

This is the ninth of our series of newsletters written jointly by ELS and the Inclusion and Behaviour Support Service teams. It includes relevant information from the Education Continuity Newsletter and additional information for SENCOs.

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schools

### The Recovery Curriculum

#### From the Education Continuity Newsletter

On Wednesday 10th June, we were privileged to welcome Professor Barry Carpenter OBE and Sharon Gray OBE, to our school and wider education leaders meeting about development of a recovery curriculum model. We were joined by duration the session by 90 system leaders and we have been pleased to see such a positive response and excellent feedback about the presentations they gave. We know from talking with both Barry and Sharon that their work is gaining interest and traction from the children's commissioner the Welsh Government and the DfE.

This project will be shaped by your feedback. Sharon Gray will be facilitating working groups to develop a bespoke model and wealth of resources to support schools as they develop their approach to a recovery curriculum.

School leaders were asked to feed back about this following the meeting and there is more information in the main newsletter.

If you would like to be a part of this project and have not yet responded, Please email your question responses to

[CAHBusinessSupportBMR@southglos.gov.uk](mailto:CAHBusinessSupportBMR@southglos.gov.uk)

In his talk to leaders this week Barry outlined how losses over the lockdown period can feed into consequences.

Losses	Consequences
<ul style="list-style-type: none"> <li>Routine</li> <li>Structure</li> <li>Friendship</li> <li>Opportunities</li> <li>Freedom</li> </ul>	<ul style="list-style-type: none"> <li>Bereavement</li> <li>Trauma</li> <li>Anxiety</li> <li>Attachment</li> </ul>

The curriculum for pupils returning to school needs to take account of this and he suggests 5 levers for this.

Lever 1	Relationships – reach out to greet children
Lever 2	Community – engage, listen understand and grow together
Lever	Metacognition – explicitly scaffold teaching to grow confidence as a learner.
Lever	Transparent curriculum - co-construct to show how you are addressing gaps
Lever	Space – to be, to rediscover self-image, concept, esteem and confidence.

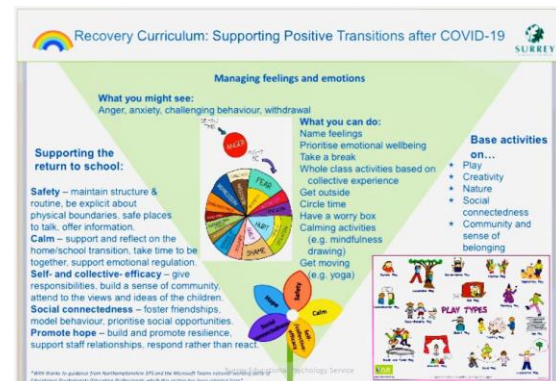
He emphasised the curriculum needs to be holistic recovery for all, focused through a personalised, needs led approach and provide for deep recovery enabling a longer period of exploration. SENCOs might like to reflect on how these aspects may need to feed in to provision for specific pupils with SEND.

The full materials have been circulated by Andrew Best and further information is available through the website.

<https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>

### Surrey EP Resources

The **Surrey EP** team have developed this one page prompt sheet for teachers to help them support children to return to school. Based on the Recovery Curriculum and with thanks to Northants EPS and the National EP / Ed profs working party.



A larger version of this image is attached.

**Surrey Educational Psychology**

<https://twitter.com/surreyeps?s=11>

## Mental health support in schools

### From the Education Continuity Newsletter

The Department for Education has announced that [new online resources will be provided to schools and colleges to boost mental health support](#) for staff and pupils. For pupils, this will include videos, webinars and teaching materials to help to foster conversations about mental health and grants to charities to support the development of young people's resilience and tackle bullying. For staff, a pilot project in partnership with the Education Support Partnership will focus on teachers' and leaders' mental health, providing online peer-support and telephone supervision from experts to around 250 school leaders.

## South Gloucestershire Education Inclusion Officers (EIOs)

### From the Education Continuity Newsletter

As more pupils return to school, their lived experiences at home may be unknown and they may experience increased levels of anxiety or distress when returning to school. This may present itself in a range of ways and could lead to physical or emotional responses. Nicola Joyce (Primary) and Andy Holliday (Secondary) are the Education Inclusion Officers, who play a vital role in providing advice, guidance and support to schools when supporting vulnerable children in schools across South Glos. The EIOs have continued to support schools during lockdown and remain available to support schools now they are in the process of reopening for some groups of pupils. The EIOs can help specifically with:

- Advice for planning to reintegrate children at risk of exclusion into school
- Ongoing advice for existing cases
- New consultations for pupils who are now causing concern because of escalated behaviours/risk of exclusion
- Availability for online multi-agency meetings where this has been agreed as part of a previous consultation
- Support with planning for transition for pupils moving to new year groups/ Key Stages or new schools if there is risk of exclusion
- Advice for accessing the High-Risk Group

Andy and Nicola can be contacted via email:  
[Andrew.Holliday@pathwayslearningcentre.org](mailto:Andrew.Holliday@pathwayslearningcentre.org)  
[Nicola.Joyce@pathwayslearningcentre.org](mailto:Nicola.Joyce@pathwayslearningcentre.org)

## Safeguarding Vulnerable Children and Young People during COVID-19

### From the Education Continuity Newsletter

Whilst strict lockdown and social distancing measures have helped to mitigate the spread of COVID-19, many vulnerable children and young people find themselves isolated and exposed to other potentially harmful risks. Without the vital support systems provided by schools, colleges, children's centres, youth clubs, health visitors and social workers, many have become 'invisible' to local authorities and instead are living with greater risks of neglect, poor mental health and/or exposure to drug/alcohol misuse, online grooming and sexual or criminal exploitation by county lines gangs.

With the majority of schools and colleges set to remain closed for the foreseeable future, this timely Policy Foresight live webinar brings together key partners from education, child protection, police, health, third sector, local authorities and other statutory agencies to discuss the key issues at this difficult time, and explore innovative solutions to safeguard and support vulnerable young people in a period of continued social distancing.

### [Safeguarding Vulnerable Children and Young People During COVID-19](#)

**Tuesday 30<sup>th</sup> June 2020 – Live Webinar**



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### Events

#### **Safeguarding Vulnerable Children and Young People During COVID-19**

Date: Tuesday 30th June 2020

Time: 10:00am - 2:00pm

Venue: **ONLINE Live Seminar - Check Your System / Device Compatibility**



### Key Speakers:

- Graham Archer, Director of Children's Social Care, Improvement and Learning Social Care, Mobility & Disadvantage (SCMD), **Department for Education**
- Amanda Naylor, Assistant Director for Impact, **Barnardo's**
- Rosy Roche, Senior Policy and Public Affairs Officer, **NSPCC**
- Junior Smart OBE, Founder and Business Development Manager, **SOS Gangs Project; St Giles Trust**
- Roxane Caplan, Head of Service Development, **YoungMinds**

- Senior Representative (TBC), **The Children's Society**

Should you/your colleagues wish to participate in this live webinar, please [register online](#) now to secure your place(s). Alternatively, if you would prefer your organisation to be invoiced prior to payment please complete and submit an offline [booking form](#). For further information please visit our website or download the [event flyer](#) [pdf].

## Occupational Health Resources

### From the Education Continuity Newsletter

The Councils Occupational Health provider, Cordell have put a paper together for school returning and set out some useful practical information and statistical information on children catching Covid-19.

Employer Resources - <https://cordellhealth.co.uk/>  
[https://cordellhealth.co.uk/Brief\\_Covid-19\\_Educational\\_Settings.pdf](https://cordellhealth.co.uk/Brief_Covid-19_Educational_Settings.pdf)

## Supporting Autistic Children with Social Stories

### From the Education Continuity Newsletter

<https://www.autismparentingmagazine.com/wp-content/uploads/guides/social-stories-for-autistic-children-guide-b.pdf>

Many schools use social stories effectively to support children in modelling social interaction by giving a brief description of a situation using appropriate social cues, the perspectives of others, and a recommended appropriate response.

Several resources have already been developed to support pupils on the autistic spectrum, to make sense of the new school environment they will be returning to. These can be used and adapted based on the needs of each child. They can be found [here](#).

Studio TV have also produced a selection of training videos. 'The Big Transitions for Autistic and SEND Pupils After Lockdown,' provides practical help, advice and resources to help prepare children for the big transition as lockdown starts to ease and they begin to return to school. This can be found [here](#).

## Trauma Informed Schools UK

### From the Education Continuity Newsletter

<https://www.traumainformedschools.co.uk/>

The Trauma Informed Schools UK website has a host of resources and videos to support school leaders in supporting staff and pupils during social isolation and in returning to school.

Trauma Informed Schools UK have had this shout out this week, **'Shout out to all educational superheroes welcoming back children to school this week. Huge respect to all Heads, leadership, governors, Trust and LA leadership for the mammoth job of balancing responsibilities to staff and children in deciding to open wider or not. We applaud you all!'**

## Transitions

Usually at this time of year schools are busy with transition planning and visits for pupils moving schools and planning in-school transitions.

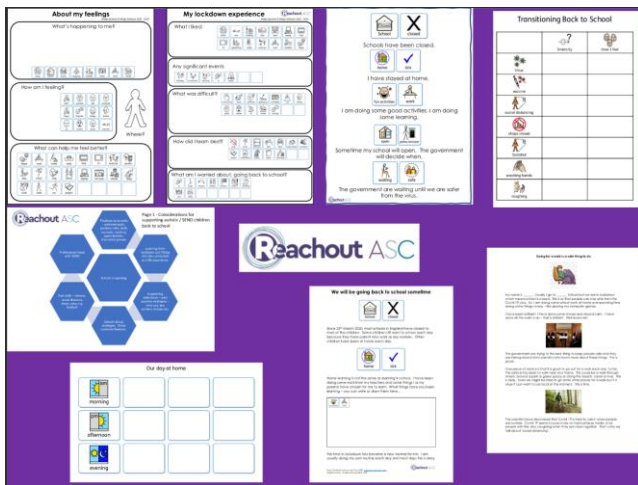
We are in a rather unique position this year with various classes back to school and others still learning at home. Many parents have chosen to keep their children at home and some schools have been unable to invite some year groups back due to space and staffing limitations.

There have been many useful webinars and podcasts regarding this such as through Reachout ASC and NASEN; some of which can be accessed online after the live event.

Often we use social stories and visits to help prepare pupils, new and current, for transition. Due to the current challenges, schools are getting creative and doing this in many ways such as video tours of schools and classrooms, visits after school, remote story sessions etc. Many schools are extending the support they usually give to individuals to groups or whole classes. One advantage of a video or social story is the child can revisit many times, giving opportunities to process the messages and ask questions.

There are quite a few resources freely available to support us in our planning for a return to school or transitions, such as social stories, visuals for social distancing, schedules for handwashing etc. which can be adapted or used as they are. The following links have some excellent examples:

<https://www.reachoutasc.com/resources/transition-to-new-class> A variety of resources for EYFS to teenage years, including a link to an informative and thought-provoking webinar. There are transition booklets which include pages such as **What stays the same** and **What is different**



<https://www.widgit.com/resources/popular-topics/back-to-school-june/index.htm>

With the wider opening of schools Widget have produced a Back to School Toolkit of resources to help support signage, wayfinding and personal care around a socially distanced school environment. The toolkit also includes a set of well-being and mental health resources to assist children returning to school after such a major disruption to their normal day-to-day lives. This would work well alongside more traditional transition supports.

The toolkit is available in PDF and InPrint 3 formats.



Sue Larkey has produced a transitioning podcast. <https://suelarkey.com.au/tips-for-transitioning-2020/> It is Australia based but has great tips especially applicable for planning for Autistic pupils of all ages.

<https://nasen.org.uk/resource/understanding-and-supporting-transitions.html>

There is also a current webinar series entitled Returning to School and Making Use of Trauma-Informed Approaches which started this week but it is planned the recording will be made available at a later date.

## Other considerations

Don't forget to get your physical site ready which is particularly important for those with sensory or physical needs. Many therapists and specialised staff are not working face to face but can provide support remotely or provide guides. Guide Dogs have a useful leaflet about preparing your school to meet the needs of a pupil with Visual Impairment for example. Some of your pupils will have supported transfers from one of the team at Integra. If this is the case, the support will look a little different this year but will still be provided.

## Bristol Autism Team Resources

The Bristol team have created a resource called **Tips for supporting children with autism practically and emotionally around Corona Virus**. It includes resources, weblinks and recommended books. We have attached the document to this newsletter.

## Supporting Autistic Children to Return to School

**18 June – 4-5pm - £20**

<https://elearning.creativeeducation.co.uk/courses/supporting-autistic-children-to-return-to-school/>

**Course Leader - Dr Pooky Knightsmith**

*An internationally respected face of child and adolescent mental health, Pooky works tirelessly to 'be the change she wants to see'. A prolific keynote speaker, lecturer, trainer and author, she develops and shares practical, evidence-informed approaches to promoting mental health – arming professionals, parents and carers with the skills, understanding and knowledge they need to support the children in their care.*

## What Will I Learn?

- Making a plan and making it work for: this child, this school, this family...
- What we need to be doing right now
- The role of the adults around the child and how to build capacity & strength
- Avoiding or managing the biggest potential pitfalls



## Free Bereavement training

As pupils return to school some undoubtedly have experienced bereavement either due to COVID19 or more usual causes. Staff can play a significant part in supporting them. Excellent free training resources are available from Child Bereavement UK from

[@cbukhelp](#)

[Weblink](#)

## Training opportunities

You may like to attend the following online training or recommend for relevant staff.

- [High Quality Teaching for SEND](#) 22/06/20 13.00 – 15.00 - £20
- [The SEND Book Club](#) – 22/06/20 - 15.30 -16.30 This week- Barry Carpenter's Recovery Curriculum - Free!
- [Working Memory Deficits](#) - 29/06/20 13.00- 15.00 £20
- [Developing Effective reading Interventions](#) – The Reading Repair Kit - 16/07/20 13.00 – 15.00 - £20

## RNIB Bookshare For SENCos

Do you have children who have a print disability who need access to books at home or school?

RNIB Bookshare UK education collection provides FREE textbooks and materials to support the UK curriculum. It offers a range of accessible formats that can be read electronically or adapted to suit the personal reading needs of learners. There are over 57,000 titles with more being added all the time! This includes reading scheme books, novels, curriculum text books etc. It is also possible to request books.

Any child with a print disability is eligible to join which means pupils who:

- ✓ are Blind or partially sighted
- ✓ have Dyslexia, Autism, Attention Deficit Disorder
- ✓ have a Physical disability which significantly affects use of printed materials

English as an Additional Language is not a qualifying disability.

The books can be accessed in a variety of ways both at home and in school, so by joining pupils will be able to:



- Listen to books with high quality text-to-speech voices
- Hear and see highlighted words on screen
- Read with digital braille or enlarged fonts
- Create physical braille or large print
- Read directly from an Internet browser
- And more!

For more information visit

<https://www.rnibbookshare.org/cms/bookshare-me>

## Support for Parents

Parents may be anxious at this time and we have a SEND Covid helpline that they can use staffed by members of the ISS, BSS and EP teams. Parents can contact us with their COVID queries on [SENDCOVIDenquiry@southglos.gov.uk](mailto:SENDCOVIDenquiry@southglos.gov.uk) or 01454 866123.

The telephone helpline is available between 9 and 1 on weekdays (except Bank Holidays) but parents can leave a message or email in at any time. We aim to get back to parents within 48 hours. Any questions posed to this helpline will be used to inform an FAQ section on the South Gloucestershire website.

## Contact the Inclusion and Behaviour Teams

As more children returned to school you may wish to discuss individual pupils and how they can best be supported. Our teams can help with this. Please see the contact details below.

Jackie Muggleton	<a href="mailto:Jackie.muggleton@southglos.gov.uk">Jackie.muggleton@southglos.gov.uk</a>
Claire Phillips	<a href="mailto:Claire.phillips@southglos.gov.uk">Claire.phillips@southglos.gov.uk</a>
Sara Tanner	<a href="mailto:Sara.tanner@southglos.gov.uk">Sara.tanner@southglos.gov.uk</a>
Linda Boyce	<a href="mailto:Linda.boyce@southglos.gov.uk">Linda.boyce@southglos.gov.uk</a>
Louise O'Rourke	<a href="mailto:Louise.ORourke@southglos.gov.uk">Louise.ORourke@southglos.gov.uk</a>
Alison Little	<a href="mailto:Alison.little@southglos.gov.uk">Alison.little@southglos.gov.uk</a>
Eleri Sears	<a href="mailto:Eleri.sears@southglos.gov.uk">Eleri.sears@southglos.gov.uk</a>
Jo Briscoombe	Inclusion & Behaviour Services Team Leader <a href="mailto:Jo.briscombe@southglos.gov.uk">Jo.briscombe@southglos.gov.uk</a>

### Accessibyte

Accessibyte makes fun, funky, fully accessible apps for users who are blind, visually impaired, deaf, dyslexic, or have other reading difficulties. Accessibyte is offering free access to their entire platform to help enable ALL students to have a remote learning option. That can be tricky for students relying on assistive technology. For those who are unfamiliar, the apps can be accessed **remotely** from school or home, on **Chromebook, iPad, Mac, Windows or Android Devices**. Each app has **visual and audible accessibility** built right into the browser.

<https://www.accessibyte.com/stay-safe>

### Resources for Visually Impaired

**Ballyland apps** Suitable for visually impaired children. Free at the moment.  
[www.sonakids.org](http://www.sonakids.org)

**British Blind sport activities**  
<https://britishblindsport.org.uk/stay-in-work-out/>

**CALL Scotland Complex Needs Home Learning Resources**  
<https://www.callscotland.org.uk/blog/complex-needs-home-learning-resources/>

**CVI Friendly Videos**  
Visually simple videos for children with CVI/additional needs  
<https://www.pathstoliteracy.org/resources/cvi-friendly-videos>

### Doorwayonline

Supported by CALL Scotland: Basic but very good for maths, spelling, memory games and touch typing  
Doorway Online is a collection of free and highly accessible educational games that learners will find easy to use independently. Each activity has a range of accessibility and difficulty options.

<https://www.doorwayonline.org.uk/>

**Resources Recommended by Bristol Autism Team.**  
To help with explaining Corona Virus to children.

**ChildMind: Talking to Children**  
<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

**ELSA: Coronavirus Story for Children**  
<https://www.elsa-support.co.uk/coronavirus-story-for-children/>

**#Covibook** Supporting and reassuring children around the world.  
<https://www.mindheart.co/descargables>

## Links for SENCoS

In South Gloucestershire, we are keen to share innovative ideas for supporting SENCoS.

We will disseminate these ideas to all schools.

Please email your ideas to our School Improvement Team at:

[Faye.bertham@southglos.gov.uk](mailto:Faye.bertham@southglos.gov.uk)

Inclusion and Behaviour Teams at

[Jackie.muggleton@southglos.gov.uk](mailto:Jackie.muggleton@southglos.gov.uk)  
[Jo.briscombe@southglos.gov.uk](mailto:Jo.briscombe@southglos.gov.uk)

### Keep Active

#### Ella's Wheelchair Workout

Wheelchair friendly workouts  
<https://www.youtube.com/channel/UCPSgdS1UDK6Hcv0ZneodW0A>

#### Eye's Free Fitness

Audio only fitness classes for visually impaired pupils  
<https://www.blindalive.com/>