



Remote Provision for Pupils with SEND Statement

We have a duty to provide special educational provision for pupils who need it and this applies if pupils are learning remotely. The DfE stipulates that it expects schools to work with families and put reasonable adjustments in place *'so that pupils with SEND can successfully access remote education alongside their peers'*.

At Barnes Primary School we will take a pupil-centred approach to enable us to meet the needs of both the child with SEND and their family. We will aim to replicate school support as much as possible and use high quality resources.

When planning remote learning, we will start with the needs of the individual child and their home environment. The kind of work we set will be dependent on the age of the child and the support they will be receiving.

We will therefore talk to the family, and the child if appropriate, about the set-up at home and what worked well or was challenging during previous lockdowns or periods of remote learning. This will be a conversation with the child's LSA. In these conversations, we aim to find out:

- What level of access to technology there is in the home
- How confident the child is at using the technology available to them
- How much support the family is able to offer the child with their remote learning
- Any restrictions on that support, or the times of support, for example because of working from home commitments
- What the home environment is like for learning, for example are there distractions in the space the child would be working, do they have a dedicated space, and so on.

Support staff will aim to support your child at home as follows:

- Where support can be replicated, we will endeavour to do this with support phone calls to model activities, provide extra scaffolding, or give instant feedback on work to maintain motivation. This can also be done through comments and messages on the school's digital education platform
- Where possible, LSAs will continue to attend school where they have access to video conferencing for remote intervention
- If pre-teaching helps in school, we will aim to replicate this with a phone call before the lesson to go through the content
- If 1:1 support over a video call will help, we will aim to have a TA on speakerphone or a video call whilst the pupil is completing the learning for that subject, in order to answer questions and give encouragement
- We will aim to send home any physical resources that support the pupil in school, such as visual timetable strips, workstation trays, pencil grips, vocabulary charts, task planners, writing slopes, spell checkers, maths manipulatives, fidget toys or sensory resources
- We will aim to stick to the school timetable as closely as possible when pupils are self-isolating to create a predictable routine to avoid anxiety
- We will aim to continue valuable therapies such as speech and language or physiotherapy, rather than accepting that they can't go ahead. We will liaise closely with other professionals in this regard.

Each week we will call to speak with parents. This is to:

- Celebrate what's going well and discuss what might not be working so we can change things accordingly
- Support in creating a learning environment that's different to the rest of the home as this will help pupils struggling to understand 'school at home'
- Encourage parents to let the school know when something needs to be more flexible, for example if it's easier to do maths work in the morning. We will do our best to accommodate adjustments as long as the engagement and learning is happening.

We will aim to do the things that have proved to help children with SEND in previous periods of remote learning such as:

- Use very clear language
- Keep words on flipcharts to a minimum and use lots of graphics
- Break activities down into numbered steps or bullet points
- Use symbols or pictures to support understanding
- Use easy to read fonts and avoid underlining and italics

We also recommend that families look into the following resources:

- [Oak National Academy specialist classroom](#)
- [BBC Bitesize Parents' Toolkit: SEND](#)
- [Chatter Pack](#)