



Cheshire East Covid SEND Temporary Provision Arrangements	
Name of child/young person:	A Year 6 Girl
Primary area of need:	C&I (ASC diagnosed, ADHD being investigated)
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. Anxieties arising from being at home and becoming unfamiliar with the school environment.
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. Behaviour management becoming exacerbated stresses 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 these however behaviour in a locked down environment is elevating stresses within the home.
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 other children. ASC/ PDA Anxieties escalating. No face to face access to OT and SALT, only



	available virtually/by telephone	
The potential impact of wider family (shielding) within the household	HIGH Mum currently has COVID-19 in a mild form	
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 -Parent currently has COVID-19	
Review of support/progress up to End of April		
<p>Weekly school contact by phone between child, parents and 1:1 Teaching assistant to:</p> <ul style="list-style-type: none"> • Listen to Mum’s views, concerns and well-being about the situation • Monitor and guide SAL Therapy delivered by the parent • Answer questions arising • Identifying areas where further support and adjustments can be made <p>Weekly school contact by phone between SENCO and Parent to:</p> <ul style="list-style-type: none"> • Discuss modification and adaptation of EHC Implementation Plan • Prepare for EHCP review (this is on hold as Mum is struggling with COVID-19) • 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. • Discuss developments in remote feedback regarding planned ADHD assessment 		
<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>		
<p>Parents are given a timetable for the week:</p> <ul style="list-style-type: none"> • Complete 3 IDL sessions per daily • Complete 1 session on Nessy • Read an online Bug Club reading book, answering questions on line • Discuss the Bug Club reading book with the Teaching assistant on the telephone • Complete a Mathletics session using manipulatives currently within the home (solve addition and subtraction problems using pasta twists, pebbles and coins) • Gain some skill at recalling 2, 5 and 10x tables using TT Rock Stars. • Differentiated homework set by Class Teacher through Google Classroom • ASC related resources for parent and child to complete together (social stories, my COVID Lock down, the future) <p>Weekly Targeted online/ phone conversations focused on:</p> <ol style="list-style-type: none"> 1. The child retaining familiarity with staff and practising reciprocal communication with the Teaching assistant 2. Promoting compliance in accessing and completing set learning activities 3. Discussing reading materials and subject content 4. Talking around a topic relating to what the child is reading to promote comprehension 	<p>Date From: Mar</p>	<p>To: May</p>



<p>5. Embedding understanding of what is being asked of the young person and why</p> <p>6. Practise turn taking in conversation and modelling syntax</p>		
Additional support/guidance provided by the Early Start Team		
	Date From:	To:
School/setting: (If provision is available on site) Outline the adjustments to 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:
<p>Y6 GIRL will be in a 'pod' of 8 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 8 will have full time access to a teacher and 2 days access to a Teaching assistant spread across 4 afternoons including 4 lunchtime breaks. The curriculum will be adjusted to maintain social distancing as far as possible.</p> <p>Online learning tasks will continue to feature more highly than usual. Whole group reading and discussion will be conducted via the interactive whiteboard.</p>	1.6.20	15.6.20
Communication and Interaction		
As per EHCP		
Social Emotional and Mental Health		
<ul style="list-style-type: none"> • SEMH: social stories, videos and books directly teaching aspects of COVID 19 and its relevance and management • Social skills: as a small group of 8, there will be many opportunities for focussed modelling around interaction with physical reminders and games to embed social distancing. 		
Cognition and Learning		
<p>As per EHCP.</p> <ul style="list-style-type: none"> • Children will have their own individual resources, to be cleaned daily • Books will not be marked. Corrections and feedback will be modelled on the interactive white board • Targeted spelling will be more online (Virtual Fast Phonics First and IDL sessions) • Teacher to stand behind the child when hearing a child read • Increase in online books to be shared on the interactive white board 		



<ul style="list-style-type: none"> Speech and language will be delivered by the teaching assistant who will liaise with SALT by telephone, overseen by the SENCO. 		
Sensory and or Physical		
<ul style="list-style-type: none"> 1:2 Motor skills Utd Gross Motor activities. Thorough cleaning of any resources. Aspects of OT will not be able to be delivered due to close proximity. Online Yoga rather than Learning support led 		
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>On the waiting list for CAMHS ADHD Assessment, waiting time may be longer than usual. Parents informed of mental health crisis advice line if any urgent support is required while waiting.</p> <p>ADOS Completed ASC diagnosis received September 2020 – post diagnostic support available through Space4Autism virtual platform.</p> <p>OT therapy usually received both at clinic and in school - OT School Care plan shared with both mum and school and termly phone calls scheduled with OT who will provide follow up advice and support over the telephone, rather than face to face in school.</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>There is no current involvement from Children’s Social Care or Early Help</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. 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. From 9th June: <ul style="list-style-type: none"> SENCO and Teaching assistant will begin to prepare the young person about returning to school. Work will be set around guiding the child to expect to visit school to join the children of key workers. 		



- This fits with guidelines as the parent is a key worker who chose not to send her child into school during Phase 1.
- Social stories and comic strips about social distancing and what this means in school will be practised and rehearsed.
- Clothes to be changed daily – social story about ‘new uniform’.
- 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.

From 15th June:

- Subject to the whole family being well, the child will attend school alongside the Key worker children for one morning towards of the beginning of the week and also one morning towards the end of the week.
- The child normally has difficulties in getting ready for school and leaving the house and is often late for school.
- School will not be expecting any child to wear uniform at this time.
- The child’s additional support will be accessible for both of these days.
- PPE will be supplied in classrooms and will be available to staff, when needed.

From 22nd June:

- Increases to two full days at the beginning and end of the week with a day’s break on Wednesday.
- Access to additional support as described in the EHCP with adjustments made to keep to 2m distancing.

From 29th June:

- Full attendance alongside the key worker children, or if space allows with the Y6 cohort.
- Access to additional support as described in the EHCP with adjustments made to keep to 2m distancing.
- Careful consideration of movement breaks and use of/ cleaning of physical resources.

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 AHCC

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