

Lockdown 3.0 SEND Provision at St Meriadoc Junior Academy



Intent	Implementation	Impact
<p>At St Meriadoc Junior Academy, our intention is for Special Educational Needs and/or Disabilities (SEND) provision to continue through Lockdown 3.0 and school closures of March 2021. We will use our best endeavours to secure that the special educational provision called for by the pupil's special educational needs is made. We will ensure that appropriate support is made available for pupils with SEND, will continue to deploy teaching assistants and enable specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Through our high-quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> • Ensure engagement with remote learning by delivering daily taught lessons through Class Dojo by the class teacher. Follow up phone calls and emails from class teachers if pupils have not understood the learning or need further support. • Ensure engagement with remote learning by delivering 1:1 intervention which focus on the specific needs/barriers to learning of a group of pupils. These may be focussed on phonics, reading/Maths skills etc. • Will continue to provide differentiation for pupils with SEND and incorporate elements of the school provision where applicable. • Will continue to work in partnership with parents and carers to provide learning activities which are appropriate to the needs of the child. • Will continue to work collaboratively with external agencies to ensure that pupils continue receive specific profession and make progress within targets set. • Will provide more focused pastoral support where issues are identified that individual pupils may need help with their self-esteem, self-belief, wellbeing and social/emotional support. • Will provide opportunities to check in regularly with families who we know may need additional support with routines and expectations for the child or for the mental health and wellbeing of the parents/carers. • Close liaison is maintained with all members of staff by the SENCO. 	<p>At St Meriadoc Junior Academy, every teacher is a teacher of SEND and this ethos will continue into Lockdown 3.0. We will continue to work collaboratively between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child to ensure pupils can access remote learning and feel supported to do so.</p> <p>At St Meriadoc Junior Academy, pupils with SEND will continue to:</p> <ul style="list-style-type: none"> • Be included in all aspects of the school day and class life. • Be provided with quality first teaching, differentiated to their needs. • Be respected and their contributions valued and acknowledged. <p>At St Meriadoc Junior Academy, during Lockdown 3.0, pupils with SEND will receive:</p> <ul style="list-style-type: none"> • Follow up phone calls and emails from class teachers if pupils have not understood the learning or need further support. • Interventions delivered in small group/1:1 which focus on the specific needs/barriers to learning of a group of pupils. These may be focussed on phonics, reading/Maths skills etc. (Where/when appropriate) • Their full provision through the deployment of teaching assistants within the school to allow appropriate support available for pupils who attend school (either full-time or part-time). • Continued support to work on targets set by external agencies. (Regular monitoring by TN) • More focused pastoral support where issues are identified that individual pupils may need help with their self-esteem, self-belief, wellbeing and social/emotional support. • Opportunities to check in regularly with families who we know may need additional support with routines and expectations for the child or for the mental health and wellbeing of the parents/carers. 	<p>As a result:</p> <ul style="list-style-type: none"> • Pupils at St Meriadoc Junior Academy have been highly engaged within their remote learning. Teachers continue to be aware of pupils who require further support and follow up work in school. • Class Dojo lessons has allowed the class curriculum to continue allowing for specific subject knowledge and skills to be built upon. They have also allowed for the continuous development of their speaking, listening and social skills. As well as pupils still following the teaching/lesson format to provide consistency. • Pupils with SEND make good progress at Chacewater from their starting points due to the use of resources and small group intervention which meets the needs of the pupils. • The academic and social progress of pupils with SEND has continued to be reviewed through IEP reviews for the Spring term. • Pupils returned to Chacewater on 8th March and were able to transition back into school life and routines with the vast majority eager and excited to be back in school. • For the final four weeks of the Spring term, we will be basing our assemblies and work in school on the following ideas: Four themes (self-efficacy, hope, gratitude and connectedness), with each drawing upon some of the factors that underpin wellbeing and positive psychology. The resources come from an organisation called "Place 2 Be"