

FEDERATION OF St. ELPHEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School:- Regina Coeli

8. VULNERABLE PUPILS (FSM/SEND/LAC/Identified groups)

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations	Phase II	Phase III	Phase VI
<p>What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?</p>	<p>Vulnerable pupil log</p>	<p>Vulnerable pupil log</p>	<p>As phase 1&2</p>	<p>SLT to maintain the vulnerable log to support updates on attendance and reintegration.</p> <p>SLT to ensure new teachers are fully aware of vulnerable children within their classes through:</p> <ul style="list-style-type: none"> • SEN/Wellbeing surgery held with Inclusion DHT • Information about children shared with CTs at their transition meetings to make new teacher fully aware of circumstances within families. <p>Staff reminded on the Inset Day to pass any new information given to them when children return to DSL/Inclusion lead as appropriate.</p>

<p>While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?</p>	<p>SLT and staff phone calls - class teachers and SLT are contacting families to ensure they have access to the Google learning platform if they are not attending school</p> <p>Open and frequent lines of communication with our families</p>		<p>As phase 1&2 Printed packs available for those families that request it and these can be delivered to homes if necessary following social distancing</p>	<p>SLT to maintain the vulnerable log to support updates on attendance and reintegration.</p> <p>1st day of absence calls home to be reinstated for all children. TA to call after register. Office to call then text. DSL to visit family home if no contact.</p> <p>SLT to maintain the supportive model for families that may still be experiencing difficulties as an impact of Covid-19. These families may be new to the list due to job loss, bereavement or change in situation.</p>
<p>While schools are closed, have families accessed support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?</p>	<p>Vouchers set up with Edenred</p> <p>Food parcels prepared for families who require such support (based on calls home)</p>	<p>Vouchers system</p>	<p>As phase 1&2</p>	<p>Free school meals will be accessed.</p>
<p>If any pupils are currently shielded how are they being supported? What will this look like while working through the phases of re-opening?</p>	<p>Ensure staff on site have appropriate knowledge (including medical) to support individual needs.</p>	<p>Ensure staff on site have appropriate knowledge (including medical) to support individual needs.</p>	<p>As phase 1&2</p>	<p>Shielding ends 1st August</p> <p>IHCPs reviewed for all pupils.</p>

<p>What support will families require as the school re-opens? Can this be from the school, or are external agencies required?</p>	<p>Consultation Staff available to answer any questions that parents may have.</p>	<p>Y1 – 5 Google Drive/Classroom used as an online learning platform for children who are not able to attend school to enable daily lesson content planned by the teachers against the medium term plans.</p> <p>Class teachers to highlight which families have required support during the first phase and this to be continued by the administration staff.</p> <p>ELSA to continue to routinely make phone calls home.</p>	<p>As phase 2</p>	<p>School to share each year group’s individual strategy with parents via email and Google Classroom.</p> <p>Inclusion DHT will contact the families of children with EHCPs individually to discuss their reintegration plans. These may include a phased return and part-time hours.</p> <p>A virtual coffee morning/SEN surgery to be offered to parents by the Inclusion DHT. Appointments made for those parents who express an interest.</p> <p>CTs to update Inclusion DHT on any families they have concerns about that may require adding to the vulnerable log.</p>
<p>How are leaders making sure vulnerable pupils are safe and accounted for? What systems are in place to the report this to the LA safeguarding and CSC teams?</p>	<p>From the 11.05.20 the LA are collecting pupil level data to liaise with social care where necessary to ensure families are supported.</p>		<p>LA continue to collect pupil level data about this group of pupils</p>	<p>LA have an allocated WHO who the school can access support from.</p>
<p>What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the</p>	<p>Coronavirus Social Stories and Child friendly themed stories posted on the Home Learning area for SEND children to access.</p>	<p>SENCo to share social stories with teachers who will user with their classes on the first day. These to be made available for teachers to return to as</p>	<p>As phase 2</p>	<p>Virtual ‘Meet the Teacher’ uploaded onto Google Classroom to support their transition with a new adult.</p> <p>Social story about returning to school provided via the SEND</p>

<p>younger pupils/varying independence levels)</p>		<p>and when necessary.</p>		<p>section of the website.</p> <p>Individual Risk Assessments to be updated for children with EHCPs to plan for reintegration considering a phased or part time return as appropriate.</p>
<p>How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?</p>	<p>SENCo in regular contact with all EHCP families to continue assessing the best setting for them.</p>	<p><u>Year R:</u> No EHCP in YR 1 pupil with individual healthcare plan (IHCP) who has a 1:1 1 IHCP pending <u>Year 6:</u> If 3 EHCP pupils attend the school, these pupils will be with known adults 1 IHCP pupil - ensure staff on site have appropriate knowledge (including medical) to support individual needs.</p>	<p>Diabetic training updated to ensure staff on site can support pupils appropriately SENco continues regular contact and risk assessments completed where necessary for individual pupils</p>	<p>Share Croydon's 'Going back to School' leaflet with parents via the website.</p> <p><u>Year R</u> 1 child with SEN support will have phased start as per EYFS plan. <u>Year 1</u> 1 child with IHCP already attended in Key Worker bubble. 1 Child with EHCP has been shielding with family since March. 1:1 support in place and contact with family via Inclusion DHT and 1:1 has continued through lockdown. Planned return through communication with parents and the individual RA. <u>Year 2</u> 1 child with EHCP to have a zoned area within the classroom to provide a personal space. 1:1 support. Planned return through communication with parents and the individual RA. <u>Year 4</u> 1 child with EHCP attended part time during the phased reopening. 1:1 support will be reintroduced.</p>

				<p>1 child with EHCP will return with a new 1:1. Return planned with all children but monitoring of pupil wellbeing by staff.</p> <p><u>Year 5</u> 1 child with EHCP to have continued 1:1 adult to support reintegration. Child from BAME background so considerations made of social distancing. Return planned with all children but monitoring of pupil wellbeing by staff.</p> <p><u>Year 6</u> 1 child with new EHCP. 1:1 support is familiar adult from previous year group. Return planned with all children but monitoring of pupil wellbeing by staff. Child at risk of disengagement.</p> <p>Space provided for all children who require time away from the classroom. ELSA/Inclusion DHT available for children.</p>
<p>What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?</p>	<p>SENCo had managed to maintain liaison throughout this period.</p>	<p>Planned virtual Annual Reviews and Transition meetings.</p>	<p>As phase 1&2</p>	<p>2 EHCPs awarded during lockdown will be shared with class teachers to ensure the provision.</p> <p>Annual Reviews to continue either virtually or face to face socially distanced as appropriate. 3 to be held in Autumn term</p> <p>1 appeal to be made regarding an</p>

				EHCP. EHCPs planned for 2 children after Inclusion DHT meets with EP.
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?	Virtual SALT Virtual review and transition meetings	Virtual SALT Virtual review and transition meetings	As phase 1&2	Inclusion DHT to liaise with external agencies regarding their provision for Autumn term. Autumn Term Annual Reviews
How will the phased return be organised for pupils who may have difficulty returning to school?		Year 6 breakout room Possibility for breakout space in the library Movement breaks where necessary	As phase 1&2 Where necessary ELSA to have 1:1 sessions in the conference room to allow for social distancing	All children are to return in September. Inclusion DHT to consider phased return for 2 infant children with EHCPs in discussion with parents.
How are resources being adapted for vulnerable pupils?	By class teacher according to pupil need and in discussion with the SENCo		By class teacher according to pupil need and in discussion with the SENCo	By class teacher according to pupil need and in discussion with the SENCo.
Have the processes for transition been carried out for CP pupils?	DSL to liaise with Croydon Social Care (Y6) Y3 JB continue contact with family		DSL to liaise with Croydon Social Care (Y6) Y3 JB continue contact with family	DSL to liaise with Croydon Social Care. Vulnerable Log. Transition forms completed by CTs and shared with new teacher at handover meetings.
Additional considerations:				