

DEPARTMENT OF EDUCATION

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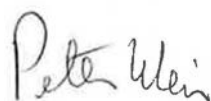
AQW 5123/17-22

Chris Lyttle, MLA has asked

To ask the Minister of Education what outreach services are in place for children with special educational needs during the COVID-19 pandemic, in relation to the Position on 12 May 2020, highlighted in the Executive's Coronavirus Recovery Plan.

ANSWER

I have arranged for the information requested to be placed in the Assembly Library.



Peter Weir MLA

AQW 1523/17-22

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Date for Answer: 26 June 2020

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ANSWER

I have provided three updates to the Ad Hoc Committee on the work that has been undertaken in the education sector in response to COVID-19. My most recent statement is available at <https://www.education-ni.gov.uk/publications/oral-statement-ad-hoc-committee-covid-19-response-by-peter-weir-minister-education-thursday-25-june>

The education system has never encountered a pandemic of this nature and I can assure you that support for vulnerable children and young people, including those with statements of special educational needs (SEN), and minimising the impact of the pandemic has been central to my response to Covid 19.

Each child with special educational needs (SEN) has their own individual needs, so approaches need to be tailored to the individual pupil by their teacher working in conjunction with the school's SEN Co-ordinator (SENCo).

I have put a range of measures in place to mitigate the effects of Covid-19 on vulnerable groups in conjunction with the Education Authority (EA). More detailed information on some of the policies and procedures is included at Appendix i and Appendix ii; the following paragraphs represent a summary of activities.

Statutory SEN Operations for the EA, Schools, Board of Governors; statutory Health Authorities and parents have operated under 'Best Endeavours', since 3 April 2020, as set out in the Coronavirus Act 2020 Modification of Education Duties (No.2,3,5,7) Notice (NI) 2020 throughout the lockdown period.

Schools have identified new ways of delivering innovative arrangements for sustained remote contact and learning reflective of pupil age, developmental stage and their SEN. This has included learning packs, online learning platforms, sensory resources and specialist equipment delivered to homes, pastoral and assembly online sessions and other creative approaches.

The EA SEN Pupil Support services made arrangements for children & families and schools to be able to contact them via telephone or email for support and advice and developed online resources.

Middletown Centre for Autism remained open and operational to deliver high quality telephone and remote support to children and young people with autism, and their families at this difficult time. They have also developed new online training for education officials, including classroom assistants and are delivering a number of webinars during the summer.

The emotional health and wellbeing of all children and young people continues to be a high priority for the Department. Counselling Services (<https://www.eani.org.uk/help-available/counselling>) for post primary aged pupils will continue to be operational by

telephone and video call during the first two weeks in July (up to and including 14 July 2020) and will resume on 17 August 2020. I have also made an additional £5m available to support mental health and wellbeing within the education sector. This work is being taken forward through the Emotional Health and Wellbeing in Education Framework.

The Department of Health is co-ordinating a Cross Departmental Vulnerable Children Action Plan which my Department has provided input to.

A joint Health & Education planning process has been established to consider how best to support children with complex needs who would normally receive support in Special Schools and from Health services.

The education/health joint planning process and the multi-disciplinary panels will continue to engage over the summer to identify the children most affected and put services in place where it is safe and appropriate to do so.

I recently issued (5 June) guidance to schools which provides advice and support which is designed to bring together what we are learning about emerging practice during this unprecedented time for the education system.

I can confirm that the EA is working in partnership with special schools to provide ideas and activities online for pupils during the summer period and also some tailored school based summer schemes. It should be noted it will not be in the usual format of previous years given the impact of the pandemic. The EA will provide further details shortly.

Pupils subject to statements of special educational needs and who require a change of placement for the 2020 – 21 academic year are a priority to ensure that resources and support services are in place to meet their needs in their new school setting. Appropriate settings for Nursery age children for September 2020 with profound and multiple learning needs, severe learning difficulties and medical needs have been identified and progressed.

On 4 June, my Department issued to all schools, “Guidance to support safe working in educational setting” which was developed in conjunction with the Public Health Agency. The Public Health Agency have also provided advice directly to schools providing advice on the use of PPE and donning and doffing of PPE and taken part in some panel meetings

The Safeguarding Board has also been working to support Principals of Special Schools in the development of a trauma informed approach to welcome staff and pupils back into schools.

My Department is working on a Restart Programme which focusses on Physical Protection; Well-being; Vulnerable Learners and Special Educational Needs (SEN) Services; Standards and Learning; New School Day; and Childcare. As part of the Restart Programme, a Vulnerable Children and Special Educational Needs Services Project has been established to ensure that services to vulnerable children and young people including those with Special Educational Needs (SEN) are re-instated in a safe and effective manner when schools return. I have asked that all vulnerable children, including those attending both mainstream and Special Schools, should be able to attend school from 24 August, where it is safe to do. The Department in conjunction with EA colleagues will also have in place appropriate mechanisms so that

parents/carers, children and young people, are aware of arrangements for starting the school year.

As part of RESTART and in terms of curriculum planning I recently published guidance (23 June) for schools on for the 2020/21 academic year. The guidance which can be accessed at <https://www.education-ni.gov.uk/publications/circular-202006-curriculum-planning-202021> , provides advice and support to schools as they consider how to tailor and adapt delivery of the curriculum to support recovery when pupils return for the new academic year.

Peter Weir MLA

MORE DETAILED INFORMATION ON SOME OF THE DEPARTMENTAL POLICIES

Special Educational Needs (SEN)

For children with a statement of SEN a number of actions have been taken by the Department to ensure continued support during Covid-19 as set out below:

- Children with statements of SEN are included within the definition of "vulnerable" children as set out in the Departments: Vulnerable Children & Young People guidance on 10 April. <https://www.education-ni.gov.uk/publications/guidance-vulnerable-children-and-young-people-10-april-2020>
- Special schools remain open for children of key workers and vulnerable children to provide supervised learning and remote learning and support for children and parents/carers and remain in regular contact with families.
- All special schools have made arrangements for sustained remote contact and learning which is reflective of pupil age, developmental stage and SEN. Remote learning for children with a statement of SEN is currently being supported by individualised remote learning programmes prepared by schools based on the pupil's specific educational need. Where appropriate, therapy guidance is included in this.
- C-19 Link Officers are in constant communication with all schools and have the capacity to relay queries raised by schools in relation to statemented children to the relevant source.
- Initiated by the Department and co-ordinated by the Education Authority (EA), education organisations are working together to bring a range of high quality information, guidance and resources for schools and parents through the Continuity of Learning Project (CoLP). There are 4 phases within CoLP, Primary, Post Primary, Special Education and Irish Medium Education. In relation to pupils who have a statement of special educational needs, all phases within the CoLP are working to support all pupils, staff and families in the context of a continuing requirement for home- based remote learning and moving into a blended approach during the 2020/21 school year, acknowledging there is a need to ensure that support is available in the medium and longer term, building on what already exists and exploring best practice in blended learning approaches. These can be accessed at <https://www.eani.org.uk/supporting-learning>

Children who have or may have SEN

Coronavirus Act 2020 Temporary Modification of Education Duties (No's 2, 3.5 & 7) Notice (NI) 2020

The Coronavirus Act 2020 Temporary Modification of Education Duties (No.2) Notice (NI) 2020, came into operation on 3 April 2020

The Department has issued further Notices, with the most recent known as the Coronavirus Act 2020 Temporary Modification of Education Duties (No.7) Notice (Northern Ireland) 2020 for a period of 28 days which is due to expire on 2 July. A further Notice may be issued by the Department after 28 days, if required. The Notice is found at <https://www.education-ni.gov.uk/publications/notice-coronavirus-act-2020-temporary-modification-education-duties-no7-notice-northern-ireland-2020>

The Notice modifies the duties on the EA; Schools; Principals and Boards of Governors of schools; the Health and Social Care Authority and parents to a 'best endeavours duty' but only where the inability to comply with that original duty is attributable to the temporary closure of schools in Northern Ireland; or the reallocation of Education Authority or health and social care resources, to meet other essential services required as a result of the current outbreak of coronavirus in Northern Ireland.

Other support available

The EA has created a general page to support parents of children with Special Educational Needs at <https://www.eani.org.uk/special-education-resources> which also provides links to other available resources:

- Specific support is available through the EA Special Educational Needs (SEN) - Pupil and Early Years Support Services, who are working hard to continue to deliver high quality support to children and young people with SEN and their parents remotely via <https://www.eani.org.uk/services/pupil-support-services> at this challenging time.
- The Middletown Centre for Autism also provide a comprehensive online support service for children and their families which can be accessed via their website at <https://www.middletownautism.com> and social media.

Wellbeing of Children and Young People

The wellbeing of children and young people continues to be a high priority for the Department of Education (DE) and we recognise the need to ensure that support for the wellbeing of our children and young people is enhanced during the Covid-19 period.

DE is working with the Department of Health, Department for Communities and the Department of Justice to develop a cross-departmental/inter-agency plan to ensure that the needs of vulnerable children will continue to be met over the period of the pandemic. This will include engagement with both charitable and statutory partners.

The following measures have been put in place to provide communication and support for our children and young people at this time:-

- The EA have put in place a contingency plan for the Independent Counselling Service for Schools which will continue to provide counselling to existing and new post primary pupils either by telephone or video call. The Critical Incident Support Team will also be available if required.
- The EA have created a 'Stay Connected Initiative' online, the purpose of which is to provide an engagement service to remotely support young people who are self-isolating as a result of Covid-19. Within the first four hours of going live the site registered 1450 views.
- Additionally, schools have themselves purchased the 'Pupil Attitudes to Self and School' (PASS) assessment tool or equivalent in order to identify individual emotional needs in children and young people where concern has been raised, and we also have reports of schools currently prioritising the wellbeing needs of pupils and a number have also created a self-care toolkit containing links to apps, some of which deal with potential bereavement owing to Covid-19.
- DE is aware of the difficulties faced both now, with the low numbers of vulnerable children currently attending school, which can put pressure on families and at the other end when reintegrating them back into school with all other pupils. This applies particularly to those who have experienced trauma such as looked after children and the EA has developed a process to support this.
- In April DE launched, with iNEQE Safeguarding Group, a Safer Schools App, a digital safeguarding and communication toolkit for school staff and parents/carers in Northern Ireland for the Covid-19 period. This will provide a wealth of relevant information on a regular basis, not only on Covid-19 but more importantly to support the wellbeing of staff, parents/carers and children & young people. More recently the Safer Schools App for children and young people was launched which will provide pupils with access to advice on a range of digital issues, including safeguarding on social media platforms, bullying, sexting and emerging online trends during the Covid-19 period. Pupils receive different content depending on their year group.
- In addition to the above DE provides funding of £266,000 per annum to support the Foyle based Childline. NSPCC Childline operates twelve counselling bases throughout the UK, two of which are based in Northern Ireland (NI), in Belfast and Foyle. Although a high proportion of calls to the NI helpline come from children in NI, calls can also be rerouted from other regions in the UK.

Before the Covid-19 crisis DE had been working collaboratively with DoH, the Public Health Agency, the Health and Social Care Board, the EA and other Government Departments to develop a Framework for Children & Young People's Emotional Health and Wellbeing in Education.

This work is still progressing, the main emphasis of which is to support schools to promote emotional health and wellbeing at a universal level, through a holistic, multi-disciplinary approach, and providing early and enhanced support for those children and young people who may be at risk or showing signs of needing further help, and recognising that schools alone are unable to provide such support.

We do appreciate that the Covid-19 crisis creates a different dimension to mental health and emotional wellbeing, and will be considering how best we can ensure that all children and young people are supported when they do return to school, being mindful that many will be facing higher levels of anxiety and distress and will need help with the transition back to school and help to cope with the impact of the prolonged absence.

Pre-School Education Programme (PSEP)

The full funding associated with the Pre-School Education Programme (PSEP) will continue to be provided to all funded settings for the remainder of the academic year, in order to help ensure that settings are equipped to provide support for all their pupils at this time.

Although pre-school settings are closed to pupils, they remain open for staff to facilitate supervised learning for vulnerable children and those of key workers in the same way that schools are.

All pre-school education settings are required to continue to support their pupils' learning at home. All settings have been provided with a list of resources that may be useful to support remote learning, and resources are linked on the EA and Getting Ready to Learn (GRTL) websites at <https://www.eani.org.uk/educational-resources-newsletters> and <https://gettingreadytolearn.co.uk> respectively. Many settings have found creative and innovative ways to make remote learning as successful and engaging as possible, as demonstrated in the examples highlighted in the relevant Getting Ready to Learn Bulletin. In addition, a new parent tab has been created on the Getting Ready to Learn website which gives parents direct access to useful resources to support their child's learning and development at home.

Pre-school settings have been advised that they should continue to make the necessary arrangements to provide primary schools with transition information in relation to pupils transferring into Primary school for the 2020/21 academic year. Pre-school settings have been asked to follow their usual processes as much as possible, basing their report on observations during the period the child attended the pre-school settings. Where possible, commentary on progress made through remote learning should be added, but it is acknowledged that this will not be

possible for every setting.

Targeted Early Years Support

The Department provides funding for a range of intervention programmes to support children in the early years who might otherwise perform less well within education. To ensure continuity of support throughout the COVID-19 period, funding for these interventions has continued in 2020/21

Sure Start

Departmental funding continued as normal in 2019/20 for the Sure Start Programme and these arrangements have followed through in 2020/21. The Sure Start budget for 2020/21 has been increased by £1.45m to c£27m to maintain services at existing levels within (at least) the 25% most disadvantaged areas in Northern Ireland.

The 38 Sure Start projects have put in place a range of alternative support mechanisms - prioritising the most vulnerable children and their families. Under Health and Social Care Board administration, all Sure Starts projects are providing families with teleconference or live streaming story times and delivering play resources to doorsteps to support families to continue their child's development, home learning and reading during the Covid crisis.

To provide additional support to families during the current Covid period, children who reach the normal cut-off age of four years, can continue to receive support from Sure Start until September 2020.

Pathway Fund

The Pathway Fund supports children (0-4) in disadvantaged circumstances and who are at risk of not achieving their full potential in education. The Fund has continued for 2020/21 at the same level as for 2019/20 (c£3m) and Letters of Offer have been issued by the Fund administrator, the Early Years Organisation (EYO).

In response to Covid-19, recipient settings have identified innovative, alternative ways to support children such as the use of online platforms and technology to continue work within the home environment. Learning packs and resources which focus on children's emotional health and wellbeing have been developed. Continued outreach and support has been provided for parents including food packs, baby essentials and online/ telephone support.

DE has applied to the DoF Covid-19 fund - to support sustainability of the sector during the current, exceptional circumstances. If successful the remaining (32) eligible Pathway groups which met the quality threshold can be funded.

Toybox Project

The annual budget for the Toybox Project has continued at £356k in 2020/21, ensuring continuity of support to Traveller and Roma children (aged 0-4) in Northern

Ireland. Toybox is aimed at reducing social and educational inequalities experienced by Traveller and Roma children in nine key areas across Northern Ireland, through engagement with Sure Start and pre-school/nursery and by encouraging parental involvement.

During Covid-19 the Toybox Project has implemented a number of innovative arrangements to engage with Traveller / Roma children during the challenging period. Examples include provision of support and advice through telephone and social media calls and videos, sharing online support resources via social media pages, engagement through interpreter services and the use of video conferencing with Traveller families.

Childcare Unit:

Given the challenges of Covid-19, the Departments of Health and Education have worked together to develop a Covid-19 Childcare Support Scheme - a package of measures in response to the concerns raised by the childcare sector and the demand for an appropriate range of childcare services for vulnerable children and key workers. Vulnerable children for the purposes of the Scheme are

A child currently known to social services, who is:

- i. in need;
- ii. in need of protection (on the child protection register); or
- iii. Looked after.

The definition includes young carers, disabled children and those with Statements of Special Educational Needs.

The Free School Meals

The Free School Meals (FSM) direct payment scheme was set up to make sure families do not experience hardship as a result of schools closing due to Covid 19. Since 23 March the scheme, which makes direct payments to families whose children would usually benefit from a school meal, has provided payments in the region of £19.4m in respect of over 100,000 school pupils. The scheme will end on 30 June 2020.

Subject to availability of funding, the Executive has agreed a similar but separate summer food scheme should be established to alleviate hardship over the summer months for the families of children entitled to free school meals direct payments. Details of the scheme are being finalised and will be published as soon as possible.

Appendix ii

EA Service delivery of services linked to SEN during the Covid-19 crisis and lockdown – Extract from EA Preparing for school restart -Supporting children with SEN in Mainstream Schools - June 2020

Pupil Support Services

Services have continued to provide support for children with special educational needs arising from autism, language and communication difficulties, and literacy difficulties, hearing and visual impairments, Down Syndrome, medical needs and for children with Moderate or Severe Learning Difficulties, attending mainstream schools. An extensive suite of resources and videos have been developed and made available on the EA Website. In addition, the Pupil Support Services area of the EA Website provides contact details for Services which allows parents and schools to request and receive advice and guidance. Services have also provided pro-active and specific on-going remote support for existing and newly referred pupils. In certain specific circumstances remote intervention has been facilitated to ensure children and young people with complex needs receive continuing appropriate support. Dedicated resources and training have been developed for children and young people who are moving school at key periods of transition. The Pupil Support Services resources can be accessed using the following link: <https://www.eani.org.uk/services/pupil-support-services>. By mid-June 2020 Pupil Support Services had responded to 2164 parent queries, 4832 school/professional queries; they made 21, 719 pro-active contacts with parents and schools to provide on-going support and picked up 741 new referrals since schools closed in March 2020. The resource suite on the EA Website remains available during the summer period.

- ***Language and Communication Service***

Parents have been contacted via telephone, email and where required specific resources have been sent via post to parents. The LCS website has been developed to include information, resources and videos for universal support

- ***Autism Advisory and Intervention Service***

Continued advice and guidance to school staff and parents has continued via the local office number and proactive contact and ongoing advice and guidance has been given

to pupils on the current caseload. A comprehensive range of resources have been made available on the EA website, including P7 transfer and transition training and resources for parents and professionals.

- ***Special Education Inclusion Service (learning and medical needs)***

Pro-active advisory and intensive support for parents and schools via weekly phone calls, VC, emails, resources (including for new referrals). Transition packs have been provided

Pro-active and reactive advisory support for Medical Needs (Diabetes) has continued for parents and schools and an online pilot is imminent for Parent Transition Clusters. Schools have been provided with resources to support Key Worker placements on request. The service has also contributed to provision and development of Pupil Support Service Resource suite on EA Website.

- ***Literacy Support Service***

Advice and guidance to parents via email and phone has continued. During the period of lockdown staff completed 5917 individual pro-active contacts with parents for currently referred pupils to sustain and continue support and facilitate home learning in literacy difficulties. The service has also responded to 2430 queries or requests for advice and guidance from schools and 578 contacts from parents for advice, guidance, signposting and queries. Assistive Technology has been facilitated to homes (loan devices - laptops and mini-laptops) and access to SpLD software in the home has also been facilitated to continue support programmes and live intervention planning.

Extensive 'in house' staff development through Microsoft Teams has also been facilitated to build staff capacity, particularly in the area of assistive technology. In addition the service has developed online guidance and support materials.

- ***Sensory Service***

Sensory Service email has been used for queries and call back service. Direct support has continued for children and families using variety methods including: phone support, email support, video-conference support. This has not been possible for all pupils and families on caseload and prioritisation according to need and according to acceptance of parents and effectiveness of support. Online support resources have been developed and packs have been sent to families. There has been continued assessment of pupils (if appropriate and required) in a limited way using questionnaires with parents and parent reporting.

- ***SEN Statutory Operations: Statutory Assessment Process***

The service has continued to process amended statements associated with Transfer with 2661 amended statements being drafted and consulted upon. They have also continued to progress open and new referral cases coming through the assessment

process and have been addressing backlog in the system. Staff in other services have continued to provide advice as possible for children going through the Statutory Assessment Process and in the assistance in placement where this is appropriate to the service.

- ***Educational Psychology***

The EA Psychology Service, has amended its practices and procedures in line with safety measures advised by the government during the Covid-19 crisis. They continue to progress Stage 3 referrals and are also working closely with colleagues in Statutory Operations to provide Psychological Advice when requested. Face-to-face assessments, observation and test administration, as well as direct consultation with parents and teachers has been suspended in line with social distancing guidance. The EA Psychology Service is now gathering information from questionnaires and other screening tools administered via telephone or video-call; telephone consultations with school sources such as the school's SENCO; previous assessments; scores from standardised tests or other attainment information; and analysis of the child's developmental checklist. This information may be added to at a later stage. For those children who require psychometric testing, appointments will be arranged when the schools reopen. It is acknowledged that these methods do not replace a full and comprehensive assessment, but in these exceptional circumstances, Educational Psychologists are making best endeavours to collate information in a manner that does not compromise the safety of children, their families and its staff. In addition, the EA Psychology Service continue to provide advice and resources to staff, as well as training to support children and young people who are struggling at this time.

Supporting more than 1600 children, young people, their families and schools during Covid-19, the Educational Psychology Service has continued to progress more than 880 special educational needs assessments, complete 200 special educational needs statement reviews and provide advice for 600 special educational needs statements.

- ***SEN Early Years Inclusion Service (SENEYIS)***

The service has continued to support both parents and schools. A named team member has been assigned to the parents of all children referred to the service including previously and newly referred children and an info@ mailbox has been established for the parents of recently referred children Telephone contact has been made with the parents of all children referred to the service to provide reassurance, information and contact details and to make arrangements for support required, including advisory support via telephone and follow up with digital resources and written advice. A range of online training and support materials have been developed and uploaded to the EA website relating to early years children with special

educational needs around the themes of transition, cognition and learning; language and communication; sensory processing; social, behavioural, emotional and wellbeing; social communication and autism. In regards to schools, the service have liaised with the pre-school and P1 settings of referred children who will be entering the educational environment for the first time in September 2020, uploaded a range of support materials for schools to support SEN Early Years children including a resource for Supporting Transition in Early Years with online training currently being developed to accompany this resource.

- ***Post Primary Behaviour Support***

Direct delivery has continued to be available for all registered young people at EOTAS Centres should they require this, following government social distancing guidelines. Young people can access learning and pastoral support and guidance, as well as food and transport to and from Centre. In addition all young people have been provided with work packs (hard copy) for home learning, tailored to their individual needs. Work packs are refreshed via email, pick up from Centre or delivery to young people's home. Young people return work for marking and feedback via email, return at pick up or through telephone communication feedback. Some young people have been set-up on online learning platforms and teaching staff are delivering lessons directly to groups of young people. Appropriate staff have an allocated cohort of young people with whom they make regular telephone contact to offer support and monitor progress. Staff also communicate via email, online learning platforms, work and food delivery, and direct contact in Centres. Service staff are available via telephone or email to provide advice for eg. In managing behaviour.

Over 580 pupils, through Post Primary Behaviour Support and EOTAS Provisions, have received continuous support in their learning and wellbeing each day during the Covid-19 period through direct supervision in Centres, online learning platforms, telephone communication, emails, wellbeing initiatives, food deliveries and front door visits. The Team have been creative in how they have continued to support all young people at this time including online music sessions, zooming staff into classrooms from home, delivering lessons via online platforms, lunch drop-offs, art competitions and door step mentoring. Service staff have continued to support schools with advice and guidance linked to supporting young people with behaviour at this time through a trauma informed lens. Additionally, the Service has been progressing with getting to know the new cohort for the new academic year.

- ***Primary Behaviour Support Services***

Specialist advice and support has continued to schools, parents and pupils in relation to positive behaviour management strategies and emotional health and wellbeing. Support packs have been developed for pupils and arrangements established to ensure frequent contact with pupils by staff from the centres that were attending. Some direct Pupil Intervention (Outreach) has continued with the identification of most

vulnerable pupils by staff and regular check in/ support arrangements in place. This support has been delivered remotely in the most part, utilising digital technology, telephone, email and other digital platforms and hard copies of individual support packs has also be provided. The Nurturing Approaches in Schools Service (NASS) has continued to provide advisory support to schools in relation to nurturing approaches and emotional health and wellbeing. A fortnightly PBS&P Emotional Health and Wellbeing Newsletter has produced.

- ***Exceptional Teaching Arrangements***

All children who were known to ETA prior to lock down were moved to remote learning via google classroom, hard copy learning packs and telephone contact with families. Managers have continued to have contact with staff, families and relevant professionals. To date they have been supporting almost 400 children who by virtue of their physical or mental health were unable to attend school prior to the public health emergency and continue to be supported by ETA.

Support is based upon the pupil timetable prior to the current situation, so children and young people are being taught and have contact with ETA staff at a minimum of once per week up to daily contact.

- ***Special Schools***

There has been ongoing Joint Health/Education collaboration in identification of vulnerable children within Special Schools who require level of provision. Preparations have continued for September including, allocation of staffing for '20-21 to Special Schools, allocation of staffing for '20-21 to Specialist Provisions attached to mainstream schools, Area Planning Framework for Special Schools, provision of Summer Support to children in Special Schools and participation in multi-agency forum to deliver online support/materials egg Wellbeing, curriculum, etc. to parents/staff in Special Schools

- ***Home to School Transport***

During lockdown EA Transport has continued to provide transport assistance on a limited and restricted basis to some children of key workers and children assessed as vulnerable referred by CYPS, Special School Principals or the local Health Trust.

- ***SEND Implementation Team***

The team's in terms of face to face delivery and support in schools has been paused. However they have continued to meet remotely with for example colleagues from HSCT, Statutory Operations and other services in preparation of training and materials relation to the new Code of Practice. They have also continued to support work in progressing the SEN Improvement plan.

BACKGROUND NOTE

You are aware of the background to this question.

Drafted by Grade 7- Brenda Shearer 25 June 2020

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