



Cheshire East Covid SEND Temporary Provision Arrangements	
Name of child/young person:	A Year 11
Primary Area of Need:	SEMH C&I
School/Setting:	Special School 1-19 - ASC
Date of first meeting/completion:	21/5/20
How has the child/young person's views been sought	Conversation through email with SENCO at school
How has the parent/carer been involved in co-production to discuss any changes to provision	Email discussion, following by a 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. Medical advice has been to shield, due to a pre-existing diabetes condition. 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. Concern about school refusal, when the time comes to return.
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 these however there has still been a hospitalisation due to diabetes levels being high. The stress of the situation is causing issues with both the young person's and the parents' mental health well-being.
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.



	<p>Having to complete work in the home environment. ASC/ PDA Anxieties escalating. Access to OT and SALT is virtual/telephone not face to face</p>
The potential impact of wider family (shielding) within the household	HIGH – the young person struggles with personal space and has been hospitalised for diabetes.
The impact of social care factors	None
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 has been hospitalised for diabetes.
<p>Review of support/progress up to End of April</p>	
<p>Before 20-03-20:</p> <ul style="list-style-type: none"> • Social story about Covid-19 • Social story about school closing • Social story about home learning • Social story about hand washing and personal hygiene • Close liaison with parents about how the EHCP would be managed in the home, due to the student having a shielding letter. • 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 (the number is blocked, so knowing who it is, will ease the stress for the parent) • Ensure that the parent knows who their contact is, for immediate questions about learning • Discussion with SALT and OT about how the provision may be delivered at home • Discussion with medical needs team in school and Diabetes team at the hospital about managing the care of diabetes at home <p>In Lockdown:</p> <p>Weekly video from the Key Worker, 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.</p> <p>Offer of a weekly phone call with the young person, parents and Key Worker to:</p> <ul style="list-style-type: none"> • Check that the family is safe and well • Check in with the student and maintain contact • Offer support <p>Daily school contact by email and phone, if necessary, between Key Worker/SENCO and Parent to:</p> <ul style="list-style-type: none"> • Check that everyone is still well in the home • Check that the parents understand the home learning tasks set and walk through the activities • Discuss modification and adaptation of EHC Implementation Plan • Agree on progress made in order to update PIVATS • Discuss changes to health care from SALT, OT in line with needs post parent liaison with these services • Check in with parents about how the student is coping (use personalised emotion scale). Key Worker 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 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 school timetable, as much as possible:</p> <ul style="list-style-type: none"> • Bespoke English, maths and science 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. • Specific reading and spelling activities – individual 5 minute reads from Twinkl and spelling games, concentrating on rapid recall of HFWs. • Physical activities based around the OT programme and what the family are able to deliver in their surroundings. • 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 16 preparation and completion of the ‘Islands’ sheets. Work created around young person’s aspirations. 	Date From: Mar 20-03	To: May 31-05
Additional support/guidance provided by the Early Start Team		
N/A	Date From:	To:
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.		
General Description	Date From:	To:



	1.6.20	15.6.20
<p>Currently student has a shielding letter until the end of June. However, preparations need to be made about his return to school, in case a second letter is not issued:</p> <p>If the young person is able to return: School entrance and exit will be clearly marked, so that there is a one way system. The adult who brings the young person to school (either parent or school transport) to wait with the young person until the door is opened to school.</p> <p>All students will be given their own plastic wallet with their own equipment in and will sit apart from each other on tables.</p> <p>Young Person will be in a 'pod' of 4 other students from KS4/5 who will receive their teaching, breaks and lunchtimes as a single group, not interacting with any of the rest of the school cohort in line with government guidelines. They will be on a part time timetable, in school, to allow for social distancing, across the school, to be managed. These will be grouped in two other pods.</p> <p>The pod of 4 will have full time access to a teacher and a Learning Support Assistant, spread across 2 full days.</p> <p>The curriculum will be adjusted to maintain social distancing as far as possible.</p> <p>PPE will be supplied in classrooms and will be available to staff, when needed.</p>		
Cognition and Learning		
<ul style="list-style-type: none"> • Online learning tasks will continue to feature more highly than usual, where appropriate. Worksheet based work in daily packs. • Whole group reading and discussion will be conducted via the interactive whiteboard (teacher only to have use) or in social distancing groups. • 2:4 Targeted numeracy (children will have their own individual resources, to be cleaned daily) • 2:4 Targeted writing, scaffolded and modelled on the board. Teacher and LSA can use mini whiteboards to assist, but these must be their own equipment and assistance given 2 metres away (books will not be marked) • 2:4 Targeted spelling • 2:4 Targeted reading (Teacher to stand behind the child when hearing a child read, online books shared on the interactive white board) 		
Social Emotional and Mental Health		
<ul style="list-style-type: none"> • ASC Awareness/Social skills: as a small group of 4, there will be many opportunities for focussed modelling around interaction. • SEMH: social stories, videos and books directly teaching aspects of COVID 19 and its relevance and management • Forest School delivered, through social distancing measures. No food to be cooked or consumed and no use of tools that would involve hand over hand help. 		



<ul style="list-style-type: none"> • Hand washing and personal hygiene lessons • Aspects of OT will not be able to be delivered due to close proximity. 		
Communication and Interaction		
<ul style="list-style-type: none"> • Speech and Language: ASC specific programme of communication and interaction, along with reciprocal communication – follow the SALT programme • Speech and language will be delivered by the LSA who will liaise with the SENCO • SALT by telephone, overseen by the SENCO. 		
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>Diabetes nurse service is providing advice and support to school and family/young person via pre-arranged monthly phone calls. The service can be contacted in between if there are any queries or concerns.</p> <p>OT therapy usually received both at clinic and in school - OT School Care plan shared with family and school and termly phone calls scheduled to provide follow up advice and support over the telephone, rather than face to face in school.</p>	Date From: 1.6.20	To: 15.6.20
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>Due to vulnerabilities in accessing the local community independently a direct payment package of 5 hours per week is in place and used to employ a personal assistant. Before Covid-19 the package was used to support access to activities.</p> <p>The family are currently shielding until at least the end of June.</p> <p>The current support offered is a twice a week Facetime call with the personal assistant for an hour each time.</p> <p>The Short Breaks Team complete a telephone welfare check fortnightly.</p> <p>This support will be reviewed at the end of June.</p> <p>Parents will assess risks before any face to face contact with the personal assistant resumes and provide the personal assistant with PPE if necessary</p>	Date From: 20.3.20	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.		



Before the young person can return:

A full risk assessment will need to be completed before the young person can return to school. This will look at the young person’s health needs, SEN, risks to himself and risks to others (including peers and adults working with him). Only when this has been completed and agreed with all parties, can the young person return to school safely.

Discussion with TSS and parents about transportation to and from school.

Social stories about social distancing and hand washing, in school, to be sent home. Key Worker to use the weekly video to go through the social story too.

Visuals laid out in the classrooms, so that students can clearly see about the social distancing measures. Photos of these, along with a social story, will be sent home.

Advice from CEAT will be sought from their resources website through Livewell and also resources made available on the SENDAP portal by the IQ Team utilised, if appropriate.

Discussion with the parents and young person about returning to school and designing a phased return, if necessary.

Views of the young person and parents, about returning to school, to be sought.

If the CYP is transitioning from the setting, how will the transition be managed differently due to COVID-19 risks?

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