



Supporting Students with Special Educational Needs and Disabilities (SEND) with Remote Learning at Granville Academy - January 2021

At Granville Academy, we are committed to supporting all students with their formal education, especially those who are likely to have particular needs, which cannot easily be addressed in the same way as those of other students. These students will require specific approaches tailored to their circumstances.

We have worked within our Leadership Team to expect a normal school day to be worked remotely by both students and teachers. Recognising that this will not always be practical, where it is possible the **routine** can prove beneficial to students and support them in the **management of their work and time**. This is of particular benefit for students with Autism, who need and prefer structure and also for students to feel secure within a remote “school day” to support with anxiety and other emotional presentations.

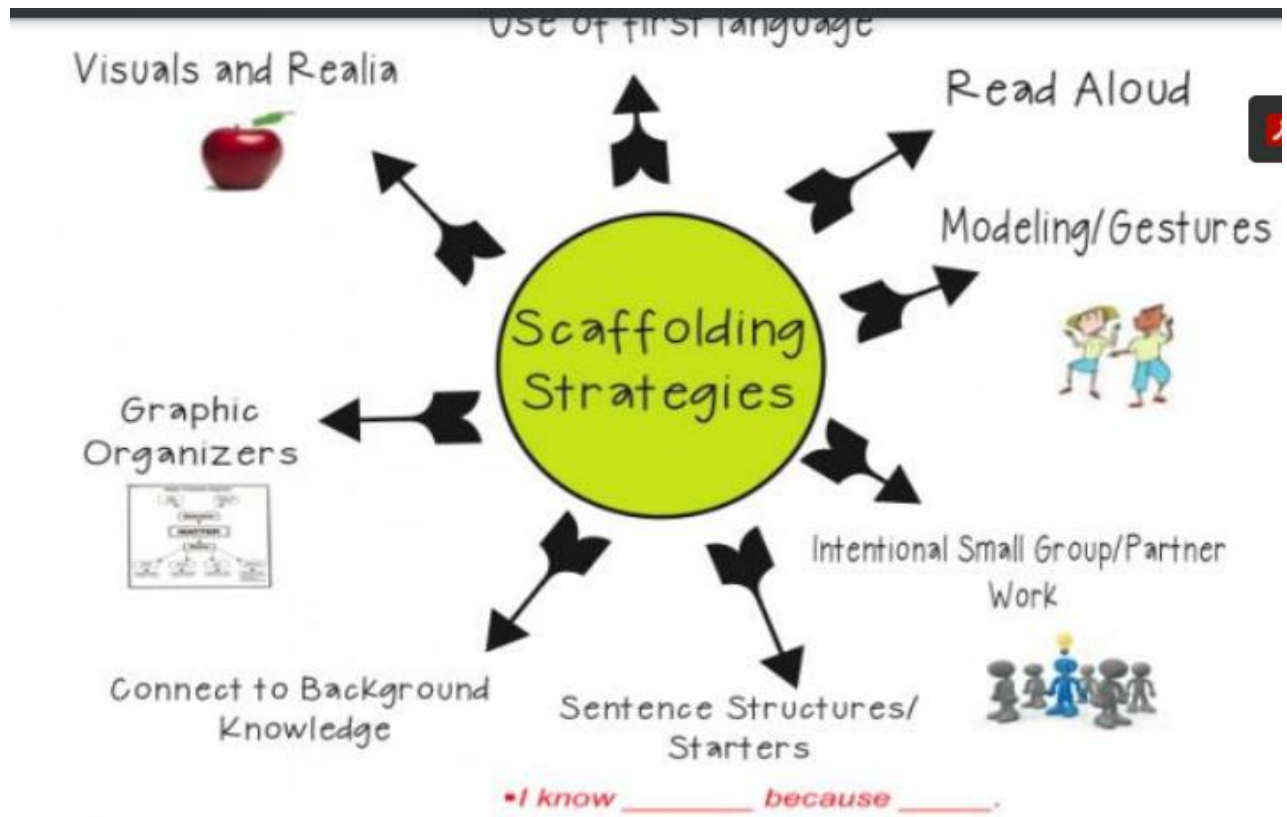
At Granville Academy, we also operate more flexibly, for example to accommodate contexts where students are having to share a single device within the home, meaning that access to recorded lessons is also available.

We know that frequent contact between students and teachers is crucial. All SEND students have an assigned Key Worker, when in school or studying remotely. These Key Workers call home weekly to ensure all learning is being undertaken, and also understood. Contact is made with students and the parents/carers to ensure all and any barriers to learning are discussed and reduced.

All iPads can be set up to read aloud the work presented. Using the accessibility buttons in settings, the work can be put on a coloured background and also put into larger font size for increased accessibility. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.

We are currently looking at ways in which some of our SEND students, not in provision, can be supported further to access and complete their work. We are exploring the concept of “break out support sessions” where they can access their Key Worker immediately following the lesson to ask questions and receive further instructions. Where we feel this is necessary, a member of the SEND Team will make direct contact to support your child in accessing this. Again, this is new, so once we are live, we would welcome your feedback.

As we know SEND students have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure students continue to make progress, wherever possible, if they are not able to be in school. All learning is within the students set and this work can then be further explained and scaffolded by the teacher. This scaffolding includes:



Visual learning is used lesson by lesson at Granville Academy. Supporting the students with key words, pre-teach and knowledge organisers/quizzes also prepares students for the learning ahead.

Live lessons use modelling and gestures, and supported learning at home can also use more live modelling or repeated live models to support understanding if the session is paused. Group work is unable to be supported in this time.

Teachers are skilful at sequencing lessons and connecting knowledge to previous background knowledge, so it is important that your child attends all lessons in sequence to get this flow of critical information and attends all parts of the lesson in sequence.

Supporting adults can also use a timetable and visualiser to support those with ADHD or Autism to plan their days, their remote learning and their responses to school to get the very best from our robust remote learning package.

It is likely that more individualised planning may need to happen in some cases, and that the support of adults in the home will be a significant advantage, where that is possible. Remote learning support and some paper packs are available to add in as top up work for students with significant delay in cognition and learning.

Students in Alternative Provision are still attending daily as outlined in the latest Government guidance. Granville Academy also call and use Zoom to link directly with the students and to see the work they are undertaking in the setting. Contact is also made weekly with parents as part of the Covid-19 school safe and well checks.

Remote links with the Local Authority are still in place and all SEND work is ongoing in the form of scheduled Annual Reviews/ Educational Health Care Plan needs assessment requests.

Think for the Future is still happening in school for students who are onsite and the Mentor will also be making calls to students to continue the support and the programme.

Please ensure you discuss any remote learning issues for your child with additional or Special Educational Needs with the weekly safe and well check caller.

Miss M Paskin is the school's SENCO and can be contacted directly on:
mpaskin.granville@deferrerstrust.com for a further discussion on your child's remote learning needs.