

SEN Information Report 2020-21



Our commitment to children with SEND

At **Hartford Infant School** we are fully committed to **inclusion**. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and after school clubs. We always strive to remove potential barriers to success.

We have **high aspirations** for SEND children and want them to become independent, engaged learners who have high self-esteem.

Staff consistently work to ensure children's needs are catered for in all aspects of school life.

We work with parents and other settings before children join us and as they transition to their next school.

The Teaching Assistant who supports my son gives 100% every day. She knows him well and communicates with me regarding his needs.

Year Two Parent

What is a Special Educational Need?

- A child has a SEN if they have a learning difficulty or disability which calls for additional or different educational provision.
- This may mean that s/he has a significantly greater difficulty in learning than others of the same age.

What is a disability?

- Some children who have SEN *may* also have a disability. This is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (long term is defined as a year or more).
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy or cancer.
- Schools have a legal requirement to meet the needs of children with medical needs. At **Hartford Infant School**, this is done using an individualised support and resources plan.
- We are committed to preventing disabled children being treated less favourably than other pupils which begins at admission.
- Not all SEN children have disabilities!



What is a Special Educational Need (SEN)?

Types of SEN – The SEN Code of Practice (2015) outlines four Broad Areas of Need.

At Hartford Infant School we provide for them all.

Communication and Interaction

Children with **speech, language and communication** needs have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The **Autistic Spectrum** [ASC] comes under this area of need, children with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate, severe and profound learning difficulties. Specific learning difficulties affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of **social and emotional** difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children have a disability. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require support and/or equipment to access their learning.



How does the school know if my child needs extra support or has SEN?

We may already know that your child needs extra support, or has a SEN, for example;

- If your child has come from a previous school or a preschool which has passed on information to us
- If you have shared information with outside agencies with us

It may be that we identify the SEN ourselves. Children are regularly assessed, teachers would notice, and act, if a pupil is not making expected progress. This may highlight that the pupil needs additional support. If this happens, we have clear paths to follow and intervention can happen at each stage. A child will move through the steps if progress cannot be seen.

- The teacher will discuss the concern with the parent/guardian and will agree a plan of targeted support
- The teacher will raise a concern with the SENCo
- The SENCo may follow this up with an observation or further assessment. The SENCo and teacher will decide upon a course of action (e.g. small group intervention, different strategies or additional resources). Parents/Carers will be involved and informed
- This may mean that the pupil requires a One Page Profile
- If, after a period, we find that this course of action is not making an impact on the pupil's learning, behaviour or wellbeing then we may, with parental consent and involvement, make a referral to an outside agency such as a Specialist Teacher or Educational Psychologist.

How is my child learning tracked, assessed and recorded?

All children are included in our assessment and tracking throughout the year. They are tracked against their **baseline**.

We keep a SEN register of children receiving additional and or differentiated support.

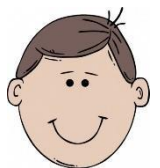
Teachers keep track of children's progress and present this to the Headteacher and subject leads as Pupil Progress meetings each term.

Children with a SEN need have a **Hartford Infant School Pupil Profile**. These contain important information about them and their targets. These are updated each term and are shared with parents, as parental voice is an important aspect of planning. The plans follow the '**Assess, Plan, Do, Review**' cycle, see appendix 1.

Children with an **EHCP** (Education, Health and Care Plan) will have all the above as well as an **annual review**, where all professionals supporting the pupil are invited to discuss and review their progress.

The staff work closely with the SENCo and parents. The SENCo is quick to answer emails and is accessible.

Year One Parent





What support might your child receive?

It is important that ALL children have **high quality teaching**. Children at **Hartford Infant School** are catered for in carefully planned and differentiated groups. This means teaching can be tailored to individual needs.

If a child needs additional support, we will implement intervention groups and additional resources. These groups can focus upon any area of the curriculum, social or physical skills.

It may be that a SEN pupil needs focussed one to one time, to support them with a specific target or area of need. This support will be with a teacher, teaching assistant or outside agency professional.

Interventions are intended to enhance children's learning and increase their progress. Bearing this in mind, it is important to us that children do not miss out on high quality teaching in maths and English, so children are not usually taken out of class during this time.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. We are mindful of bullying linked to SEN and work rigorously to prevent this.

Some children need specialist equipment. We work closely with outside agencies to source and implement the use of this.

How are children involved in decisions around SEN support?

We involve children in the planning of support (in an age appropriate manner). We talk with children about their work and wellbeing. They are involved in the creation of their **Hartford Infant School Pupil Profile**. We recognise the significance of pupil voice. When children feel involved, they learn to recognise their own barriers and work with us to remove these. We work hard to help children recognise and celebrate their successes.

Who are the staff that might support my child?

Firstly, and foremost, your child's **Class Teacher** who will be your first point of contact.

Teaching Assistants are attached to each key stage. These staff members can provide support in class, in intervention groups and on a one to one basis.

The **SENCo** (Special Needs Coordinator) who is responsible for the overall monitoring of education for children with special needs and ensuring that the SEN policy is implemented.

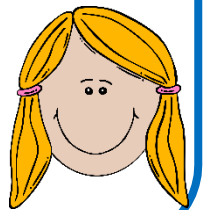
The **Headteacher** who is responsible for the overall learning of all pupils.

Specialist Support Staff who are from outside agencies who work in partnership with school staff.

Teachers and support staff understand ASD and provide relevant strategies and adapt approaches to learning to best suit my son's needs.

Communication is exemplary, and everybody has enthusiasm.

EYFS Parent





Staff Training

- We ensure we have a **well-trained staff** able to meet the needs of children with SEN.
- Staff are trained to adapt our **broad and balanced curriculum** to meet individual or group needs.
- Training is arranged depending on the needs of the children currently on role.
- All staff attend courses aimed at improving knowledge of specific needs and improving support for the children.
- If a child has a specific conditions or medical need training is arranged. We work closely with parents/guardians.
- The SENCo keeps up to date with developments through local and national meetings and training.
- We work closely with medical professionals to write **Medical Health Care Plans** and where appropriate risk assessments.
- Key staff are trained to provide personal care discretely and with dignity fostering independence wherever possible.
- Staff have mental health training which is regularly reviewed and updated.

Is the school accessible for my child?

Hartford Infant School is all on one level, except for the external doors to the Year 2 classrooms which are accessible by ramp. We are always willing to make adaptations for children with specific difficulties. We take advice from the Occupational Therapists and other services where appropriate.

The carpark is dedicated to staff but on request the school will grant access for children with mobility difficulties.

We have an **Accessibility Plan**, which is available on the [website](#) and is updated annually.

What other information will be useful?

Our **SEN Policy** is on the school [website](#).

Cambridgeshire County Council have a **Local Offer**. This is a “front door” to information about education, health and social care.

What information is included in the Local Offer?

Through the web pages in the SEN section you can find:

- How educational settings support children with SEN
- Information about health services
- Information about specialist support services
- Information on the Education, Health and Care Assessment and plans
- Information on school transport
- Information about how schools are funded to support children with SEN
- Resources and guides

Here is the link:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Cambridgeshire also have a **Parent Partnership Service**. They are there to offer impartial and confidential information and advice to parents of children with SEN.

www.pinpoint-cambs.org.uk



Working in Partnership with Parents

At **Hartford Infant School**, we believe children progress when **home and school work together as partners**. Parents are invited to be fully involved in the planning and evaluation of their child's provision. We value working with parents, as they can provide an insight into their child's development.

We invite new parents in to visit us. If your child is joining in the Reception Year, we offer a welcome and information meeting. If your child has a SEN, you can meet with the SENCo prior to your child starting. We also arrange visit days for children to help with transition, for a child with SEN these are personalised.

The SENCo will gather parental views to inform future practice. There will also be opportunities for parents to meet with the SENCo, as part of a SEN forum.

Parents are invited into meet with staff to review progress on at least a termly basis. If outside agencies come into school, where possible, parents are invited into meet with them. Parents are welcome to book an appointment with the class teachers or SENCo if they would like advice or to raise a concern.

Evaluating the Effectiveness of SEN provision

The Leadership Team hold termly **Pupil Progress** meetings to track progress from a baseline. The SENCo reports on a termly basis to the Governors and progress is also overseen by the Local Authority. All interventions are monitored to ensure that extended outcomes are met.

Enquiries

If you think that your child has SEN please speak to your child's teacher in the first instance, s/he will have the best knowledge of your child and will be able to answer your questions.

Please feel free to contact the SENCo, **Mrs McGregor**, if you have any further enquires. Mrs McGregor works in school on a **Tuesday and Thursday**. A message can be left for her with the office staff or she can be contacted at Vmccregor@hartfordinfantschool.org

If you have any complaints about the school arrangements for SEN then please ask for a copy of the **Complaints Policy** from the school office.

"When I returned to school to review progress and provision, I was delighted that my recommendations had all been swiftly implemented. Progress was evident."

External Agency Worker





Provision for Children with SEN

At **Hartford Infant School** we have experience of supporting children with a wide range of SEN and medical needs. These include **Autistic Spectrum Condition [ASC]**, **Visual Impairments**, **Dyslexia**, **Speech and Language Conditions**, **Diabetes**, **Epilepsy** and **Emotional Challenges** such as **ADHD**.

We have access to a range of supporting agencies and Family Support. If a child's rate of progress stops or slows down, we may open an **Early Help Assessment (EHA)** and request support from the most appropriate outside agencies.

We have a **disabled toilet hygiene room** with an electrically adjusted child changing facilities.

We remove barriers to learning by making reasonable adjustments to provision. An example is a Learning Station with a visual timetable and ear defenders.

In the afternoons we run **nurture provision** from our dedicated Rainbow Room. This is a space for children who have **emotional** or **sensory difficulties** to receive dedicated and targeted teaching. This is planned in close partnership with parents and the class teachers to ensure that there is an impact for the child in all aspects of their lives.

Interventions are carefully monitored to ensure children make progress against their expected outcomes.

For children who need learning broken down into small steps we use **PIVATs** or the **PDJ** (Paediatric Development Journal). These tracking systems help us to track the small developmental steps. The use of these are closely monitored by the Specialist Teaching Team and parents/guardians will be involved in planning and evaluation of next steps.

Background Information

We are a part of **The Cam Academy Trust**. We are an **infant** school with capacity for 180 children aged 4-7 years with 2 forms per year group.

We aim to ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behavioural needs. **Hartford Infant School** prides itself on its inclusive nature. The school has a high number a staff who have a wealth of experience in successfully supporting children with a range of sometimes complex needs.

Data

Currently at **Hartford Infant School** we have 14.2% of children with an identified SEN need (12.1% of all pupils national in July 2020). In addition, 15.4% are on our monitoring register which means they may have additional needs and as a result are being closely tracked.

5.32% of children have an Education and Health Care Plan EHCP (3.3% of all children nationally in July 2020).



Universal provision for ALL pupils	Targeted support for some pupils identified as needing help to achieve good progress	Personalised provision for pupils with Special Educational Needs or Disabilities
<p>High Quality First Teaching, including; well differentiated work to match the needs of ALL learners; guided groups; dyslexic friendly classrooms; multi-sensory approaches; Enable Tables with equipment for children to use to help them regulate their own learning; appropriate use of ICT; clear behaviour policy and accurate assessment and effective feedback. Training in special educational needs is ongoing and as required.</p> <p>Ongoing Assessments and Pupil Progress Meetings ensure high expectations for all, identify those in need of targeted support and ensure resources are used effectively. We hold parent meetings at the start of the year to get to know the children.</p> <p>Communication with parents / carers, including daily teacher accessibility; parent consultations twice a year and annual reports.</p> <p>Involvement & inclusion of learners, through engaging learning contexts; individual learning programmes, explicit learning about learning; encouragement of pupil voice; peer and self-assessment and personal targets.</p> <p>All class teachers have a Provision Map which details any extra support a child has in the classroom from using a pencil grip, to having a positive behaviour chart.</p> <p><u>Key point – all teachers plan lessons and activities to support all learners.</u></p>	<p>In-class support Given by Teacher or Teaching Assistant during specific lessons through whole class teaching or guided groups.</p> <p>Intervention groups Interventions are put in place to meet the child's needs in one of the following four areas:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs <p>Led by the Teacher or a Teaching Assistant in close consultation with the Class Teacher, with the aim of making accelerated progress over a set amount of time.</p> <p>The impact of these interventions is closely monitored through Pupil Progress meetings and the Intervention Audit.</p> <p><u>Key point – extra help will be planned by teachers and children will attend small group sessions to help them.</u></p>	<p>We aim to remove barriers to learning and ensure children participate in mainstream education.</p> <p>SENCo: Vicky McGregor is our SENCo with dedicated time for the monitoring, liaison and administration of SEN provision.</p> <p>Specialist Agencies: We may ask an outside professional to help; from the Specialist Teaching Team, Speech and Language Therapist, Educational Psychologist, Occupational Health, Physiotherapist, Family Support Worker, Visually Impaired Team and Hearing Support Team, Play Therapists, School Doctor/Nurse or CAMH. This may take some time, roughly between 2 and 5 months. Specialists may come and observe a child, speak to staff/parents and then write a report with recommendations.</p> <p>The additional involvement of parents/carers, in identifying, meeting and reviewing the needs of their child(ren). This involvement may be meeting with the class teacher, attending an annual person-centred review meeting or creating an Early Help Assessment (EHA) with the SENCo or attending a Team Around the Child/Family (TAC/F) meeting. The SENCo is available on Tuesdays or Thursdays, or by email</p> <p>Hartford Infant School Pupil Profiles are written for any child who has been placed on the SEN register. These specify which areas of learning cause difficulty, what the child's preferred learning style is, their interests, top tips and parental voice. The document ensures all supporting adults have access to relevant information about a child and ensures the most appropriate support is provided. It also specifies the identified provision and individual targets. The profiles also contain information and recommendations from involved outside agencies and the school's response to these.</p> <p>Education, Health & Care Plans in line with the SEN Code of Practice 2014 and Equality Act 2010 an EHC Plan is created alongside the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed annually through a person centre review meeting.</p> <p><u>Key point – we will work with you and professionals to support your child in the best way possible.</u></p>

Special arrangements in relation to COVID-19

From September, the government announced plans for all children to return to school on a full-time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

At Hartford Infant School:

- Children will be taught in year group with two classes in each, within each year group children will follow a daily timetable which is unique to them. They will not mix with other year groups to minimise contact.

- Reception
- Year 1
- Year 2

Each year group will have set teachers and teaching assistants assigned to it.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which consider the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in our information report. These include:
 - activities linked to the outcomes on their **Education Health Care Plans**.
 - visual supports such as visual timetables, working memory boards, now and next cards or task cards;
 - coloured overlays, ear defenders and sensory boxes;
 - technology where appropriate, such as laptops and iPads;
 - access to resources that support emotional well-being, such a social story;
 - in class provisions, such as speech and language or specialist interventions;
 - Nurture.
- Interventions will take place within year groups. Trained **Teaching Assistants** or **Teachers** will deliver these interventions following government social distancing guidelines and hygiene.
- SEN children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEN needs.
- Children will have access to **Pastoral Support Plans** should they need one.
- If a child has a medical need an **Intimate Care Plan** or **Health Plan** may be appropriate, parents and medical professionals will be involved in the creation of this.
- The **Hartford Infant Pupil Profiles** will continue to be in place for children on the SEN register and reviews will be conducted with parents, these may be held on the phone or virtually. The **Hartford Infant Pupil Profile** contains key information regarding a child's special needs and the most appropriate was to support them. It will also highlight the agreed targets.
- **EHCP annual reviews** or meetings will be held via Microsoft Teams with professionals and parents.
- Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, **Hartford Infant School** will ensure:

- work will be set by class teachers. It will take in to account the needs of the pupils in their classes. It will follow a well-sequenced curriculum aligned to the work planned in the medium-term planning so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- teachers will check work posted on [Tapestry](#) [school's online learning journal] regularly to gauge how well pupils are progressing through the curriculum;
- regular contact with families via Microsoft Teams or a telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met;
- class teachers set work and provide resources for individual SEN children relating to the outcomes/targets on their **EHCP** or **Hartford Infant Pupil Profile**;
- that remote education resources such as Oak National Academy specialist content for pupils with SEN will be used where appropriate. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teachers
- ensure that if children do not have the means or suitable conditions at home to access online, digital materials the school will endeavour to provide comparable paper-based materials to support those children where requested.

Parents of SEN pupils may continue to require our support at this time and can contact the class teachers via the school office. The SENCo can be reached at vmcgregor@hartfordinfantschool.org

Resources to support our pupils' SEN will be uploaded on to the school [website](#) in the SEN section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary, following the usual graduated response process detailed above.

This information should be read alongside the Hartford Infant School Remote Learning Policy

Covid19 Addendum for SEND Policy January 2021

Coronavirus (COVID-19) – special educational needs

Hartford Infant School are continuing their legal duty to provide education, health and care (EHC) needs assessments, when requested or needed. Our [local offer](#) has links to resources that parents/carers may find helpful during the national lockdown for Covid-19.

By law, the process should take up to 20 weeks, but this can change in exceptional circumstances, such as the current outbreak.

Government Guidance following national lockdown for Covid19

Temporary changes to SEND legislation

The following statement has been taken from the DfE '***Restricting attendance during the national lockdown: schools***' updated January 2021

“Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.”

Current Provision and Support

Our SENCO, Mrs. McGregor, continues to support children and their parents whether children are in school or at home. She can be contacted via the school or on her email vmcgregor@hartfordinfantschool.org and can offer help and support.

Whilst outside agencies are generally not able to come into school, consultations can happen in a bespoke manner. Parents can be involved in these using [Microsoft Teams](#).

Children with EHCPs have been offered places in school. If the parents decide not to take up this offer, they work with Mrs. McGregor to create a risk assessment which follows local authority guidance. This explores provision identified in the EHCP and considers how support can be facilitated within the home. Hartford Infant School staff will work relentlessly to remove barriers to a child's engagement with their learning.

For those children in school EHCP provision will continue and staff will plan to provide learning opportunities and experiences to meet set expectations e.g. working on targets set out in child's EHCP. Staff will be in weekly communication with parents via email. We feel a partnership approach ensures the best support for children.

Children with identified SEN needs will have access to a relevant curriculum through pre recorded video lessons (on the [School YouTube](#) channel) and Homework Packs (posted fortnightly on the [school website](#)) planned and created by their year group teachers. The work set by teachers will take into consideration the individual needs of pupils. It will follow a well sequenced curriculum planned so knowledge and skills are built incrementally.

Teachers will check the work posted on [Tapestry](#) (the school's online learning journal) regularly to gauge how well pupils are progressing. The wellbeing of pupils will also be closely monitored through phone calls and email conversations with parents, [Zoom](#) sessions and observations.

If children do not have access to the online and digital materials the school will endeavor to provide comparable paper-based materials which will be delivered to the home. School will offer a digital device to support at home.

Parents will also be signposted to additional avenues of support e.g. Remote learning resources such as [Oak Academy Specialist content for pupils with SEN](#) will be used where appropriate.

Where possible access to specialist resources or adapted provision will continue in school/home e.g. nurture. If the child is at home this will require support from parents to enable the sessions to be successful. Staff will work from the Hartford Infant Pupil Profiles which contain bespoke information about each child (and have been shared with parents). Provision may include, for example, the use of visual timetables, task cards, ear defenders, sensory breaks or overlays.

SEN children will have access to breakout spaces should they need time out from their classes for any reason related to their SEN.

If a child has an Intimate Care Plan or Health Plan this will be reviewed with parents to ensure it is Covid secure.

During the second half of the Spring Term children with Pupil Profiles and EHCP reviews will have their provision reviewed by their teachers and parents alongside Mrs. McGregor (if needed) and where appropriate outside agencies involved. The child's voice will be an important part of this process and will be recorded as appropriate.

If there are children who are not on the SEN register, but are being monitored closely, this will continue, and referrals can be made to outside agencies if appropriate.

It is understood that being a parent or guardian of a child with SEN can bring challenges, especially during a pandemic. The school will work hard to provide emotional support to parents and to make links with other agencies who are able to do this in a specialised manner.

This information should be read alongside the Hartford Infant School Remote Learning Policy.

Plans for re-integration and transition to new classes/schools
We know that any transitions, especially for many of our pupils with SEND, can

be stressful and needs to be well planned, in advance, and should not be introduced abruptly. We understand that re-integration back into school and/or transition to a new class or school is going to be made even more challenging following the Covid19 national lockdown. Furthermore, we know that pupil's reactions to returning to school will vary greatly and some pupils will potentially need much more additional support.

As such, our aim is to plan carefully for transition and reintegration and work closely with parents/carers to help prepare their child/children and guide them through these transitions carefully. As the whole school returns we will continue to review the provision to meet the differing needs of our pupils with SEND as they are taught as part of their year group bubble.

The SENCo will remain in contact with the families and children with SEND and will ensure that the home learning is adapted according to their needs.

Risk assessments were completed during lockdown and will be reviewed and used over the spring term, in identifying what additional support pupils with education, health and care plans need to make a successful return to

full education. Risk assessments will also prove useful if pupils have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires the school to return to more limited attendance, or temporarily close.

The SENCo will contact parent/carers and involve them in planning for their child's return to school at the end of the national lockdown.

It is important the pupils with an Education Health Care Plan continue with their learning during lockdown and we expect these pupils to be in school unless there is an agreement between home and school that the child is best off at home. If it is agreed that a child is best off at home, then parents should support their child to access learning provided by the school. Where external agencies are involved in supporting a child e.g. specialist support teachers, therapists, this involvement will continue virtually wherever possible.