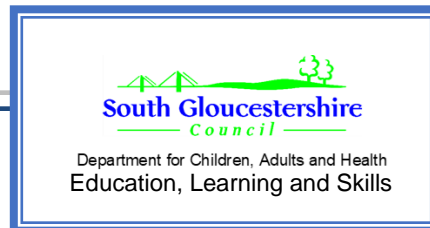


COVID-19 Education Continuity Newsletter



Issue 13: 13th May 2020

Public Health England now has updated the guidance on COVID-19 for educational settings [here](#) Keep checking daily.

Re-opening Guidance

The government’s aim is for the phased reopening of schools for Nursery, Reception, Year 1 and Year 6 CYP from the 1st June, alongside the key worker and vulnerable pupil provision that is already in place. As a Local Authority we recognise that every school is different and their capacity to be able to deliver this may vary and the phasing may also need to vary. In the first instance the Local Authority will make it an absolute priority that both key worker and vulnerable pupils remain our focus for school attendance. School leaders will then need to look at their internal capacity and prioritise accordingly with a clear focus on the safety and well-being of both the CYP and school staff. There may be instances where due to a risk assessment, staffing shortages (underlying health conditions, shielding etc...) or where a school is experiencing live cases of Covid-19 that the school may need to restrict the number of year groups that are able to return or the phasing of the return. The Local Authority will work with school leaders in looking at the evidence and rationale in these instances in working to support their decisions. Our Re-opening guidance, published yesterday, gives further advice to leaders in schools and EYFS settings, in planning for a phased re-opening. The government document, ‘Our Plan to Re-Build,’ can be found [here](#).

A Shared Approach to Transition

A comprehensive guidance document and the attachments (which were sent in a separate email) have been developed by South Gloucestershire school leaders for South Gloucestershire school leaders, and for children across South Gloucestershire. These were sent to schools on 7th May. The work is supported by the Local Authority.

The right of every pupil to have a high-quality transition sits at the very heart of this strategy and approach. The experience of the individual pupil sits at the centre of the thinking behind this document, which should ensure that we, as professionals, can all subscribe and commit to it. This document has been supported in its development by educational professionals from across the system, both the maintained and academy sector alongside colleagues from the Local Authority from a wide range of services. We would like to pay tribute to their input and wealth of ideas. In particular though, we would like to thank Susie Weaver who has been instrumental, Darren Brown and Claire Banks as a sub-group from our Local School Standards Board (LSSB) who have pulled this together. There is a lot contained within this document including research from respected educational professionals and the hope we have is that it will form a guide for leaders and teachers alike. This is a genuinely, highly collaborative piece of work.

We hope you find it a supportive and valuable resource and one that will enable some consistency across the Local Authority for our students.

DEPARTMENT FOR EDUCATION CORONAVIRUS HELPLINE
for education and children’s social care related queries: anyone working in early years through to universities, plus parents

0800 046 8687
8am to 6pm (Monday to Friday) 10am to 4pm (Saturday and Sunday)
DfE.coronavirushelpline@education.gov.uk

May Half-Term Provision

Given the government announcement on Monday 11th May we have looked further at how we may be able to support **Infant, Junior and Primary Schools** during the May Half-Term in relation to key worker and vulnerable pupil provision. We are aware that many of you may already have made arrangements and of course we will support these, however we are also conscious, now that more detail has been published by the DfE of the pressure that opening over the May Half-Term may add to what are already challenging times relating to the phased return. In order to potentially support school leaders at this time, we would like to ascertain the level of interest in some localised May Half-Term holiday provision. We are looking at working with Progressive Sports potentially operating 3 locality based school sports offers, that could take a number of key worker and vulnerable pupils. The system they operate reduces any administrative burden as parents/carers would sign up directly for this and there would be no necessity for staff to volunteer to support this either. The aim would be to reduce some of the potential burden on schools. We now need to look at whether we have the capacity to deliver this offer by assessing potential interest. To help support us with any central coordination we would need to know the following by **Friday 15th May 12pm** at the latest. Please email CAH Business CAHBusinessSupportBMR@southglos.gov.uk and complete the details in the table below:

Name of School			
Description of May Half-Term Offer	None required	Shared provision with another school	Operating from school site
If shared, where will this be based			
Interest in Progressive Sports Offer	Yes	No	
Number of key worker/vulnerable pupils interested in a Progressive Sports Offer (actual please)			
We would be willing to host Progressive Sports on our school site	Yes	No	

We will then assess interest and prioritise accordingly. Parents will need to understand that they may need to travel in order to access the provision that is offered. Numbers through our Easter weekend offer were exceptionally low, so this is something we will need to factor in.

SGS College Free Courses

Links to the Free Online English and Maths Support courses below:

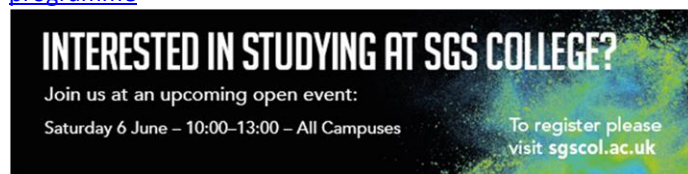
<https://www.sgscol.ac.uk/study/online/home-tutoring-maths>

<https://www.sgscol.ac.uk/study/online/home-tutoring-english>

Links to Enterprise:

<https://www.sgscol.ac.uk/study/employability/enterprise-plus>

<https://www.sgscol.ac.uk/study/employability/enterprise-programme>



Let's help every child
thrive Re-Blended
Practitioner Course - Childhood Years

Attached to this newsletter is information regarding e-learning and face to face training for staff members to become accredited Thrive practitioners. Schools across South Gloucestershire choose a range of approaches to support pupils social, emotional and mental health needs. Thrive is one of the approaches that many schools choose to use. **For queries and to book your place**

Please call: Eva Ford 01454 867175

EMAIL: evamarie.ford@ststephensjuniors.org.uk

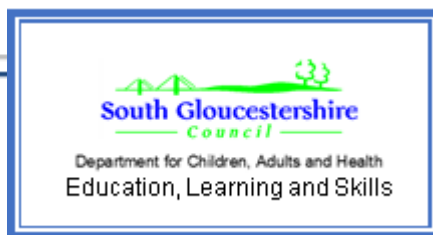
For more information about the Thrive approach please feel free to call.

DfE Remote Education for Schools

The Department for Education (DfE) has been working with schools to develop this guidance based on the current experiences and practices of teachers and school leaders. It outlines some approaches that have worked for schools and includes case studies and information about:

- › [supporting pupils' wellbeing](#)
- › [adapting teaching practice for remote education](#)
- › [adapting the curriculum for remote education](#)
- › [keeping pupils motivated and engaged](#)

The schools that have informed this guidance are developing their practice in a variety of different circumstances. Full information can be found [here](#).



EYFS Updates

Attached to this newsletter is some useful guidance on conducting virtual home visits for your EYFS pupils who are due to start school in September 2020. We have been impressed with the ways schools are connecting with their new intake of pupils and this will be very welcomed by parents and carers across South Gloucestershire.

Here are some ideas from our EYFS team and schools:

- Write to all new parents and children and invite them to access the school's website and contact you directly.
- Write a welcome letter to each new EYFS pupil (some schools have been asking the pupils who are in school to write these).
- Offer virtual tours of rooms/schools or post a film on the website for them to access more frequently.
- Post photos on school website of Sept 2020 EYFS staff and other school staff who may have contact with the new children
- Create a virtual photo book which parents can access with the children – think of all the photos you would normally include – the room, the entrance area, where do I hang my coat? Lunchbox area. Where are the toilets? The outside spaces and playground, the Hall etc.
- Post a photo of a book which you will read in the first week back which parents can share beforehand.

For children with SEND and known to the Early Years' Service, we facilitate a supported transition between family, setting, school and other agencies. This results in a detailed action plan involving many of the good practice ideas outlined above.

FSM Vouchers

As a Local Authority we have been made aware that a number of schools are still experiencing problems with the Government National Voucher system. We have raised this with the RSC as we know that the Sodexo voucher system that we put in place prior to the government scheme was working effectively. The RSC office have advised that in the scenario that the National Voucher System is inappropriate for their needs that schools can use alternative voucher schemes and that the money will be reimbursed accordingly. If you are still experiencing difficulties, then there could be an option of either returning too or applying to the Sodexo scheme that we know was functioning well and delivering to school timeframes.

Devices for Vulnerable Pupils

On Friday we received confirmation from the government that South Gloucestershire will receive 531 devices for vulnerable pupils to support learning at home. This reflects approximately 25% of the total number pupils known to social care and therefore a smaller percentage of all children who may be eligible for a device.

This means that we must now complete a process to identify the children who we consider to be highest priority of all those eligible. To assist us in doing this we are considering asking schools to complete a short survey and therefore would hope to get this out to you within the next two weeks. In any case we will keep you informed via the newsletter of the agreed approach so that we are able to issue the devices in a timely manner.

Use of Zoom

We are aware that many of you are currently using Zoom as your preferred IT platform for meetings with colleagues and engagement with children, young people and their families during lockdown. We understand that those of you who buy into Integra IT Support Service have welcomed the support, advice and guidance provided by this service on the safe use of Zoom.

However, in-line with several government agencies, including the Cabinet Office, the Council has taken the decision that Microsoft Teams should be used instead of Zoom as MS Teams is the more secure platform and because we are aware of an increasing number of security breaches involving Zoom. Education, Learning and Skills staff have therefore been instructed to use Microsoft Teams and to transfer any current service delivery via Zoom to Teams at the earliest opportunity.

We would kindly request that you consider implementing a transition from Zoom to Microsoft Teams and to complete this within a reasonable timescale which will be the end of the current academic year for your own internal arrangements that do involve non-school based employees. If you have Zoom meetings that invite Council employees we ask whether possible this transition be completed by the earlier date of 1st June. In this transition period we continue to ask that you follow the Integra guidance that was sent previously in relation to Zoom that mitigates **against risk and is clear that anything of a confidential nature should not be discussed.**

Online Pupil Health and Wellbeing Survey

The Education Learning and Skills 'wellbeing group' have been offered an exciting opportunity for schools in South Gloucestershire to take part in a **modified version of our Health and Wellbeing Survey**, which has been adapted by collaborators at the University of Oxford and FAB Research to the **current challenges of COVID-19 and school closure**. The aim of the survey is to help **inform schools of how lockdown is impacting the well-being of their pupils** and includes both the usual measures and new questions to address how the pandemic has impacted wellbeing and learning. This survey should be very little burden to schools, as staff will not need to set up computers and enter login details themselves.

This version of the survey is part of a study that has been approved by the University of Oxford Research Ethics Committee, details can be found on the following website: <https://www.psych.ox.ac.uk/research/schoolmentalhealth>, and the most relevant info for schools is listed below:

- The survey is live May-June 2020.
- All school years from 4-13 are invited to take part.
- There are 3 age-matched versions (years 4-7, years 8-11, years 12-13).
- Parents must be sent the approved parent letter (attached) one week in advance and given the opportunity to opt-out.
- Schools will forward an email to pupils (whose parents have not opted-out), inviting them to login from home or school.
- Special schools are unfortunately not approved by university ethics to take part in this version of the survey, as the children need to be able to fully understand what the survey is about, to decide for themselves whether they wish to take part, and to complete all survey questions without any help.
- Results will be made available to schools in July, and in due course schools will be able to log in to their own data online

We really hope that you will **sign up** to take part in this survey and you can do that via this link :

<https://sglopsmonitor.fabsurveys.co.uk/SchoolsAdmin/SchoolSignUpForm>

As soon as you have signed up you will receive an email with the next steps for contacting parents. On receipt of these details we encourage you to send out the information to parents as soon as possible. The sooner we can gather information on pupils' wellbeing, the sooner we can make the data available and put it to good use to support pupils before or on their return to school. There are some more details about the survey in the attached PDF.

Collection of Evidence of Reasonable Endeavours - EHCPs

In the last newsletter we shared the DfE guidance on the delivery of provision within Education, Health and Care plans and the requirement to make our reasonable endeavours.

Over the next few weeks, the local authority will be contacting schools to discuss the reasonable endeavours that have been made to deliver the provision described within individual Education Health and Care plans.

Consultations

Consultations with schools seeking placements for children with EHCPs continue as usual, but to aid communication you will receive a phone call from your link case officer when a consultation is to be sent to your school.

Reasonable endeavour call - Setting up the conversation

Between now and the end of this month we will be contacting your school via email to set up a telephone call between a member of the LA team and school SENCOs or when more appropriate the head teacher.

The phone call - During this phone call we will be collecting the following information. It would be helpful if you could gather this information before the phone call.

School name						
Date.....						
Lead person calling educational settings						
SENCOs name (or equivalent)						
Child/young persons (to be pre-populated)	What is provided	When/how often	Where?	By whom?	Comments about Review arrangements Discussion with parents Any other issues specific to this CYP	Priority to contact parents 1 – high priority 3 - low priority
Jam es Smit h						

What we will do with the information

We will keep this information as a record of our best endeavours on the individual's record on the LA system.

We will also call the parents of children identified as a high priority to seek ways to deliver our best endeavours.

What else are we doing?

In addition to the information gathered from schools we are also gathering information from health services and social care to identify what provision has been made and to identify what further actions may be needed.

Free Resources for BAME Children and Families

The following resource hub has useful links to organisations and information designed to help those from BAME backgrounds. It is particularly easy to use as it is under subheadings such as LGBTQ+, children and families, faith based, domestic violence, physical health and wellbeing, and immigration, refugee and asylum: <https://sparkandco.co.uk/>



Juice Community Project – Food Parcels Juice Community Project is supporting families who need additional support during COVID-19, by supplying food parcels. Janice Suffolk is covering the areas of Hanham, Longwell Green, Oldland Common, Cadbury Heath, Willsbridge and Bitton. If you have a family in need and they would benefit from a food parcel, please contact Janice on janice@juicecic.com and the office phone number: 01454 302302.

They have some fantastic colleagues who are volunteering with them and continue to do a tremendous job, but they are also looking for more help. You may have people in your school community who might like to volunteer.

During the COVID-19 outbreak, they have adapted their services and are continuing to support the community. Over the past few weeks, they have seen a significant rise in the demand for their services.

They are in need of volunteers to help meet our increased demand in 3 areas.

- Answering our telephone helpline, either in the morning (10:00-12:30) or the afternoon (12:30-15:00). Full training will be given.
- Picking up donations
- Shopping and delivering emergency food parcels

If you think you know someone who can assist in any way, please contact us them 01454 302302.

Alternatively, you can fill in the contacts form on their website with your details, and they will contact you. This can be found [here](#).



Future Bright

In these uncertain times where the Covid-19 virus is causing so much anxiety and disruption to people's lives, especially in relation to jobs and training, the Future Bright team would like to reassure people that the project will continue to run and offer support throughout this crisis.

Future Bright career progression coaches are able to support people who are currently in paid work but on top-up benefits, to progress their career and help remove barriers to progression. This support can be provided remotely by telephone contact, Skype, email and text messaging. Further information can be found [here](#).

Digital Safety during COVID-19

Attached to this newsletter is some digital safety advice that you may wish to share with parents/carers and add to your school website. The impact of COVID-19 means that most of us will be at home for an extended period and are likely to be spending increasing amounts of time online. The online world is a necessity for many children in accessing school work and it delivers huge benefits, not least in enabling us to stay connected to family and friends during this period. However, many parents may feel concerned about the content their children are accessing. This document gives useful advice and guidance to keep CYP safe from harmful influences online.

Headteacher Well-Being

SLEAPS (System Leadership Professional Support Package) is being developed to support Headteacher Well-Being across South Gloucestershire and, given the current situation, it is really important that as many Heads access the programme as possible. You will have been sent details of the support package via email. For further information contact: Sarah Rawet-Smith mobile 077083 21068. Email sarah.rawet@sgmail.org.uk

Details of the programme are set out below. The Alliance Board has agreed that schools under 100 pupils will be able to access the Headteacher support for £500 from this year. (financial year 2020-21)

For schools already subscribing to the support service the subscription is fixed at £730 until March 2021. For schools signing up now, the subscription cost is £769.

Schools who currently buy in to Head Teacher Support (as well as new subscribers) will access the full package with no additional cost.

It is important this information is forwarded to your governing body and then informs a discussion around buying into the SLEAPS programme.

Headteacher Support and SLEAPS

The Local Authority in conjunction with the South Gloucestershire Learning Alliance and with coaches trained with Integrity Coaching and through the Institute of Leadership and Management have designed an extended package of support for the 2020-2021 financial year. This offer is around System Leadership Professional Support (SLEAPS) and is an extended offer to any school that signs up to the Head teacher support package with Integra. This therefore means that if you currently subscribe or still wish to subscribe you will receive the following as an extended package:

- Head teacher and Head of School support from Sarah Rawet an accredited ILM coach
- If you are a new Head, you will receive a professional coach in Term 6 of your first year of Headship, which extends to the whole of the second year
- If you are a Priority 1 or 2 maintained school, you have the option of having a professional coach (depending on availability) for the duration of school priority period. This offer extends to academies and would take recommendations from CEOs on a needs basis
- An annual training opportunity that looks specifically at staff development, including best practice nationally and takes into account the latest research
- A stress management training session for Heads as a group on an annual basis from a qualified trainer
- A stress management training session for Deputies as a group on an annual basis from a qualified trainer
- Annual governor training session on supporting the professional growth and well-being of the Head