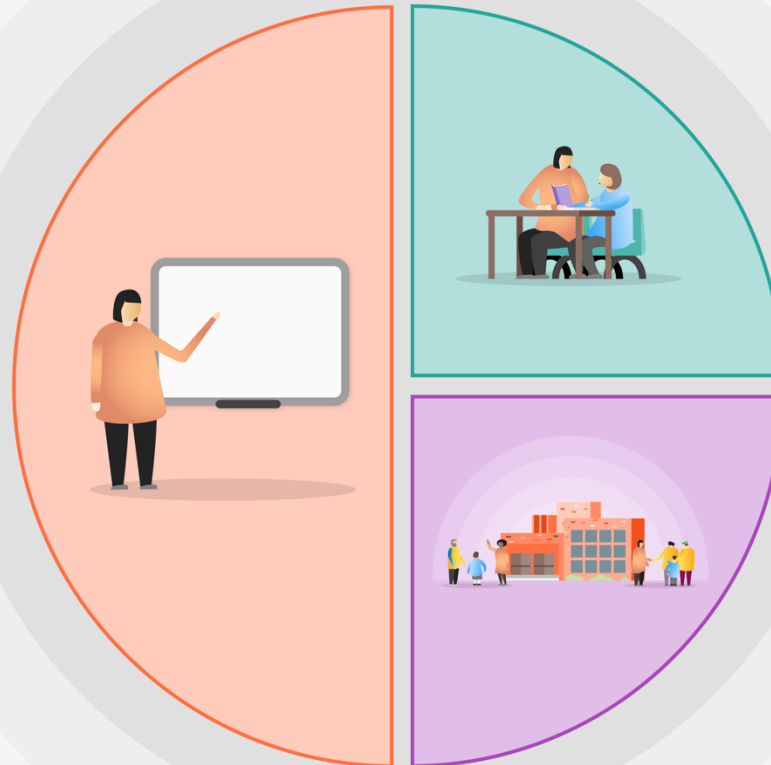


1 Teaching

- A broad and engaging curriculum that focuses on social communication and emotional regulation (SCERTS approach)
- Staff model use of key strategies for identifying emotions and employing self-regulation strategies.
- Staff CPD focus on the importance of good transactional support.
- Staff training on Phase Recovery Curriculum focusing on well being.
- Regular phase meetings to support staff mental health and well-being.
- Phased return for Reception aged pupils to ensure good relationships can be formed early on.
- Baseline pupils using Cherry Garden and SCERTS targets through PLIM.
- Baseline wider development through Cherry Garden Framework.
- Tapestry observations with evidence linked to PLIMS and Cherry Garden.



2 Targeted academic support

- Intensive Interaction sessions to develop social communication skills.
- Attention Autism sessions for developing shared attention skills.
- Targeted PECS interventions sessions to support functional communication
- Staff seeing all behaviour as communication and teaching more appropriate strategies.

3 Wider strategies

- Lunch in classrooms to prevent pupils and staff crossing bubbles.
- Longer lunch time with a focus on play and regulation.
- Increased life skills sessions focusing on hand washing.
- Pandemic register to record pupil experience during lockdown.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
Phase 1 Recovery Curriculum focusing on current phase aims and well-being.