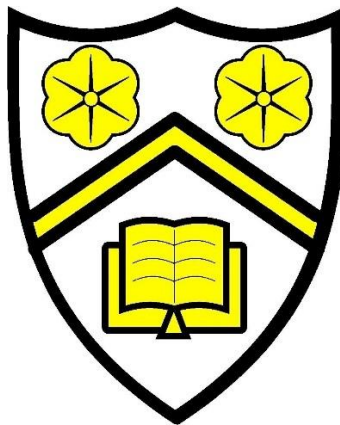


# Whitehill Community Academy

## *Special Educational Needs and Disability Policy 2022-2023*



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
J Roche	February 2015	February 2016
J Roche	February 2016	February 2017
J Roche	April 2018	April 2019
J Roche	May 2019	May 2020
J Roche	November 2020	Annually
J Roche	November 2021	Annually
J Roche	October 2022	Annually

## Whitehill Community Academy

### Special Educational Needs and Disability Policy

**“Opening minds, unlocking potential, celebrating success together”**

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

#### **Rationale and Aim**

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within Whitehill Community Academy and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To provide an approach to special education needs or disability which clearly focuses on early identification and strategies for dealing with children with special needs or disability in our school.
- The Academy should always be available to offer the support and counselling for parents and carers of children with special education needs or disability. We should also offer reassurance to parents/carers that the main focus of our intervention is in the interests of the child's development.
- To ensure that we make our Academy accessible and welcoming to young people and adults with a special educational need or disability, enabling the children to share and understand in a positive way, the experience of living with special educational need or disability.
- Inform as to how SEND are identified and the correct provision provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the Academy so that the needs of children and young people with SEND are fully met.
- This policy reflects the principles incorporated in the Inclusion Statement. The culture, practice, management and deployment of resources in the Academy are designed to ensure all children's needs are met.

### **The aim of the Policy**

SEND is an issue which involves all the staff in the Academy and all staff are directly involved in the work with pupils with special needs. This is an important principle, which underpins the effective implementation of this policy.

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

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**SEND Governor:** Kirsty Cotton

At Whitehill Community Academy it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

### **Procedure**

**The school follows the SEND code of practice as outlined in the Code of Practice of 2014.**

Definition of Special Educational Needs and Disability

1. Children have special educational needs or disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of children of the same age; or b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools
3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs or disability if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the

language or form of language of their home is different from the language in which they will be taught.

Code of practice July 2014

## **Objectives**

### **To ensure that:**

- There is identification and monitoring of a child's needs at the earliest possible stage.
- All procedures for identifying SEND are known by everyone (ie all personnel on site) and to provide support and advice for all staff working with special educational needs pupils.
- There is involvement with parents/carers at an early stage and that parents are encouraged to be involved with their children's education.
- Adequate records follow the child through the school, which are clear, factual, up to date and reliable.
- There is appropriate access to the curriculum and equal opportunities for all children with SEND.
- There is appropriate and adequate resourcing to ensure the implementation of this policy.
- The needs of all children with SEND are catered for and that they are seen positively throughout the Academy.
- We communicate this policy with parents/carers and governors and seek to develop this partnership.
- The physical environment and practical resources should be such that they foster the optimum level of independence for children with SEND.
- It is incumbent upon teachers and support staff to be aware of the varying needs of pupils in their classes and to differentiate accordingly.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- Create an Academy environment where pupils can contribute to their own learning. This means encouraging relationships with adults in the Academy where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through the Academy by wider opportunities such as school council, residential visits, school plays, sports teams and Academy Ambassadors.

## **Identifying Special Educational Needs or Disability**

Children will be identified through ongoing assessments by the child teachers, and brought to the attention of the Head of Inclusion and Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child area of weakness.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head of Inclusion and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at special educational needs & disability support on our special educational needs & disability register.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

The Head of Inclusion and SENCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

A child's special educational needs or disability may be concerned with communication and interaction, cognition and learning, social, emotional regulation and mental health difficulties, sensory and/or physical needs and/or medical needs.

Pupils are only identified as having special educational needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

The purpose of identification is to work out what action the Academy needs to take, not to fit a pupil into a category.

The Academy has a clear system of procedures for the identification, monitoring and review of pupils with special educational needs, which is implemented by all staff.

Parents are involved from the initial stages and are invited to contribute to the discussions and decisions affecting their child.

Advice and help is sought from external professional agencies, where appropriate and when planning individual education programmes.

At Whitehill Community Academy we consider the needs of the whole child, which will include not just the special educational needs of the child.

Factors which may impact on a child's progress and attainment, but should not be classed as special educational needs & disability includes poor attendance and punctuality, health and welfare issues, English as Additional Language, being in receipt of Pupil Premium Grant, being a Child Looked After and being a child of Serviceman/woman.

Any concerns relating to a child's behaviour will be viewed as an underlying response to a need which we will recognise and identify. The behaviour itself will not be an acceptable way of describing special educational needs.

This policy reflects the principles incorporated in the Inclusion Statement. The culture, practice, management and deployment of resources in the Academy are designed to ensure all children's needs are met.

### **Provision in Whitehill Community Academy**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs.

Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

In deciding whether to make special educational needs provision, the class teacher, Head of Inclusion and SENCO consider all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, we can make referral to draw on more specialised assessments from external agencies and professionals including Learning

Intervention Team, Speech and language therapists, Early Years Support Team, Educational Psychologist and other specialists as appropriate.

Consideration of whether special educational needs provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the Academy's core offer or whether something different or additional is required.

**The special educational provision in place should follow the four-part cycle:**

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
2. **Plan.** This is likely to involve the Head of Inclusion / SENCO, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
3. **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review.** The progress of pupils who are receiving SEND Support should be reviewed termly and Head of Inclusion or SENDO should meet with parents three times a year.

**Managing pupils needs on the Special Educational Needs and Disability Register**

Once a child has been identified as having special educational needs, the Head of Inclusion, SENCO and class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEND Support.
- Discuss assessments that have been completed.
- Agree a plan and provision for the next term. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. Each year there is an annual review of the child's progress.

When a child is identified with special educational needs, support/interventions will be triggered that are additional to or different from those provided as part of our usual differentiated curriculum and strategies.

Actions are recorded on a Personal Learning Plan and include short-term targets for the child, appropriate teaching strategies, a review date and at review, the outcomes of this action plan will be collated and reviewed with the parents/carers.

Support and advice may be sought from external agencies, if required, by either the parents/carers or school staff.

Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' on the SEND Profile and will have One Page Plan, so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the Academy will enter their names on their SEND Profile as requiring SEND Support, set up a Personal Provision Plan using the Provision Tracker and review this termly with parents to review progress.

Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the Head of Inclusion will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with EHCP under the 2014 Code of Practice will have a Personal Provision Plan set up, and have their progress reviewed termly with parents by the Head of Inclusion and a member of the teaching staff.

### **Funding for Mainstream Pupils with SEND including High Needs Funding**

Funding for pupils requiring support which costs less than £6,000 per year will be support from the Academy's notional SEND budget.

For a very few children, the support given to the child will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the Head of Inclusion, staff, parents/carers and any external agencies to consider whether an Education, Health and Care plan may be appropriate. Generally, we may apply for an Education, Health and Care Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for Education, Health and Care Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an Education, Health and Care Plan.

If the application for an Education, Health and Care Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the Education, Health and Care Plan which will record the decisions made at the meeting.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with special educational needs are entitled to be taught by their teacher, not always by a Teaching Assistant (TA) or Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with special educational needs, individually or as part of a group.

When allocating additional Learning Support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The Academy has a range of interventions. When considering an intervention, we look first at the child's profile of learning in order that we can ensure the intervention is best matched to the child.

Targets for children with special educational needs are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the Head of Inclusion and SENCO who monitors overall progress after the intervention.

### **Criteria for exiting the SEND Register**

Children's progress and attainment is evaluated regularly at review meetings with the parent/carer, class teacher and Head of Inclusion / SENCO. If a child's difficulties have been overcome or the child is working within the range of age expected levels the child will be removed from the SEND register. We will continue to monitor the child's progress closely to ensure that the child continues to be successful.

### **Supporting pupils and families**

The Academy is keen to work closely and in partnership with parents/carers at all stages of any process. We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at open evenings or during informal meetings to discuss the child's progress.

From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have SEND, and also services outside of the area which they expect children and young people from their area might use. This is known as the 'Local Offer'. The Local Offer puts all the information about Education, Health and Care

services, leisure activities and support groups in one place. This website can be accessed at:  
<https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

### **Admission Arrangements**

We welcome children with SEND into the Academy. However, we feel it is essential to provide the level of support which enables those children to have appropriate access to the Early Years Foundation Stage and National Curriculum and benefit as fully as possible from their education at Whitehill Community Academy.

Admission arrangements for pupils with SEND may be modified depending on the specific needs of the individual, the support they receive/require and the school organisation.

In all instances, parents/carers and the appropriate professional agencies would be involved in any modification to admission arrangements. At all times careful consideration will be given to appropriate provision for the child within the context of the Academy's environment and resources. When a child enters the Academy with possible or identified special needs we will:

- Use information arising from the child's previous educational experience where available to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention of the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in the Academy.

### **Transfer of Children with SEND**

At any stage, where a child is to transfer to a new class or school or setting, accurate, up to date information and Personal Learning Plans will be passed on promptly, ensuring a smooth transition. Where possible, arrangements will be made to invite the new teacher to a final review meeting. Opportunities will be organised for children and parents to visit the new setting.

### **Supporting pupils at school with medical conditions**

The Academy recognises that pupils at the Academy with medical conditions should be properly supported so that they have full access to education, including school trips, residential and PE lessons. Some children with medical conditions may be

disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education, Health and Care plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice is followed.

The Academy will always seek advice from the parents/carers, medical personnel and any other professional who may be able to support staff in the Academy to ensure they are able to meet the child's needs safely and appropriately. See policy Medical Needs policy.

### **Training and Resources**

All of our teachers are trained to work with children with SEND. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some TAs and LSAs have expertise and training on specific areas or specific interventions. All TAs work with children with SEND.

If we identify information we cannot access without the aid of additional, more specialist help, the Academy is able to buy in additional expertise from appropriate professionals. This includes access to Educational Psychologists and Dyslexia Service.

### **Roles and Responsibilities**

The Governing Body has a Statutory Role towards Pupils with SEND. There will be a named Governor who is responsible for ensuring that the Governing Body meets its responsibilities as outlined below:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that, where the 'responsible person' – the Principal or the appropriate governor – has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Ensure that a pupil with SEND joins in the activities of the Academy together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs or disability call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the Academy's policy for pupils with SEND.
- Have record to the Code of Practice when carrying out its duties toward all pupils with SEND.

- Ensure that parents are notified of a decision by the Academy that SEND provision is being made for their child.

**The Role of Head of Inclusion is outlined below:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring liaison with parents and other professionals in respect of children with SEND, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Advising and supporting staff in the Academy.
- Ensuring that appropriate Personal Learning Plans are in place.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Co-ordinating provision for children with SEND.
- Managing learning support assistants.
- Contributing to the in-service training of staff.

**Storing and Managing Information**

All records relating to a child's SEND will be kept safely in a locked cabinet. One copy of records, reports and other information will be kept by the Head of Inclusion/SENCO and one copy by the class teacher. When a child moves school, a copy of all the records will be sent to the new school. Staff at the new school will be asked to sign to say they have received these documents. This will be kept in the Academy.

**Accessibility**

Our Academy is very accessible to children and adults with physical disability. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum or Foundation Stage curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be made more accessible by using visual, tactile and concrete resources.

See Accessibility Plan

**Arrangements for Considering Complaints about SEND Provision within the Academy**

The relationship between parents and carers of children with special educational needs and the Academy has a major impact on the child's progress and the effectiveness of the planning.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Principal or Head of Inclusion. A member of the governing body would always be available to consider any further complaints. Information about how to make a complaint official is available in the Academy.

### **Transition**

Whitehill Community Academy will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND.

### **Monitoring and Evaluation**

This policy and the effectiveness of SEND support in Whitehill Community Academy will be monitored throughout the academic year as part of the usual self-evaluation systems in schools. Every year, Whitehill Community Academy will publish, on our website, a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65).

### **Implementation and Review**

This policy will be implemented by the staff of Whitehill Community Academy, and the Head of Inclusion will oversee the day to day implementation.

It will be published on the Whitehill Community Academy website alongside the SEND Information report, and governors of Whitehill Community Academy will be informed at review which will take place annually in the summer term.

## **APPENDIX 1**

This addendum to the SEND Policy is for use during the arrangements for the education of pupils in school during the Covid-19 partial school closure. This addendum will be updated, as needed, in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. It is to be used in conjunction with, and read alongside, the SEND policy.

### **Specific considerations for educational provision for children with education and health care plans:**

Due to the unprecedented circumstances presented by the coronavirus outbreak, the duty to secure the special educational provision specified in EHC plans has been temporarily modified so that local authorities and educational settings must use 'reasonable endeavours' to secure the provision.

Currently, local authorities and educational providers are working closely together to consider what can be provided to support children and young people with EHC plans. In providing education on-site during this period, the school must have regard for multiple factors, and act in the widest interests of children and staff in reducing risk and meeting needs with the resources available. This may affect the degree and consistency of provision over time:

1. Pupils with EHC plans have been identified as vulnerable learners by the DfE.
2. All pupils with an education, health and care (EHC) plan have completed a risk assessment with their parent or carer to determine if their needs can be met safely at home or more safely met in the educational environment.
3. Upon their return to school, pupils and their parents or carers will be invited to discuss a transition plan and where it is appropriate, adaptations to the provision set out in EHC plan.

4. Targets may need to be amended or reviewed as appropriate (new targets may reference social distancing and hygiene routines).
5. Where access to therapeutic services is limited, provision may need to be delivered remotely for example via video link.
6. The Academy will provide explicit guidance and support for those children who may find the new routines and expectations challenging (this may include social distancing, hygiene, seating and/or safe space provision, EXIT arrangements) Appropriate signage and visual prompts will be available.
7. Adjustments to individual timetables may be made if some staff/key workers are not in school during the reintegration of some children.
8. Group and/or individual intervention delivered in school may be limited or cancelled until safely staffed.
9. EHCP Reviews may be conducted remotely during this time, if the parent wishes to proceed.
10. The Head of Inclusion will complete the first section of the annual review paperwork and will seek teacher feedback. This will be submitted to the parent as normal, and parents will be invited to indicate if they would like to follow this up with a virtual meeting (zoom/ telephone).

The School will continue to monitor Governmental and Local Authority guidance. Changes to provision may need to be effected at short notice, and without further consultation, in managing changing circumstances.

## **Appendix 2**

### **Update Covid and impact on SEND pupils**

If children on the SEND register move to remote learning the Academy will consider the needs of all children with EHC plan and to carry out a risk assessment. These risk assessments will help identify any additional support that children and young people with EHC plans need in order to make a successful engagement with remote learning, difficulties they may experience whilst remote learning and return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting. Risk assessments may also prove useful in the event that:

- Children have to self-isolate
- There is a local outbreak of coronavirus (COVID-19)

Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and should incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

When individual risk assessments are used in the spirit of co-production, school will contact parents and involve them in planning for their child's return and support during remote learning. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child with SEND, who has spent some time out of education, to return to full provision.

### **SEND legislation**

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans.

To ensure that children and young people receive the support they need to return to school. Our focus is now to restore full provision for all children and young people with EHC plans. Changes to modify the legislation ended on 25th September 2020. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. We will consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed.