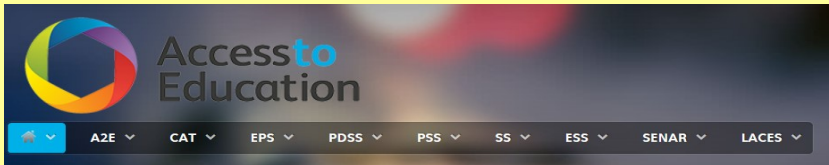




You can arrange to speak to us through the school's Special Educational Needs Co-ordinator (SENCO)
For further information about Access to Education Services, please visit our website.

<http://acesstoeducation.birmingham.gov.uk>



Autumn 2020 COVID-19 Casework Information for Parents/Carers



Want to know more about support for SEN?

Please visit:

<https://www.birmingham.gov.uk/localoffer>



What is a Pupil and School Support Teacher?

We are qualified teachers who support children and young people in educational settings who have cognition and learning difficulties.

How does PSS become involved with your child?

Schools will ask their PSS teacher to become involved if they have concerns about your child's learning and progress. This should be after they have already given some additional support and tried different things in the classroom. The decision to involve PSS should be discussed and agreed with you as parents and you need to give your permission for a PSS teacher to be involved.

What do we do?

All PSS involvement is personal to the child/young person and will take place after discussion with the school about their concerns.

The PSS teacher may:

- Work in a separate room other than the classroom with your child to assess their skills.
- See how your child works in the class.
- Talk about your child's learning need with staff.
- Talk to your child about how they feel about their learning.



The PSS teacher may assess their ability in any of the following areas:

- Speech and Language
- Reading
- Spelling
- Writing
- Memory
- Mathematics



If we work with your child in their setting we will follow COVID-19 government guidance for working in schools.

The PSS teacher will:

- Only visit one school each day.
- May visit more than one school within a week.
- Complete a risk assessment before working with your child to make sure we can keep everyone safe.
- Follow guidance from the school, local authority and government.

When working with your child the PSS teacher will:

- Position themselves 1m+ away from all adults and children wherever possible.
- Avoid touching resources and wipe clean all assessment materials before and after each use.
- Position themselves safely, such as side by side or at a right angle to your child.
- Ask your child to use their own equipment such as pens and pencils if needed.
- Follow hand washing procedures before and after handling equipment.