	<p>Children will be at the stage of the SEN Code of Practice called SEN Support, which means they have been identified by the class teacher and</p>

	<p><i>Stage of SEN Code of Practice: SEN Support</i>, which means they have been identified by the class teacher as needing more intensive or specialised support in school, after putting strategies in place at class level.</p>	<ul style="list-style-type: none"> Your child's teacher, SENCo or other member of the Charlton Manor Inclusion Team will plan individual or group sessions for your child with targets to help your child to make more progress. Your child will have a Personalised Learning Plan that is reviewed and updated termly. A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans. 	<p>SENCo as needing more intensive or specialised support in school, after putting strategies in place at class level</p>
	<p>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child, as a guide of around 20 hours and below in school</p>	<ul style="list-style-type: none"> If your child has been identified as requiring more specialist input instead of, or in addition to, excellent class room teaching, intervention groups and specialised school-run provision, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before a referral is made you will be asked to come in to school to discuss your child's progress and help plan possible ways forward. If it is agreed that support from an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to a specialist professional 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching, intervention groups and specialised school-run provision.</p>

	<p><i>Stage of SEN Code of Practice: SEN Support</i>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child’s particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific expertise ○ A group run by school staff under the guidance of the outside professional e.g a speech and language or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of, as a guide,</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory 	<p>Children whose learning needs</p>

	<p>20.5 hours or more in school.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs.</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (as a guide, 20.5 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD 	<p>assessment of your child’s needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the LA web site. www.royalgreenwich.gov.uk</p> <ul style="list-style-type: none"> • Your child’s school/setting will have been putting together a profile of your child’s aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other professionals involved professional and the child themselves. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and 	<p>are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 20.5 hours or more support in school
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	<p>Outreach Team or Sensory Service (for students with a hearing or visual need)</p> <ul style="list-style-type: none">• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	<p>ask you and any other professionals involved with your child to write a report outlining your child’s needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</p> <ul style="list-style-type: none">• After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong, as a guide, they need 20.5 hours of support, or more, in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.• The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.• The additional adult may be used to support your child with whole class	
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		learning, run individual programmes or run small groups including your child.	
How will we support your child with identified special needs and/or disabilities starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision and equipment is put in place before your child starts • Where possible, adaptations to the environment may be made before your child starts • We may contact your child's previous placement for further information 		
What steps have we taken to prevent children with special educational needs and disabilities from being treated less favourably than other pupils?	<ul style="list-style-type: none"> • The adults in our school have high expectations for every child. • We ensure all adults working with your child are aware of their specific need and that all work required of your child is appropriate for either their age or ability • We aim to include all children in all aspects of the school day. This may require adaptations to activities, equipment and resources, differentiated learning or additional adult support. • All children are given the opportunity to engage and partake in our creative and inspiring resources, such as the teaching kitchen, garden, trips out of school, sensory room etc. 		
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO/Headteacher or the Inclusion Manager • If you are still not happy you can speak to the school SEN Governor. 		
How will the school let me know if they have any concerns about my child's	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • Schools also have meetings every term between each class teacher and a senior staff member 		

<p>learning in school?</p>	<p>in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</p> <ul style="list-style-type: none"> • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> • Prior to a review meeting an adult that your child knows well (usually their class teacher, teaching assistant or 1:1 Support assistant) will discuss with them their progress, their strengths and things they may find difficult. • Regular pupil interviews are undertaken to inform future planning. • Our student council representatives speak to their own classes regularly to ensure they understand the needs, wants and concerns of all pupils. They then meet as a group before relaying their findings to the Senior Leadership Team.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the current needs of the children in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>They will then use these discussions to decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as necessary.

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<p>Who are the other people providing services to children with SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning mentors • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • Dyslexia Assessment
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • CAMHS
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered</p>	<ul style="list-style-type: none"> • School Nurse • Physiotherapy–specific to need

	<p>in school D. Voluntary agencies</p>	<ul style="list-style-type: none"> • National Autistic Society • MENCAP • Greenwich Parent Voice
<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEND. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc.. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service. • The training is then shared with other staff members in school in order to share this expertise. 	
<p>How will the teaching be adapted for my child with learning, physical or medical needs?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can work with the class teacher to adapt and deliver differentiated learning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis, if necessary, to meet your child's learning, physical or medical needs. 	

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and parents are informed whether their child is working below, at or above age related expectations in reading, writing and numeracy.
- If your child is in Year 1 and above, but is not yet at this stage, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have a PLP (personal learning plan) or be included in a class provision map which will be reviewed regularly with your involvement, and plans for future support made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO/ Inclusion manager will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children.

The progress your child is making will be shared with you during parent's evening meetings.

You will receive a full report of your child's achievements at the end of each academic year.

What support do we have for you as a parent of child with an SEND?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them both at home and school and can share what is working well in both places.
- The SENCO (or Head teacher) or the Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENCO or Class Teacher will also keep you informed of any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to suit your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none">• We provide mentoring and counselling for children struggling with different aspects of the school day.• Pastoral Care Manager available to support both parents and pupils.• PSHE policy and PSHE Programme in place.• Nurture Group in Key Stage 1.• Horse riding Therapy in Key Stage 1 and in Key Stage 2.
<p>How have we made this school accessible for children with SEND?</p>	<ul style="list-style-type: none">• Key Stage 1 is accessible to children with physical disabilities as it is all on one level.• School ensures that children with specific physical needs are accommodated appropriately within the seating of the classroom.• The learning environment is adapted for any child with a visual impairment.• We ensure that equipment used is accessible to all children regardless of their needs.• The school has a hygiene suite.• The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT.• Individual workstations are provided for children under the guidance of outside agencies.• Please see our Accessibility Policy.

<p>How does our school make special arrangements for 'Children in our Care' (CIOC) with SEND?</p>	<ul style="list-style-type: none"> • We consult with the virtual school – Head Teacher and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child. • We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes http://www.charltonmanorprimary.co.uk/information/pupil-premium • The SENCo ensures that training and policies are supportive of 'Children in our Care' with SEND The Designated Governor for CIOC works to ensure provision is enabling CIOC with SEND to make good progress.
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<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ We will ensure that, when possible, the relevant staff members from the receiving school are invited to the final annual review of any children with an EHCP.
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	<ul style="list-style-type: none"> • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All current targets will be shared with the new teacher. ○ If your child would be helped by a transition book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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<p>SCHOOL BASED DATA/INFORMATION: 2020–2021</p>	
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<p>How many students did we have at our school with statements or EHC plans at the end of July 2021?</p>	<p>We had 11 children with Statements or EHCP</p>
<p>How many students did we have at SEN Support at the end of July 2021?</p>	<p>We had 33 children supported at SEN Support.</p>
<p>What were the outcomes for</p>	<p>During the Autumn Term, and before the school closure due to Covid 19, our children with SEND were making steady progress. During the school closure our SEND pupils were</p>

<p>children within our school with SEND for 2020–2021?</p>	<p>contacted weekly and progress was monitored by the class teacher and SENCo. Vulnerable children at SEN and those with an EHCP were encouraged to attend school. School worked closely with Speech and Language Therapy and ASD Outreach to ensure children continued to access their support.</p> <p>80% of our pupils at SEN Support made at least 4 sublevels progress this year with over 50% making 6 or more sublevels progress.</p> <p>Our pupils with EHC plans all made good progress with 90% making 4 or more sublevels progress in maths and 50% making 4 or more sublevels progress in reading.</p>
<p>What training did staff at our school have in SEND over the year 2020/2021?</p>	<p>Whole School Training:</p> <ul style="list-style-type: none"> • Supporting pupils with an ASD in the classroom for specific staff • STEPS To Success and Word Up (for staff supporting pupils with personalised literacy programmes) • Speech and Language training for individual staff delivering 1:1 or small group support • Shape-coding training for designated staff • PECS (picture exchange communication system) training for specific staff • Training for staff to support pupils with a visual impairment • Training in the use of Braille • Mental Health and Wellbeing–two sessions • How to Assess Children with Complex Needs for key staff • Epilepsy Training and how to administer emergency Epilepsy medication for designated staff
<p>What was in the Headteacher’s report to the Governors about SEND in 2020/2021?</p>	<ul style="list-style-type: none"> • How the school identifies pupils with SEND • How the school supports pupils with SEND • The pupils' progress

	<ul style="list-style-type: none"> • SEND funding • An update on applications for EHCP • Information regarding SEND services and changes to personnel • Staff development • Work with external agencies
<p>Have there been any other important changes in SEND over the year 2020/2021?</p>	<ul style="list-style-type: none"> • We have continued to support all children effectively through Quality First Teaching and through outdoor learning. We have used our teaching kitchen, Forest School and Secret Garden extensively, particularly for children with SEN who respond positively to a more kinaesthetic approach. • Due to Covid 19 school was closed for many pupils for several months. Children at SEN Support or with EHC plans were encouraged to come to school during that time. Individual risk assessments were carried out and weekly welfare checks were carried out for those that did not attend. Vulnerable pupils were also actively encouraged to attend with welfare checks weekly for those that didn't. Class teachers taught remotely for children who were learning at home and provided differentiated tasks for those with SEND who found this difficult to access.

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan

SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder