



Cheshire East Covid SEND Temporary Provision Arrangements	
Name of child/young person:	A Year 6 Boy
Primary area of need:	C&I ASC
School/Setting:	A mainstream setting
Date of first meeting/completion:	20/5/20
How has the child/young person's views been sought	Child, parent and teaching assistant have spoken on the phone.
How has the parent/carer been involved in co-production to discuss any changes to provision	A joint Whatsapp call between SENCO, parent and teaching assistant and in conjunction with the Head teacher
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 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.	Safeguarding risk
Is it possible for individual health and care needs to be met safely at home?	Yes
The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.	Anxiety in not understanding changes Isolation
The potential impact of wider family (shielding) within the household	None
The impact of social care factors	Minimal
The potential health risks, from Covid-19, to any adults who work directly with the individual in a setting	HIGH -Parent is a critical worker in a nursing home
Review of support/progress up to End of April	
<p>Daily school attendance due to parent being a critical worker and also needs are dependent on interaction.</p> <p>Class based learning – IDL, Nesy, Bug Club, Athletics, TT Rock Stars, Differentiated Google learning tasks, baking, allotment, Joe Wicks</p> <p>1:1 SALT Conversational skills. Language comprehension. Twice a week when Class teacher or Teaching assistant were on rota</p> <p>1:1 playtime support – Gross motor co-ordination skills, interpreting instructions, following sequences and turn taking (throwing and catching a ball, learning to stop and start on the scooter)Teaching assistant support</p> <p>Weekly phone calls to parent.</p>	



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>Access to online resources IDL, Nessy, Bug Club, Mathletics, TT Rock Stars.</p> <p>All other work set has been completed within school as Parent is a Critical Worker.</p> <p>Weekly Targeted online conversations focussed on:</p> <ol style="list-style-type: none"> 1. Reciprocal communication with Teaching assistant. 2. Talking around a topic relating to what the child is reading ie. A story about a picnic. Y6 BOY has never been on a picnic and has not concept of what this is or would be like. 	Date From: Mar	To: May
Additional support/guidance provided by the Early Start Team		
	Date From:	To:
School/setting: (If provision is available on site) Outline the adjustments support/provision that will be provided different to what is outlined in the EHCP. Set out what provision is in place, when it should be delivered who will provide the provision and how.		
General description	From:	To:
<p>Y6 BOY will be in a 'pod' of 6 SEN and lower ability children who will receive their teaching, breaks and lunchtimes as a single group, not interacting with any of the rest of their Y6 cohort in line with government guidelines. These will be grouped in two other pods of 12.</p> <p>The pod of 6 will have full time access to a teacher and 2 days access to a Teaching assistant spread across 4 afternoons including 4 lunchtime breaks.</p> <p>The curriculum will be adjusted to maintain social distancing as far as possible.</p>	1.6.20	15.6.20
Communication and Interaction		
<p>Speech and Language: Reciprocal communication</p> <p>Speech and Language: Language comprehension</p> <p>Conducted at 2m distance</p> <p>Speech and language will be delivered by the teaching assistant who will liaise with SALT by telephone, overseen by the SENCO</p>		
Social Emotional and Mental Health		



<p>Social skills: as a small group of 6, there will be many opportunities for focussed modelling around interaction</p> <p>SEMH: social stories, videos and books directly teaching aspects of COVID 19 and its relevance and management</p>		
Cognition and Learning		
<p>As per EHCP.</p> <p>Teacher to stand behind the child when hearing a child read, online books shared on the interactive white board</p> <p>Online learning tasks will continue to feature more highly than usual</p> <p>Whole group reading and discussion will be conducted via the interactive whiteboard.</p> <p>Targeted numeracy.</p> <p>Children will have their own individual resources; to be cleaned daily Books will not be marked.</p> <p>Corrections and feedback will be modelled on the interactive white board.</p>		
Sensory and or Physical		
<p>Additional set of ear defenders to allow for thorough cleaning.</p>		
<p>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>		
<p>CAMHS input will be provided through a monthly phone call rather than monthly clinic visit.</p>	<p>Date From: 1.6.20</p>	<p>To: 1.9.10</p>
<p>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>		
<p>Early Help</p> <p>Early Help Individual Payments through CE Local Offer were agreed in April 2020 to fund 1- 1 swimming lessons and Rebound Therapy.</p> <p>Due to Covid-19 neither of these activities are currently available so the Short Breaks Team authorised some of the funding to be used to purchase a trampoline for the garden at home.</p>	<p>Date From: 1.4.20</p>	<p>To:</p>
<p>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.....)</p>		



Y6 Boy will return to school full time as he has attended throughout Lockdown due to Parent being a critical worker.

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

- Phone/ email liaison with CEAT re: transition planning and anxiety
- Transition planning with MLD resource provision

	Name of person/role completing this form	Date Completed
School/setting	SENCO	20.05.20
Health		
Social Care		
		Date Issued
Parent/Carer		
SEND Team		