



Maricourt remote SEND offer January 2021

Remote learning: Supporting students with SEND (From January 2021)

Our SEND department is committed to maintaining high-quality remote provision for this vulnerable group so that 'pupils with SEND can successfully access remote education alongside their peers' (*DFE Advice 2021*). This is achieved in the following ways:

1. Taking a pupil-centred approach
2. Replicate school support as far as possible
3. Adapting learning materials
4. Utilising support staff as they would be in school
5. Supporting parents of pupils with SEND more than other parents
6. Ensure statutory work for students with SEND continues.

1. We take a pupil-centred approach

Giving teachers advice on:

- Student's individual profiles and consideration as to what this means for remote learning - in the context of their subject and the curriculum they are covering;
- Identifying what is going to work best for the child, and the support available;
- Creating resources that are accessible and inclusive – For example; when producing online instructions, worksheets, PowerPoints or paper-based resources they should ensure;
 - Use of clear language
 - Keeping words on the page to a minimum
 - Breaking activities down into numbered steps or bullet points
 - Use of symbols or pictures to support understanding
 - Use of easy to read fonts and avoiding use of underlining and *italics*
 - Use buff coloured paper
 - Have online resources in an editable format (e.g. a PowerPoint or word document, not PDF) so that pupils can increase text size or change the background colour
 - If children have severe reading difficulties or are visually impaired, use audio recordings of the resources and have these available with the paper-based resources
 - If pupils are learning on a computer, use of [Microsoft accessibility features](#) such as [picture dictionary](#) and [text to speech](#). G Suite also has similar [accessibility features](#)
 - Provide instructions to parents on how to use the resource if you know they will be helping, or further simplify them if there no or little adult support at home.



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- Sharing 'Top Tips' for making teaching videos for pupils with SEND (live or pre-recorded). This advice is from Anne Heavy, the specialist curriculum lead at Oak National Academy, with teachers who are creating videos or live-teaching. Many of these points will benefit all pupils, but especially those with SEND.
 - Give very clear explanations and instructions, with no room for ambiguity
 - Carefully structure what you are saying – consider preparing a script or list of key vocabulary beforehand
 - Keep the information short and sweet, with lots of repetition. Whatever the pupil's attention span is in class, assume it is halved
 - Heighten actions, facial expressions and "performance" by 100%
 - Remember to provide scaffolding, as you would in class – show pupils exactly what they need to do (rather than just tell them) where possible
 - Do not have too much visual clutter in the video. Keep it simple: avoid busy backgrounds, moving words or images
 - Pacing is important: have lots of pause-points in your videos so pupils can pause and repeat sections of the video if they need to
 - If possible (e.g. live teaching) check understanding as you go: ask pupils to repeat back what you just said, or what they need to do
 - Try to have as much consistency as possible in the structure and length of the video (especially between subjects if you're a secondary school) e.g. a clear beginning and end, consistent presentation style

2. We try to replicate school support as much as possible creating structure and routines

We are trying to focus on how to recreate the support that helps each child's needs, in school or at home, including:

- *normal school timetable followed, including breaks to allow time away from the screen. Form time and assemblies incorporated on a weekly occurrence. These timetables were sent out via email to all parents on a weekly basis with instructions for the lesson, e.g. live lesson log onto Teams. In addition to this, the topic of the lesson was included so that pupils knew advance what to expect and where to find accompanying resources in preparation for the lesson.*
- asynchronous approaches – 'live' lesson reduced to 40 minutes to allow pupils 20 minutes at the end of the lesson to review learning, complete tasks independently with scaffolded support.



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- where feasible, pre-recorded lessons or Oak Academy lessons were made available to enable pupils to revisit content. All lesson resources available on the VLE to enable pupils to revisit content at their own pace.
- sending home any physical resources that support the pupil in school, such as visual timetable/daily checklists/fidget toys
- creating predictable routines to avoid anxiety, e.g. make learning resources available before the lesson so pupils know what's coming, and sticking to the school timetable as closely as possible when pupils are learning remotely
- prioritising regular contact with someone from school, to keep those relationships strong. We aim to have meaningful conversations with every child and/or their family ask the family and child about resources. Ask: are these helpful? Which resources helped you learn best? Are there too many resources, or not enough? Adapt resources as you go, and make changes if things are not working
- maintaining support from our external agencies and every week. Teachers have open dialogue with Teaching Assistants who can
- continuing with intervention programmes through Microsoft Teams, for example;
 - Literacy intervention programmes 1-1 continue with specialist Local Authority teachers
 - Resilience and wellbeing workshops from Push Talks continue for our ADHD/ASC
 - Breakfast numeracy and literacy booster sessions for students struggling with Maths and English
 - IDL phonics and spelling intervention is supported via home learning packs

3. We adapted learning materials

- Teaching materials printed and sent home to allow pupils an opportunity for further asynchronous learning.
- A range of guides and videos were provided and made available on the school website to support parents with accessing MS Teams, show my homework. Parents were emailed the remote learning timetable on a weekly basis to help keep them informed. (Could use parental voice feedback here to show how much these were valued)
- The form of assessment used during remote learning varied depending on the context of the subject. Generally, the main forms of assessment were low stakes knowledge checks in the form of quizzes (online through SMHW or MS Teams)



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4. We use SEND support staff effectively both in school and through remote working

- At the beginning of lockdown, the SEND register was divided between the SEND team. Teaching Assistants contacted families to ensure students with SEND could successfully access remote education alongside their peers, in these conversations, they found out:
 - How much and what kind of family support would be available at home. Would parents be helping with remote learning, or maybe siblings? Are parents working from home and therefore less available to help?
 - The pupil's level of access to technology (if this is something they need to access your remote learning offer) and how confident they are using this technology
 - What the home environment is like for learning. Do they have a dedicated space for working? Are there lots of distractions in the space they'd be learning in?
- The Teaching Assistants knowledge of the child is also important and so we have a rota of TA support to ensure we have at least four TAs in school each day supporting both our key worker students with SEND and our most vulnerable learners with SEND

5. We offer enhanced support for parents and families of students with SEND

- Teaching Assistants offer phone calls, Microsoft Teams meetings and e-mails to maintain close relationships. This is done at least once a week to all our learners with SEND, to ask how they are getting on with the activities they have been set. Other discussions focus on;
 - Making "Don't be too hard on yourself" the main message – reassure them that this is a huge challenge and all they can do is their best
 - Celebrating what's going well, and encourage parents to be honest when things aren't working. Let them know that you can change things if they're causing stress, and help them come up with creative solutions
 - Supporting parents and carers to create a learning environment that's different to the rest of the home as this will help pupils struggling to understand "school at home". For example, an area that's away from where they sleep and eat, a school timetable on the wall, or even putting on school uniform
 - Encouraging parent/carers to aim for a consistent routine, e.g. breakfast and lunch at the same time as on a normal school day. But tell them not to worry about maintaining a rigid structure if it isn't working
- Offering High-quality resources, recommended by NASEN



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

6. We ensure statutory work for students with SEND continues

- Annual Reviews
 - All annual reviews have been facilitated remotely this year. Online platforms, including Microsoft Teams and Zoom have proved successful and constructive for all parties
- Engagement with external agencies
 - Support has been ongoing with all agencies including the Archdiocese and Local Authority Inclusion teams, Visual Impaired team, School Nurse, Specialist Teachers and CAMHS, in addition to parent support liaison SENDIAS. Communication has taken place through Zoom, Microsoft Teams, E-mail and telephone calls
- SEND Webpage
 - The SENCo has created a dedicated COVID-19 area on the SEND webpage for parents with updated information and resources. This is routinely updated to reflect on-going changes to provision.