



Cheshire East Covid SEND Temporary Provision Arrangements	
Name of child/young person:	A Post 16
School/Setting:	Mainstream College
Date of first meeting/completion:	21/5/20
How has the child/young person's views been sought	Conversation through email with Learning mentor in College
How has the parent/carer been involved in co-production to discuss any changes to provision	Email discussion, following by a secure Zoom video call
Is there a coronavirus related reason that the CYP's agreed provision cannot be delivered	Yes
Does parent/carer agree with changes to provision	Yes
If No please outline recommendations/alternatives: (consult with relevant professional/LAs to discuss if needed)	
Risk to be considered in completing this plan	Confirm factors considered
The potential health risks to the individual from Covid-19, bearing in mind any underlying health conditions. Appropriate advice should be sought from a health professional where required.	Social distancing within school. The student often needs physical reassurance and lacks the understanding of personal space. Anxieties arising from being at home, due to lack of normal routine, along with refusing to work and engage at home.
The risk to the individual if some or all elements of the EHCP cannot be delivered at all, or the risk if they have to be delivered in a different manner or setting.	Anxieties around completing work at home.
Is it possible for individual health and care needs to be met safely at home?	Parents can meet health and care needs and have a good understanding of their needs. Concerns over mental health as isolation is a factor
The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.	Anxiety in not understanding COVID. Isolation from usual structure. Having to complete work in the home environment.
The potential impact of wider family (shielding) within the household	No others in the family who are Shielding no other siblings.
The impact of social care factors	
The potential health risks, from Covid-19, to any adults who work directly with the individual in a setting	HIGH – the young person struggles with personal space and appropriate distancing.



Review of support/progress up to End of April

Before 20-03-20:

- Close liaison with parents about how the EHCP would be managed in the home, due to the student not attending college.
- Agreement on how best to receive the work eg paper pack, remote online learning or a combination of the two
- Agree a time and day, each week, for a weekly phone call home to parents / young person
- Ensure that the parent / young person knows who their contact is, for immediate questions about learning

In Lockdown:

Weekly video from the learning mentor, saying hello and keeping in contact with the student, with no 1:1 pressure. Encourage young person to communicate back through video, email or drawing.

Offer of a weekly phone call with the young person, parents and Learning mentor to:

- Check that the family is safe and well
- Check in with the student and maintain contact
- Offer support

Daily college contact by email and phone, if necessary, between Key Worker/learning mentor and Parent / young person to:

- Check that everyone is still well in the home
- Check that the young person/parents understand the home learning tasks set and walk through the activities
- Discuss modification and adaptation of EHC Implementation Plan
- Check in with parents about how the student is coping (use personalised emotion scale). Learning mentor to keep a record of daily scores
- Discuss how the student is coping and what sorts of behaviours are being presented

Education

Distance learning (provided by school/setting):

Outline the support/provision that has been put in place to support at home–

Set out what provision is in place, when it should be delivered who will provide the provision and how.

<p>Parents/ young person are given a timetable for the week, at the beginning and a daily timetable, with each daily email, along with a task sheet for each session.</p> <p>Lessons set each day, which follow the usual college timetable, as much as possible:</p> <ul style="list-style-type: none"> • Bespoke English, maths work centred around the young person’s interests, based on the level of the young person and how they are currently coping. This is highly structured and scaffolded work, to enable to the parent to deliver this to the young person. 	<p>Date From: Mar 20-03</p>	<p>To: 25th July 2020</p>
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<ul style="list-style-type: none"> • Specific reading and spelling activities – individual 5 minute reads from designated texts – via email • ASC Awareness activities, using straight forward worksheets, with clear instructions. • Life Skills sessions – practising road safety, personal hygiene, using money, telling the time, cooking etc. These are delivered through a combination of social stories, roleplay, worksheets, visuals, videos and online activities. • Mindfulness activities – meditation, relaxation, art, colouring • Post college preparation and completion of the ‘Islands’ sheets. Work created around young person’s aspirations to find employment • Learning mentor will support applications for employment and help both young person and parents with on line video interviews and phone call interviews for practice. • Learning mentor and parents with support young person to look on websites for employment opportunities and keep in regular contact with their Senior Young Persons Adviser from Youth Support Service. • A transition programme will be agreed from June until July which will detail the access to employment resources and the information available from the Youth Support Service • The responsibility for the preparing for adulthood transition will remain with College / provider until the end of the academic year. 		
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Transition arrangements to the next phase of learning, or change of placement.

<ul style="list-style-type: none"> • Post college preparation and completion of the ‘Islands’ sheets. Work created around young person’s aspirations to find employment • Learning mentor will support applications for employment and help both young person and parents with on line video interviews and phone call interviews for practice. • Learning mentor and parents with support young person to look on websites for employment opportunities and keep in regular contact with their Senior Young Persons Adviser from Youth Support Service. • A transition programme will be agreed from June until July which will detail the access to employment resources and the information available from the Youth Support Service • The responsibility for the preparing for adulthood transition will remain with College / provider until the end of the academic year.

Additional support/guidance provided by the Early Start Team

N/A	Date From:	To:
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School/setting: (If provision is available on site)
Outline the support/provision that will be provided
Set out what provision is in place, when it should be delivered who will provide the provision and how.



<p>Currently student is not attending College</p> <p>From September the young person will no longer be at the college as due to finish their course in July. They would like to progress into employment and training.</p>	Date From: 1.6.20	To: 15.6.20

Health:
Outline of current health support/interventions in place:
 Set out what provision is in place, when it should be delivered who will provide the provision and how.

<p>Attendance at CAMHS appointments via phone each week Parents to be informed of any support required</p>	Date From:	To:

Social Care:
Outline of current health and social care needs and support/interventions in place: -
 Set out what provision is in place, when it should be delivered who will provide the provision and how.

<p>NA</p>	Date From:	To:

Outline of plans for return to school: (what does individual plan look like: include dates and timescales e.g from 1st June will access.....from 9th June will access.....)

From 1st June: Home learning will continue with the above.

	Name of person/role completing this form	Date Completed
School/setting		21.05.20
Health		
Social Care		
		Date Issued
Parent/Carer		



SEND Team	
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