

Badgerbrook Primary School

Special Educational Needs and Disability (SEND) Policy



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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Introduction

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then finalised by the Badgerbrook SENDCo in consultation with SEND Governor, parents, pupils and staff at the school. Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

Name of and contact details of Badgerbrook SEND Co-ordinator

The Special Educational Needs Coordinator at Badgerbrook Primary School is
Mrs D Kirby

Mrs Kirby can be contacted via the school office:
office@badgerbrook.leic.sch.uk Tel: 0116 2752353

Mrs Kirby has been a qualified teacher for over 25 years and has been the Special Educational Needs Co-ordinator for 15 years at her previous school. She has undertaken the SENDCo award in 2018, followed by a further post-graduate course in teaching and assessing learners with Specific Difficulties.

Aim of Development Group

We are committed to using our best endeavours to provide an appropriate and high quality education for **all** pupils at our school which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make successful transition to their next phase of education or employment.

We consider every teacher to be a teacher of every pupil, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents, those working in school and specialists have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for pupils with SEND.

We aim to provide all pupils, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

Objectives

- To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
- To respond to learners in ways which take account of their varied needs and life experiences.
- To identify a pupil's special educational needs at the earliest point and make effective provision.
- To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
- To support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.

- To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
- To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they access support from learning support assistants or specialist staff.
- To provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
- To appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education Health and Care) plans.
- To ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
- To ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.

The Headteacher, SENDCo, all staff and the Governing Body work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

Identification of Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for, and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties

- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Badgerbrook, the needs of the *whole* child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a pupil's behaviour may be an underlying response to a need which the school would work with parents to identify.

The Graduated Approach to SEND Support

Identification and Assessment of SEND

Identifying a pupil's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in the school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a child is not making expected progress or working below national expectations. Class teachers put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate adaption and in-class support, aimed at closing the gap or raising attainment. The class teacher also talks with parents to ensure there is a shared understanding of the pupil's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a pupil's needs are persistent, the class teacher completes an Initial Concerns checklist and arranges to meet with the SENDCo. At this meeting, the need for additional assessments may be discussed. Parents continue to be informed of concerns and steps towards addressing these. ~~invited to attend this meeting and share their perspective. The pupil's views are sought as part of this process.~~ After a maximum of two terms, the SENDCO and class teacher then decide if different and additional provision is required to meet the pupil's needs. The child's class teacher and SENDCo discuss with parents the need for special educational provision and possible placement on the school's SEND record at **SEND Support**.

Planning and Implementing SEND Support

High quality teaching, adapted for individual pupils is always seen as the first step in responding to those who may have SEND.

Working together, the SENDCo, class teacher, parents and pupil discuss the type of SEND Support needed to meet the outcomes identified for the pupil. This is delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil may be receiving support from a learning support assistant.

This SEND support takes the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a pupil.

Reviewing SEND Support

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed each term. The review process, led by the class teacher, includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review then feeds back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The school may request specialist involvement, regardless of whether a pupil is on the SEND Record, for advice regarding early identification and effective support. The school may consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need. Parents are always involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil themselves. It is the SENDCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil.

Examples of specialists that can be accessed by the school:

- LA Educational Psychologists
- School Nurse
- LA Specialist Teaching Service
 - VI team
 - HI Team
 - Learning Support Team
 - Autism Outreach
 - Early Years SEND Inclusion Team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In most cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and is monitored by the SENDCo and the Headteacher.

Where pupils have an Education Health and Care Plan (EHCP) the school works in close partnership with named specialists.

The LA SEND Support Plan and Education Health and Care Plan process

Where the needs of pupils who have a SEND Support Plan cannot be reasonably met within the resources and funding normally available, the school, in consultation with parents, considers requesting SEND Intervention Funding *or an* EHC plan through statutory assessment from the Local Authority. To inform this decision, the SENDCo has close regard to the Local Authority's criteria for funding through SEND Intervention Funding or through an EHC Plan. This can be found on the Leicestershire Local Offer web site (see link on School web site) along with information on the EHC plan assessment process. This is shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Removing pupils from the SEND record

In consultation with parents, a pupil is considered for removal from the SEND record where he / she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the pupil and their peers of the same age,
- or where a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEND provision is no longer required to ensure this progress is sustained.

Supporting Parents/Carers of Children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school achieves this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Class teacher meetings with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers inviting parents of pupils with SEND in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- The SENDCo being available for a meeting by appointment through the school office.
- Supporting and guiding parents in ways that they can help with their child's learning and development at home.
- As part of the termly review meeting, recording the outcomes, action and support agreed, sharing the record with all the appropriate school staff and giving a copy to parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's SEND Information, Advice and Support Service (SENDIASS).
- Consulting with a representative group of parents of children with SEND when reviewing the school's Local Offer (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school achieves this in the following ways:

- Self-knowledge is the first step towards effective self –advocacy. With parents, we support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This may be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEN Governor, considering adjustments in the light of this analysis.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may also have special educational needs (SEND) and may an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place to support pupils at school with medical conditions are detailed within the school's policy for Medical Conditions and Management (Reviewed November 2023) and the policy for Children with Health Needs, who Cannot Attend School (November 2020).

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires.

The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing body's duty to monitor the effectiveness of the school's SEND Policy in practice.

Training

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff, on taking up a post, are made aware of the school's SEND policy. New staff will meet with the SENDCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENDCo regularly attends SENDCO Network / SENDCO Leadership Development meetings and other local SENDCo meetings in order to keep up to date with local and national updates in SEND.

Deployment of Teaching Assistants

Teaching assistants make a major contribution to the work of our school. They do this through their support for children as individuals, as groups and as classes, under the direction of teachers. We look carefully at the beginning of each year as well as throughout the year to ensure that the team of TAs are deployed effectively and in order for us to respond to the changing needs of the school. ~~We believe that TAs usually work more effectively when they are allocated to one class, and we follow this principle wherever possible.~~

TA's will run intervention programmes with groups of pupils including children with SEND, where the need is identified by the class teacher. However, the focus at Badgerbrook is on Quality First Teaching; support and adaption for pupils within the class. If a pupil has an Education, Health & Care Plan or is in receipt of SEND Intervention Funding, a TA may be deployed specifically to support that 'named' child. Our aim at Badgerbrook is, however, to promote the full inclusion and

independence of that child as far as is possible. Other children may also be supported by the 'named TA', and this will also be directed and planned for by the class teacher.

The progress that pupils with SEND are making is looked at on a regular basis through Pupil Progress Reviews and this provides information on how the TAs and Teachers are impacting on pupil progress. The work of TAs is also monitored through the whole school monitoring approach. So for example, support and intervention programmes may be monitored by the class teacher, Senior Leadership or the SENDCo. The performance management process also provides an opportunity to evaluate the work of TAs and the impact of their support.

Funding for SEND and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that, to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision.

SEND Intervention funding is to help support pupils needs on a short-term basis. Where the local authority agrees that the school's request for SEND Intervention funding meets the agreed criteria, the additional costs are provided from funding held by the local authority-but is inclusive of the £6000 from the school's notional SEND budget. Schools are required to use this funding to deliver the provision that is detailed in each pupil's plan for a fixed number of terms.

EHCP funding is to help support pupil's need on a long-term basis as detailed in each pupil's plan and suggests the pupil's needs would be more long-term and pervading. In this instance, the school in consultation with parents, considers requesting statutory assessment from the Local Authority through an EHC plan. Where the Local authority agrees that the pupil needs would be best met through an EHCP, the additional costs are provided from funding held by the local authority- but is, again, inclusive of the £6000 from the school's notional SEND budget. The level of funding is reviewed each year through the annual review process.

Where the LA agrees to provide additional SEND Funding after needs assessment for SEND intervention or EHCP; The funding level provided, includes the amount of £6000 that was already provided through the notional SEND budget and not in addition to.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Headteacher and class teachers, the SENDCo maps the targeted provision in place for pupils on the SEND record to support the Headteacher in identifying how resources are allocated and to monitor the cost of the whole of the SEND provision. This targeted provision is outlined on the school's Provision Map.

Roles and Responsibilities

SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy

- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Headteacher

The Governing Body, in line with SEND Information Regulations, publishes information on the school's website about the implementation of the school's policy for pupils with SEND.

The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher, SENDCo and governing body establish a clear picture of the resources that are available to the school and consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium. The Headteacher, SENDCo and governing body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Headteacher ensures that the SENDCo has sufficient time and resources to carry out their duties. This includes providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school are treated as highly confidential and are securely placed in a locked cabinet when not in use.

All teachers and support staff, on taking up a post, are made aware of the school's Confidentiality and Data Protection policies

Confidential information is not sent via email. Confirmation of identity is obtained prior to discussing confidential matters over the phone.

When a pupil is moving to another school the SENDCo contacts the new school's SENDCo to ensure they understand the special arrangements or support required by the pupil. All pupil records are passed on, in person if appropriate or by post, as soon as possible.

Accessibility

The school publishes an accessibility plan (see Appendix 1) which sets out how the school will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the **school curriculum** i.e. *teaching and learning, participation in after-school clubs and school visits.*
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. *improvements to the physical environment of the school and physical aids to access education.*
- improving the delivery to disabled pupils **of information** which is provided in writing for pupils who are not disabled e.g. *handouts, timetables, textbooks and information about school events.*

The Accessibility Plan is reviewed in line with our normal cycle of policy review, at least 3 yearly.

Dealing with Concerns and Complaints

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognized that parents of pupils with SEND÷ may, from time to time, have particular concerns regarding their child's individual needs. Concerns are dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which are invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND÷ may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through our No Outsiders Project, posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for a pupil's SEND, we always look to promote the pupil's independence and resilience and closely monitor the pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

Reviewing this Policy

This policy will be formally reviewed annually. Representatives of parents of pupils with SEND and pupils themselves have been part of this process.

Appendix 1 - Accessibility Plan

Access to the Provision of Goods, Facilities and Services

This rolling plan identifies where additional adjustments could be made in the future to improve the accessibility to our site. We always endeavour to take into account the needs of our pupils (see SEND school offer on our website) staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, colour schemes and more accessible facilities and fittings.

Priority	Action	Timescale	Cost	Responsibility
Physical environment and accessibility - Whole school environment	Regular health and safety walks and equipment checks (ensure fire escape routes are accessible to all) Repairs & maintenance carried out or referred to LCC Property Dept Report major works to Governors Finance or Premises Committee	On-going Ongoing Termly	none	Premises Officer/ Senior Leadership Team Premises Officer Office Manager/ Governors Finance/ Premises committee
- Accessibility of school trips	Risk assessments for educational visits/trips to ensure that all pupils can access (physically). Individual risk assessments if needed	On-going when trips occur	none	Class teacher Senior Leadership Team Educational Visits Co-ordinator
Access to the curriculum and participation in off site visits - Accessibility of school trips/ whole school events	Risk assessments for trips to ensure all pupils can access the curriculum content. All staff fully briefed to support access/ needs	On-going when trips occur	none	Class teacher Senior Leadership Team Educational Visits Co-ordinator
- Access to lessons/ in class provision	Continue to review SEND pupils' access to the curriculum within class sessions and have access to equipment and resources needed.	On-going monitoring/ SEND passports and SEND targets	None	Class teacher SENDCo
- Within class and LSA provision	Continue to liaise with external agencies/ professionals.	On-going	Specialist Teaching Services support	SENDCo

	Incorporate strategies and support within classrooms and around school with pupils with hearing/ vision impairments and SEND which requires specific equipment and adaptations		charged on a per visit basis	
Information and supporting families				
- Access to professionals and written communication	Continue to support families by reviewing written information to parents and to support them in identification of needs and signposting to external professionals	On-going	none	Senior Leadership Team SENDCo
- Access to remote learning	Continue to ensure that families of vulnerable pupils can access remote provision and curriculum	On-going (when a class bubble is off) (Spring/Summer 2021 – remote learning)	DfE-provided additional laptops – no cost Repurposing of older school laptops for home use	Senior Leadership Team ICT Support