

Cleaswell Hill School response to the Covid-19 Pandemic



Our staff team worked hard to support pupils and their families to be able to keep learning while staying at home.

Weekly online SLT meetings helped to convey messages to and from teachers with feedback swiftly relayed, allowing school to make informed decisions.

'Recovery' has been the main curriculum focus since our full return to school on 1 September 2020.

Decisions about priorities and how best to support pupils have been made with their individual needs and circumstances at the centre and in discussion with parents/carers, alongside evidence-informed approaches to ensure the best chance of maximising impact on pupil learning and wellbeing.

Teaching and Whole School Strategies

Supporting great teaching

Great teaching is the most important factor in improving outcomes for pupils. Expectations of great teaching have not changed at Cleaswell Hill due to Covid-19. Supporting teachers to plan and deliver outstanding learning opportunities is essential and school places strong emphasis on professional learning and development. Our CPD Programme meets statutory need. In addition, our Learning Strategies Progression Model and enhanced CPD Programme has further details on the contextualised series of learning opportunities and professional enquiry planned.

Monitoring of the quality of teaching and Learning and Teachers Standards results in the School Leadership Team working in all class groups, across Phase bubbles. We are mindful of social distancing and PPE.

Pupil assessment and feedback

Once children are settled back into school, we will quickly (mid-September) begin the process of assessing where children are in relation to their previous (Spring Term) PLIM targets before writing new SMART targets for this term. Staff will be working hard to make up for the lost learning opportunities during lockdown and to accelerate learning in line with pre-Covid-19 progress and achievement. Our Covid-19 Response links closely with our staged Recovery Plan.

Transition Support

All pupils need support to transition back into school, and to ensure that this went as smoothly as possible, pupils received transition packs home.

Pupils new to school in September had the opportunity, through dedicated face to face transition events for children and parents/carers at the end of the summer term, to meet their Phase Leader and teacher.

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Additional transition support also includes using baseline assessment to identify targets where pupils have regressed and are requiring additional input/intervention. Occupational Therapy, Physiotherapy and Speech and Language Therapy colleagues are fully involved in this process.

Targeted Support

Intervention Programmes

Covid-19 has inevitably narrowed the curriculum which we are able to offer.

Staff observe children's learning behaviours closely to ensure key requisites are in place. We expect that some children may present with trauma and that there may be some regression in our pupil data, however we are determined to support pupils to be able to attend to learning for increasing lengths of time as soon as possible.

A high quality interventions programme is in place to support pupils where need is identified.

These are delivered one to one or in small groups and focus on meeting a specific need following assessment. Regular sessions maintained over a sustained period are carefully timetabled to enable consistent delivery by school staff or external agencies.

A particular focus for interventions is literacy and numeracy, although other aspects of learning, such as pupil social and emotional needs are supported.

Every intervention on the programme is chosen for its inclusion on the EEF's Teaching and Learning Toolkit; 'Promising Project' list or has undergone rigorous evaluation as to its positive impact.

One to One and small group teaching

School is fully aware of the evidence which supports the impact of high quality one to one and small group teaching. All teaching in Cleaswell Hill School uses these approaches and there is no change in this post Covid-19.

School has registered interest in the National Tutoring Programme as part of the Covid-19 catch-up strategy funded by the Government. Further details will be available on Academic Mentors and National Tuition Partners by 31 October 2020.



Wider strategies

Supporting parents and carers

Parents/carers have played a key role in supporting children to learn at home and we will continue to work closely together as pupils return to school.

Some of our more vulnerable pupils remained in school and numbers increased over the summer term to 50% of the pupils returning on a part time timetable by July 2020.

School provided extensive pastoral support to pupils and families throughout the pandemic with regular wellbeing phone calls, emails, doorstep visits and zoom music meetings for pupils to catch up with each other.

All Child Protection meetings were attended remotely. Staff responded to concerns promptly, even if this was outside of the working school day.

Weekly phone calls between school Designated Safeguarding Lead and Education Welfare Officer ensured that any school concerns regarding contact with families was followed up.

The wider school team, including Occupational Therapists and School Mentor, were crucial in providing targeted support to those pupils most in need.

School meal vouchers were initially delivered in person to families until the online service was set up by the Government. A hot meal was provided to those children in school.

Prior to the pandemic, school had started a pilot project to work with parents/carers of pupils in receipt of the Pupil Premium Grant to increase attendance. The focus on providing regular and supportive communications with parents will continue.

Targeted work packs were posted or delivered at regular intervals and on request; 'Keeping in touch' and Home Learning pages were accessed on the school website with staff releasing a weekly video assembly. Parents/carers of pupils in Phases 1 and 3 were able to access learning activities via tapestry and share photographs and comments on learning.

Educational resources and additional equipment were provided to families, with support and guidance, for eg. offering advice on sensory regulation strategies.

Access to Technology

School worked with families to ensure that lack of access to technology was not a barrier to learning at home.



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Experience of remote learning, including using a VLE has not proven to be an effective teaching method for the majority of pupils who attend Cleaswell Hill School and who require significant adult support and additional strategies to facilitate access to learning.

During lockdown, school trialled using technology to support online tuition and, as previously with the VLE, only 10% of pupils accessed their learning on this platform.

School did apply for a grant from the Ernest Hecht Charitable Fund to purchase devices and internet access for identified pupils, however we were not successful. Instead, our focus was on speaking with families and bespoke work packs and regulation strategies.

Government support was available for children with special educational needs and disabilities to access digital devices or the internet through the Family Fund. 16 to 19 year olds from disadvantaged households may have been eligible for support through the 16 to 19 Bursary Fund.

Summer Support

Holiday programmes took place in the first (Active Northumberland) and last (school staff) week of the summer holiday and were aimed at benefitting pupils' health and wellbeing.

Activities included; football, dance, archery, boccia, scooters, bowling, athletics, cricket, team building, crafts, trampolining, dodgeball, den building and mini golf.

Feedback from pupils and parents/carers was extremely positive.

Impact

- School has referred to a range of guidance documents, including 'Covid-19 Support Guide for Schools' and 'Supporting School Planning- A tiered approach to 2021', both written by the Education Endowment Foundation (EEF) June 2020 and the DfE advice for full opening of Special Schools (2 July 2020) and for opening all schools , (28 August 2020)
- School will continue to evaluate and monitor the impact of different approaches and using tiered model approaches to; teaching, targeted support and wider strategies, to support changes in school as we re-open to all pupils
- There is clarity of thinking in school's response with the staged Recovery Plan documents sitting with these Response Documents
- Children will be swiftly identified if additional intervention is needed



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- Pupils EHCP targets reviewed and comparisons made between pre-Covid data and now to plan a route back to pre-Covid levels, or to plan an alternative route
- Parents reassured that children will catch up
- Governors updated as to school response to Covid-19 pandemic
- Staff constantly reviewing Covid-19 procedures
- We have also considered the possibility of partial school closures which may be useful in the event of future local or national disruption
- Further details on past, current and future Covid-19 planning is available in Phase documents below

Addendum to the School Response to the Covid-19 Pandemic:

The Coronavirus Act 2020 Provision of Remote Education

Cleaswell Hill School continues to provide learning for all pupils unable to attend school due to coronavirus (COVID-19).

Where a class, group of pupils or individual pupils need to self-isolate or there are local or national restrictions requiring pupils to remain at home, school will provide immediate access to education.

From 22 October 2020 the Government expects schools to consider how to provide Remote Education.

For pupils with SEND, teachers understand how the pupils needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school.

Cleaswell Hill School will use our best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will continue to work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access a broad and ambitious curriculum.

Accessing remote education without adult support would be difficult or impossible for most pupils. Therefore, we recognise that the expectations of Remote Education would place significant demands on parents' help. For this reason and those stated in our response to the Covid-19 pandemic, school will continue to provide high-quality printed resources, such as textbooks and worksheets, along with activities set on Tapestry, linked to curriculum expectations.