

**Covid 19: Re-opening checklist for Early Years SENCos (example)**

*This template forms the basis of an action plan for re-opening for* ***preschool children*** *at ISF/TSF/EHCNA/EHCP level and should be modified accordingly to the individual needs of each setting.*

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| **SENCo Actions****Action required** | **Further considerations** | **Notes (timescales and responsibility)***Set date for completion and allocate responsibility* |
| Meet with Manager and key person (where possible) to discuss SEND children, highlighting children that will need individual risk assessments | * Update SEN register
* Create individualised risk assessments for children receiving ISF/TSF or have an EHCNA or EHC Plan in place
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| Contact parent/carers to check in and receive updates. Discuss their requirements and wishes going forward. | * Ensure parents are aware of your setting re-opening times i.e. different start and finish times/open during Summer holidays etc.
* Discuss any changes to the support that their child had been receiving pre lockdown e.g. Change of keyworker, routines, session times etc.
* Has the child attended an alternate setting during lockdown?
* Highlight role of SEND Partnership to provide unbiased support for parents.
* Organise a “transition back into setting” meeting (if LP) See below
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| Carry out individual risk assessments | * Be aware of guidance for the guidelines re risk assessments for children with EHC and adapt and create your own for individual children at ISF/TSF or going through EHCNA process
* Consider whether the completed risk assessment highlights that returning to preschool would be detrimental/advantageous to meeting the child’s needs
* Ensure parents are fully involved and discussions held before a final decision is made.
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| Identify Lead Professional | * SENCo/Lead professional to contact all other agencies who may be providing support for the child and confirm their ongoing involvement and what this will look like through transition into setting.
* SENCo/Lead Professional to arrange a transition meeting (virtual, social distanced, telephonic etc) at a time convenient to the parents.
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| Organise a ‘Transition back into setting’ Meeting\****for a child who will not be returning to preschool but will be transitioning into school in September 2020*** | * Contact parents and find out about status of children due to start school in September
* Find out their preferences for how/when the meeting will take place. Have parents had contact from receiving school?
* Invite all professionals involved with the child. If they are not able to attend the meeting, then ask for updates (if any) via email etc.
* Complete a “transition back into setting” timeline and create an Action Plan with parents, relevant staff members and professionals
* Share risk assessments and any other relevant paperwork (My Plan, OPP, Progress Tracker, Being Kept in Mind etc)
* \*Contact the school and find out what transition planning has been put in place to support September 2020 transitions for children with SEND.
* \*Organise a transition to school meeting
* \*Agree a Transition Meeting Action Plan, following Covid-19 guidance to support the child’s transition into school
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| Update and review all paperwork for each child | * Update One Page Profile, My Plan and Progress Tracker as far as possible using information from parents/setting/professionals.
* Complete any additional paperwork that helps to support child’s transition e.g. Being Kept in Mind
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| Develop means of gathering information and supporting children transitioning back into setting |  Examples: * Social stories
* Photo books
* Virtual tour of setting
* Video message from keyworker/staff
* Using social media
* ASD transition book
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