

Shepherds Down Recovery Curriculum



Intent:

Over the lockdown period, our children have experienced loss. 'The loss of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child.' Barry Carpenter

This recovery curriculum will support the process of reconnecting, recovery from loss, trauma, anxiety and grief and building resilience moving forward

The curriculum will priorities the following:

- Establishing a safe environment and re-building relationships
- Gaining an understanding of the new needs of our children
- Starting to re-build children's confidence as learners and build a readiness to learn.

We will be encouraging children to revisit prior learning, challenge them to remember, apply what they know, understand and can do and develop the levels of fluency and accuracy previously attained to achieve the objectives and outcomes expected for them.

We also want to provide the opportunity for children to demonstrate their learning, skills, knowledge and understanding across the curriculum and find ways to work with children and families to evidence the learning that has taken place and to identify the next steps in learning

Implementation:

There will be a transition period before children are ready for 'normal schooling' to resume. It is hard to predict how long this will be and is likely to differ between individuals, during this period this curriculum will be followed.

For most children, this curriculum will be followed solely for the first two weeks in September. After the first two weeks if children appear ready to learn this curriculum will be followed alongside the appropriate phase of the curriculum and individual targets for each child. The curriculum will be personalised to the individual needs of each child throughout.

5 levers:

Relationships – rebuilding relationships and trust	
<p>Peer groups - not seen peers for many months Interaction opportunities might have been limited. This might affect play skills - Sharing/Turn taking' Tolerance of others Separation from parents/home – attachment issues/separation anxiety Trust and confidence in adults in school Friends and family have previously been avoided due to threat of anxiety – how long will it take them to not feel threatened by interactions? Mistrust and feelings of abandonment as the suddenness of schools closing Feeling that school is no longer the safe, constant place we thought it was e.g. will schools close again? Staff need to resolve own feelings so that they are able to support/nurture children effectively Most teachers will have spoken to parents more than before and more parents have engaged with Facebook – it will be good to build on this</p>	
Intended Outcomes:	Pedagogy - How will we address this?
	Reconnect/Recovery – first few weeks – Autumn term Resilience - Ongoing
<p>To rebuild/develop new relationships with peers and staff To develop/re-establish interaction and play skills To ensure children feel comfortable and settled in class</p>	<ul style="list-style-type: none"> • In July - provide information about class groups for September – photos and transition videos. • New class teacher for September to make contact with parents • Ensure all children are personally welcomed back - Staff offer smiling/relaxed facial body language • Collect happy memories – celebrating happy times – pictures of happy children – reliving happy past experiences • Collect ideas for items/activities to put in a happiness box to support emotional regulation include their favourite fiddle toys, books, playdoh, favourite soft toy etc. – could identify on pen portrait? • Use sensory stories/massage and Tacpac to build trust and relationships between children and staff • Provide play based curriculum initially – led by children's interests

	<ul style="list-style-type: none"> • Look at photos of class peers and staff together – use as part of activities e.g. ‘hello’ time • Provide opportunities for activities which involve other peers, using photos of children • Start to rebuild some relationships based on common interest. Pairing students according to the activities they like. Take out a toy that they both like and they can play together if you think they are ready for ‘sharing’, gradually building up to sharing a toy and taking turns. Then using of ‘taking turns’ card. • Use friendship songs like for example Jack and Jilly from Mickey Mouse Club! https://www.youtube.com/watch?v=2TsVDBkIQyM and encourage children to do simple activities in pairs supported by the adult • Work on recognising friends photos, looking in the mirror together, making silly faces, then looking at friends photos and matching their names, naming what they are doing • Use intensive interaction – planned sessions and incidental opportunities • Have fun together – peers and staff –whole class/smaller groups e.g. bucket time • Create a sense of belonging by decorating a wall with photos of the children and staff • Celebrating time together! Singing songs with children’s names, celebrating magic moments at the end of the day, singing motivating songs across the day, transition songs. • Provide majority of activities in small groups initially - splitting class into groups as often as possible eg. one group in class, second group activities in the outside area, and limit the time of ‘whole class activities’ • If a child is asking for mum/dad/home make sure there are visuals in place, make social story, drawings on the whiteboard, photos of mum/dad to look at.
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<p>Community (experiences of each child) - valuing the experience of each child and respond to their needs</p>
<p>Recognising the learning that has happened at home and that this has not been possible for some</p> <p>Memories of lockdown – some may have had some really good fun times which might not have had the time for before</p> <p>Some children will never have felt so secure/comfortable and safe as not in an environment they find stressful – their transition back might be hard but for different reasons</p> <p>Some children would have found it very hard and will need nurturing when they return.</p> <p>Listening to needs of children and families – individual needs/context</p> <p>Some children have been in school – but with very different experiences – small class sizes, high staffing ratios, child led.</p>

<p>Possible bereavement /illness of loved ones</p> <p>Their own and others anxiety – loss of sleep, reluctance to go out, feeling under threat from the virus – not really understanding</p> <p>Awareness of the virus and anxiety</p> <p>Many children not able to articulate their experiences – adults to be in tune</p>	
Intended Outcomes:	Pedagogy - How will we address this?
	<p>Reconnect/Recovery – first few weeks - Autumn 1</p> <p>Resilience - Ongoing</p>
<p>To value and celebrate each child's experience</p> <p>To identify and support those children needing additional emotional support</p> <p>To help children to understand what has happened and how to keep themselves safe - if appropriate</p> <p>To identify children who needs might have changed or heightened and re-asses – physio, OT, sensory diets, ELTA and ELSA</p> <p>To provide opportunity for children to talk about feelings and their experiences and worries</p>	<ul style="list-style-type: none"> • Celebration of successes of past few months – share photos and videos from home and school and display around school/class, produce individual books for the past 4 months. • Provide the option of a phased return to school if it is felt necessary for individual children • Ask parents to complete an information sheet on their child during lockdown • Celebrate missed birthdays • Use talking mats to explore children's experiences, feeling and worries, complete this activity regularly initially • Make a history box/book about this period • Provide opportunities for deconstructed role-play to give children an opportunity to reconstruct their thoughts and ideas on what they have seen and experienced. • Making photo booklets with lots of photos about students at home, students and adults in school, the booklet can be in their happiness box if they need it. • Talking about home/school and people around these topic, building houses from the cardboard boxes, sticking photos of family, photo of people in school. 'Home' role play to link home and school. • Share social stories, if appropriate, to help children understand the need for 'lockdown' and ways to reduce the risk both in school and within the community. • Ensure sufficient time from therapists, ELTA and ELSA support and identify quickly additional needs • Quickly implement any changes to programmes e.g. sensory diet's, physio programme • Review appropriate resources and motivators for each child

	<ul style="list-style-type: none"> • Review communication needs (involve SLT if appropriate) and ensure any communication system supports their current needs • Liaise with previous teachers and LSA's to establish what is 'normal' behaviour for a child, what has helped before etc. • Each child will need something different – 'recovery passport' as a working document for each child might help. • Continue to have regular contact with parents and seek their views on what their child will need on return and how they may have developed over their time at home • Maybe send one photo to parent weekly in home-school book, so parents can look with the child and can celebrate with them • Provide regular blogs that will help to celebrate what is happening in school at home too • Provide social story and emotional support if any child has suffered a death within the family.
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Transparent Curriculum/Transitioning back to learning (addressing gaps, acknowledging lost opportunities and re-establishing routines)			
<p>Parents will want reassurance about how we will approach gaps etc. Last focussed on individual learning in March Some children will not have been able to access any learning at home Transitioning back to learning in school – routines, structure, expectations Some children may well be keen to get back to school whilst some will not feel safe out of home for a while Some children might have been thriving at home – how do we build on this? Children out of routines and structure, not used to focusing in groups Lost skills/knowledge, lack of therapy – loss /regression of physical functioning Children could tire more easily as build up their stamina and get used to routines again Some children might be aware of lost learning Unfinished year and therefore gaps in curriculum provided – e.g. Foundation stage curriculum Other activities missed e.g. sports day, residential, trips out, swimming If children are anxious and stressed – cognitive levels will regress</p>			
Intended outcomes:	Pedagogy - How will we address this?		

	Reconnect/Recovery – first few weeks - Autumn 1 Resilience - Ongoing
<p>To ensure parents aware of the curriculum and how we will be supporting children's return to school</p> <p>To re-establish routines, structure and expectations</p> <p>To ensure children are comfortable and ready to learn</p>	<ul style="list-style-type: none"> • Hold a virtual leavers assembly – July 22nd • Inform parents of the plans for return and the recovery curriculum • Give parents the opportunity to share any worries and concerns for their child returning. • Give children the opportunity to say what they find difficult/worried about • Have structured conversations with parents early in the term • Find ways to evidence childrens' learning from home • Re-establish class routines, structure and expectations – small steps if needed e.g now and next • Provide opportunity to revisit previous learning in an enjoyable way • Use the engagement scale to assess children's level of engagement and readiness to learn • Assess children's baseline for their PLG (if not already baseline) and adjust their ILP if necessary • Identify any gaps or loss in skills/ability and plan to address this at an appropriate pace • Increase the amount of support from therapists and time spent on physio therapy programmes and review equipment to ensure children's physical functioning and posture is prioritised • Review seating and positioning for each child as soon as possible to allow for growth and loss or skills and stamina • Take into account children's current level of stamina (both physical and mental) and ensure expectations are scaffolded appropriately • Be aware that children may tire quickly and might need a phased return initially and expectations to be adapted accordingly • Be prepared to go back a step initially until children are comfortable • Plan activities that are familiar and easily achievable initially – build in challenge only when children are ready. • Make sure their favourite toys are available and they have photos in their PECS folder. • Ensure favourite cartoon characters available so we can build Literacy learning on that, e.g. box with Mr Tumble, Woody, Peppa pig, Minion etc, some of the activities based on familiar characters.

Metacognition - re-establishing ways of learning –and skills needed			
<p>Many children may return disengaged/hyper vigilant</p> <p>Skills of learning in school again – explicit and re-established e.g. learning in a group, accepting adult direction and limitations within the school day</p> <p>If learnt well/better at home – can we learn from this?</p> <p>Emotional regulation skills key – but might be different from what they do at home - identifying when they feel worried/what they can do about it in school</p>			
Intended outcomes:	Pedagogy - How will we address this?		
	Reconnect/Recovery – first few weeks - Autumn 1 Resilience - Ongoing		
<p>To re-establish the skills needed to learn in school</p> <p>To ensure children engage with learning</p> <p>To support children's emotional regulation in school</p>	<ul style="list-style-type: none"> • Explore feelings about returning to school through talking mats, writing and drawing • Provide the 'irresistible invitation to learn' • Speak with parents to see if their child has any new interest since lockdown - can we incorporate it into their learning? What was their favourite way of spending their time? How we can use it in school to boost their learning? (information sheet) • Speak with parents to see if children have any new routines/ways of calming themselves, see if we can use it at school/ information sheet • Daily 'Bucket Time' activities to build attention span for more 'focus learning' later • Ensure activities are initially based on children's interests and fun • Increase expectations and length of activities gradually • Offer choice where possible e.g. choice of task, order of activities, as a way of providing some element of control to the child • Ensure children have sufficient visual information – be prepared to provide more initially • Ensure there is clear organisation and structure to the day, providing clear ends to activities, sensory cues and support for any transitions • Develop and support strategies to support self-regulation – calm box, use of 5-point scale, mindfulness • Identify quickly any need for ELSA and ELTA and prioritise if necessary 		

	<ul style="list-style-type: none"> • Review and implement sensory processing advice/sensory diets and be aware of possible changes in sensory sensitivities. • Provide individual social stories to help children understand about particular situations causing anxieties • Provide an 'Emotions' board in class so adults can refer to it and label children's emotions • Use debrief packs and quiet spaces as appropriate and review and update what individual children need to calm. • Accept and empathise with children's feelings (where appropriate) e.g. you loved spending time with your parents every day and it's sad to leave them
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Space/School environment – changes, Prioritising wellbeing in the curriculum			
<p>Some children may not have been anywhere other than home for many months – might not feel safe</p> <p>Space needed to acclimatise to returning to routines and expectations</p> <p>School will still not be the same as when they left – getting used to a 'new norm'</p> <p>Familiarise what school is – layout, routines etc.</p> <p>Not been in a class of 11 since March</p> <p>Existing changes likely to still be in place – strict timetabling, limiting gatherings e.g. assembly etc.</p> <p>Space – physically and within the curriculum for children to adapt</p> <p>How feel, what are they concerned about – time to voice this</p>			
Intended outcomes:	Pedagogy - How will we address this?		
	Reconnect/Recovery – first few weeks - Autumn 1 Resilience - Ongoing		
<p>To provide enable children to be comfortable in their surroundings</p> <p>To ensure space is provided within the curriculum for children to adjust at their own pace</p>	<ul style="list-style-type: none"> • Provide time and space in the curriculum to establish routines and expectations • Ensure children are comfortable in the immediate class environment before transitioning further around school • Ensure children know where their own space is in the classroom e.g. label chairs and place to sit in class with childrens photos 		

<p>To support children's understanding and knowledge of new routines and changes – both in school and the community</p>	<ul style="list-style-type: none"> • Consider reducing transitions around school initially • Provide safe spaces in the classroom and build dens outside • Make sure there is time in the day when children can relax and there is a space in class where they can relax (break out room, relaxation corner, a tent). • Make sure that each child has a page in their PECS folder with the tools/places/things that help them to relax Page might be based on conversations with previous teachers, based on their IBP plan, talking with parents. Maybe some children have developed new ways of 'coping' during the lockdown? How we can build on that • Rehearse new routines in play • For those children it is appropriate for Provide information and visual support to explain new routines and changes in place e.g. eating in the classroom, not touching each other, socially distancing, no assemblies etc.
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