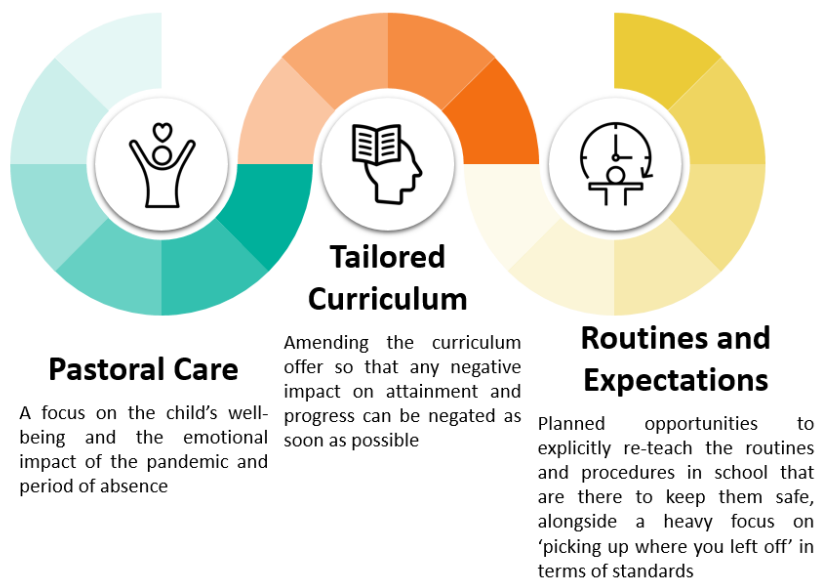




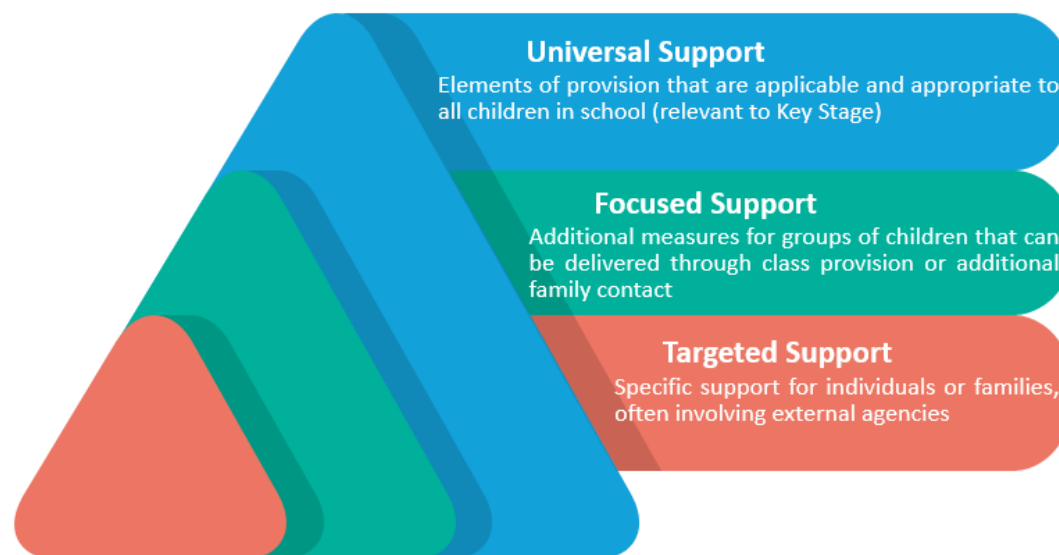
The Gateway Primary Academy Recovery Plan September 2020

The Gateway Primary is going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

We are focusing on three strands:



Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



Pastoral Care

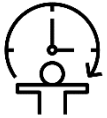
Universal Support	Focused Support	Targeted Support
➤ All staff trained by Mind and Mental Health First Aider trained (Jess, Karen, Charlotte) ➤ Staff trained in SWAN approach (Safe, Welcoming, All together, Nurture) to enhance our existing ethos ➤ Children who demonstrate changes in behaviour are to be referred to DSL and SLT ➤ Maintain close connection with parents via telephone catch ups and conversation at the gates. ➤ PSHE to focus initially on reconnection, change, worry and mindfulness – any cause for concern to be referred to the SLT. ➤ Environments to be developed with the children and discuss preferred seating locations for the re-integration for SEND children ➤ Coping wheel on display in class and strategies used with all to promote independent self-regulation of emotions ➤ Whole class themed assemblies and whole school Zoom assemblies to 'reconnect'. ➤ Weekly Zoom /class Golden Time assemblies celebrating the successes of the week ➤ Check up-to-date contact details for parents (especially emergency contacts) ➤ Allocated time during staff meetings to discuss individual concerns with teachers.	➤ DSL and SENCO to follow up with families who have experienced trauma/change in circumstances – what further help do they need? ➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read, move or relax ➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities ➤ Allocate time during class assemblies for whole class discussions and dedicate time during the week to follow up on sensitive points.	➤ Bereavement support for those children/families identified and supported remotely during lockdown ➤ Referrals to external agencies where concerns have been identified ➤ Review EarlyHelp work during lockdown and provide/receive a summer holiday update through contact with social worker and other external bodies ➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)

What this could look like • Planned and informal observation of children, noticing any difference • Active listening – conscious effort to allow talk • Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs. • Throughout the day identify time for short mindful activities so children are calm, alert and ready to learn e.g ○ Children's yoga ○ Mindful colouring ○ Sensory circuits ○ Deep breathing exercise ○ Physical exercise • Movement breaks during learning time • Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person. • Class teachers use feelings words to start conversations e.g today I feel happy, sad, cross etc. • A slightly slower pace generally. If not given time to process their feelings, children may go into fight mode/meltdown. It can take up to an hour for them to calm down before they can have any rational thoughts.	What this could look like • Emotional literacy support (ELSA) • Social Emotional Mental Health concerns raised at pastoral meeting • Extra support at lunch time through the introduction of a quiet club • Phone call/meeting with parents • Individual support within class • 5 point scale system for specific children but can be used by all children • Scheduled movement breaks • Distraction jobs – registers to office, resources moved etc • Individual coping wheel •	What this could look like • External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
➤ Teaching staff to be mindful that children have not had full control of their learning during lock down, so drops are not deliberate. Recovering lost ground requires deliberate practice. ➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. ➤ Daily reading lessons that foster the love of reading and book enjoyment, but that focus on fluency, comprehension, vocabulary development and promote speaking and listening. (see plans) ➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture ➤ Writing to be regular (daily) and across the curriculum. Lots of short-burst writing to promote writing stamina outside English lessons, but also revision of sentence structures. ➤ Maths to focus on number work with a daily arithmetic session. TT Rockstars and Education City to be accessed regularly and promoted to support automaticity of recall – retrieval practice heavily used. ➤ PE curriculum to focus on fitness – children are to increase their activity levels within each session. ➤ Baseline tests when curriculum is re-established (tests beforehand would result in false negatives)	➤ Usual SEN processes. SENCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. Include pupils requiring catch-up ➤ Child voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure positive progress of SEN pupils in school during lockdown is maintained. ➤ Promote independent learning via tight scaffolding for those that have become particularly reliant on an adult (through home-learning) ➤ Ensure that appropriate groups receive curricular support but that scaffolding is reduced quickly so that emphasis is placed on children being independent learners ➤ Gaps in non-core curriculum to be addressed if needed at the commencement of new topics i.e. where children have missed out on the skills when learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons ➤ End of term baseline assessments to support identification of gaps – use to identify groups for focused support by class TA ➤ Daily 1:1 reading for those who have not read during lockdown ➤ Teachers to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core.	➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. Possible tutoring. ➤ Specialist teacher and Ed Psych to develop provision for specific children. This is to be reflected in the provision plan, and inform the intervention activities and booster support. ➤ Appropriate adults to work safely with children, by way of intervention – ideally this is not to occur during core subject time, but through agreement with the class teacher about the child's priority learning. Be aware of overload if intervention are happening during times when the rest of the class are undertaking well-being activities.



Routines and Expectations

Universal Support	Focused Support	Targeted Support
➤ Our approach to routines and expectations should acknowledge that children thrive in predictable, stable environments with clear boundaries. ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period may be needed for some. ➤ Covid specific Home School Agreement and behaviour expectations to be shared with all families again at the start of September. ➤ Whole school Zoom and class assemblies to re-establish each school's values and behavioural expectations to be used in week one. ➤ All staff to re-visit the school values and 'over-communicate' this in all correspondence with families and conversations with children. ➤ Children to complete work as a class to create a class agreement about what the school values will look like in their classrooms (pictures, writing, drawing etc.) and how their classroom behaviour charter supports the Golden Rules. ➤ Class teachers and adults to set aside specific time to refer to the hygiene procedures, social distancing from adults, going to the toilet, eating in hall and bubble integrity.	➤ Target the use of positive reinforcement to foster good learning behaviours and attitudes to one another. Relate these to the school values and Golden Rules. ➤ Provide regular visual reminders for those struggling to distance from staff and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. ➤ Time set aside during staff meetings to discuss children who are not following expectations and identify strategies to help them. ➤ Quickly identify groups of children who are not attending as regularly as expected. ➤ Have conversations with families not adhering to new routines.	➤ Provide additional support materials and offer families direct support from SLT. ➤ SLT to conduct phone calls for those children with a particularly poor start in terms of attendance. ➤ SLT to contact families if individuals stand out as being unable to comply with the behaviour expectations . ➤ Specific praise to be given to those children that have adapted well (in their own context) –stickers, telephone calls home, messages from HT.

Supporting Materials

<https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/>

LEADERSHIP, MENTAL HEALTH

Support a Safe & Successful Return to School using the SWAN framework

These videos and the accompanying guided discussion template aim to enable you to use the SWAN framework as a springboard for thinking about the return to school for children and adults.

Remember – the swan looks like they are gracefully gliding across the surface, whilst in fact they are frantically paddling beneath the water. Right now, our children need us more than ever to be the swan.

S – safe
W – welcoming
A – all together
N – nurturing

I would recommend having as many staff, students and families as possible engage with the course or the ensuing discussions. Try to foster an environment of creativity, collaboration and commitment to one another and your children. We do not know the answers yet, but we'll find better ones if we search for them together.

I truly hope this is helpful. THANK YOU for all that you are doing.

[View Course details](#)



[Start Course](#)

Open Registration

COURSE INCLUDES

- 9 Modules
- Course Certificate

<https://www.bsmhft.nhs.uk/our-services/solar-youth-services/professional/the-four-tiers-of-support/>



Brightening young futures

Professional



Brightening young futures

Young person

Parent/carers

I need help now

The four tiers of support

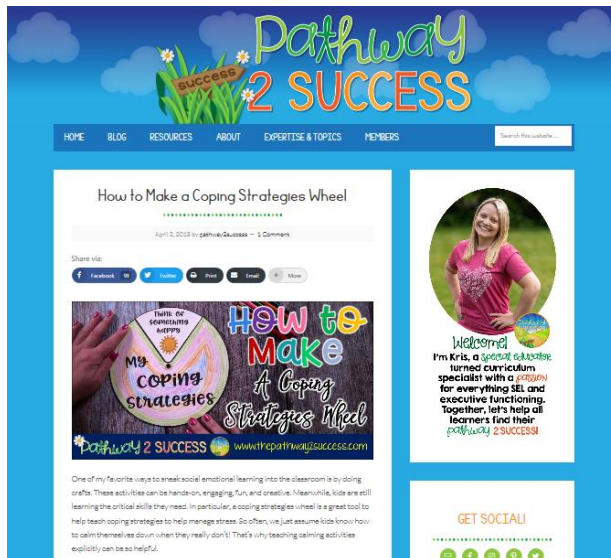
Solihull has a range of services across four tiers which support children, young people and their families to be emotionally healthy, as set out below:

- Universal Services (tier 1): these include general practitioners, primary care services, health visitors, schools and early years provision. Their role is to promote mental wellbeing, identify developmental or mental health needs that universal services cannot meet, and know what to do when this is the case.
- Targeted Services (tier 2): these include mental health professionals working singularly rather than as part of a multi-disciplinary mental health team, often based in universal settings such as school counsellors, primary mental health workers who either work directly with children or support professionals in universal services to do so; or support roles specifically for children and young people who are more at risk of developing mental health problems such as looked after children or young offenders.
- Specialist Services (tier 3): these are multi-disciplinary teams of mental health professionals providing a range of therapeutic interventions for children and young people who have complex, severe or persistent mental health needs. This can also include intensive home support teams for children and young people at risk of admission to inpatient care.
- Highly Specialist Services (tier 4): these include day and inpatient services, and highly specialist outpatient services for children and young people with the most serious problems. It can also include crisis or home treatment services which provide an alternative to hospital admission. These services are usually commissioned on a regional or national basis.

More for professionals

- [Referrals](#)
- [Are you worried about a child?](#)
- [Eating disorders service](#)
- [Transitions](#)
- [The four tiers of support](#)
- [Looked after and adopted children services](#)

<https://www.thepathway2success.com/how-to-make-a-coping-strategies-wheel/>



<https://www.5pointscale.com/>

THE INCREDIBLE 5-POINT SCALE

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

Additional support of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free [MindEd learning platform for professionals](#), which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a [coronavirus \(COVID-19\) staff resilience hub](#) with advice and tips for frontline staff.