



Guidance for Contingency Planning Through Covid 19, including Remote Learning

Rationale

Schools have been directed to create a plan of action to support children’s learning in the event of a local or national closure of schools. A 4-tier plan has been produced nationally which outlines steps the government will take to manage school closures should they be necessary to contain the spread of Covid-19. In all four tiers of the plan it states very clearly that *‘special schools remain open to all children’* which would apply to Broadmeadow.

However, in light of strict testing requirements and a potential spread of the infection to staff resulting in self-isolation periods we need to plan for keeping school adequately staffed and children safe which might lead to partial or even full closure of the school periodically. Additionally, should a positive case of Covid be detected in school Public Health may direct leaders to close all or parts of the school.

| Situation | Action to be taken | Children | Learning at home |
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| A positive corona case is detected in a member of staff or a child following testing | Report to Public Health who will advise. In this instance it is likely that the relevant bubble would temporarily close. | Both staff and children would self-isolate at home for 10 days | Regular contact is kept with parents. Parents are able to contact the Home School Liaison Officer on 07564044248 Children not in school but well enough to learn will be provided with home learning activities appropriate to them. |

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| | | | SALT can offer Telehealth sessions to provide guidance to parents. |
| One class or bubble is not adequately staffed | It is acceptable to move staff around bubbles, this will be done as carefully as possible, hygiene measures in place | Remain in school, all bubbles remain open with adequate but possibly different staff members | The usual service will run |
| Significant numbers of children are absent and most staff are in school | School remains open, some staff work from home to reduce numbers of people in school | Those who are well come to school, maintaining bubbles. | Regular contact is kept with parents. Parents are able to contact the Home School Liaison Officer on 07564044248 Children not in school but well enough to learn will be provided with home learning activities appropriate to them. SALT can offer Telehealth sessions to provide guidance to parents. |
| Significant numbers of staff are absent and also significant numbers of children | SLT to review and re-organise groups to maintain staffing ratios. Bubbles are maintained as well as possible. | Those who are well come to school, maintaining bubbles where possible. | Regular contact is kept with parents. Children not in school but well enough to learn will be provided with home learning activities appropriate to them. This may be a reduced service if many staff are too sick to work. SALT can offer Telehealth sessions to provide guidance to parents. |
| Significant numbers of staff are absent but most children are in school | SLT to review and re-organise groups to keep children safe by | School is attended by children on specific days | Usual service to run where possible |

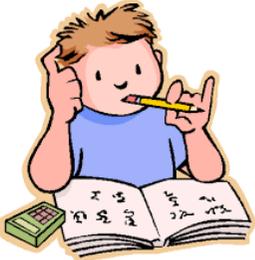
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| | <p>reducing numbers of children in school by:</p> <ol style="list-style-type: none"> Putting a rota system in place for part time attendance with most vulnerable or children of keyworkers having priority places Closing bubbles on a rota giving priority to most vulnerable or key working children If there are not enough staff to run this system safely school will close for a short period | <p>following a rota. Bubbles are maintained</p> | |
| <p>School leadership team is unable to attend school due to illness/ self-isolating, including DSLs</p> | <ol style="list-style-type: none"> Teacher to be named as in charge on site. A rota to be in place so this responsibility is shared Telephone support to be offered by any well members of SLT Support to be given by CLPT to ensure that school can remain open | <p>Where ratios are safe children to remain in school. If there is an issue with staff: pupil ratios guidance above to be followed</p> | <p>Usual service to run where possible</p> |

Our Approach To Remote Learning

At Broadmeadow we recognise that learning at home might be a challenge for many of our families- school is a carefully planned and structured environment and children are used to learning in specific ways within school. Some children rely on the routine of the day and visual supports for learning and others benefit from being with other children to spark their imagination and communication skills.

We want everyone to have work that is accessible and suitable to them, we want parents to understand that we want to help them to get the best for their children if they are not attending school. Our class staff know the children extremely well and will strive to deliver a personalised home curriculum offer for each child. It will be based on the school curriculum with specific individual tasks included that link to the child's EHCP.

For many children their focus and attention is such that activities are short, parents should choose the best time in the day to present activities to children and let their child take the lead. Focussed work is often more productive following a burst of physical exercise like running or bouncing on a trampoline when the nervous system is calm.

| Learning style | Resources provided | Amount provided | Feedback and monitoring |
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| <p>Sensory learners</p>  | <p>Many of our children are learning through their senses and will require hands on exploratory resources. We will provide items, recipes (for resources such as play doh and slime) and ideas on how to engage children using such materials.</p> | <p>For children who are not attending school for any Covid related reason, eg self- isolation, rota, at least 2 activities per day will be provided</p> | <p>As a school we need to know how each child has responded to the activities and what to provide next time. Class teams and/or our home learning co-ordinator will speak with families at least once each week to understand this for those children absent for 5 days or more. If children are in school for some days this might be fortnightly.</p> |
| <p>Focussed learners</p>  | <p>Some children at school are able to attempt paper- based activities like writing, cutting, number work etc. Some of this work will be linked to the current class topic, and some may be very specific to meet each child's individual outcomes derived from their Education, Health and Care plan.</p> | <p>For children who are not attending school for any Covid related reason, e.g. self- isolation, rota at least 2 activities per day will be provided, for those who enjoy this kind of work they could have up to 5 tasks each day</p> | <p>Worksheets can be returned to school, it is helpful to know if a child had any help to complete and what kind of help – e.g. a verbal prompt to complete, or independently, or shown by an adult first For those not in school feedback will be part of the weekly contact as above</p> |
| <p>Practical learners</p>  | <p>Many of our children enjoy and excel at hands on activities, like making items, building models and creative tasks. Resources and activity ideas will be provided for these types of tasks, often linked to the school's curriculum maps</p> | <p>For children who are not attending school for any Covid related reason, e.g. self- isolation, rota, activities such as this would be offered when</p> | <p>Photographic or video evidence can be shared with the class team and with our home learning co-ordinator using the Marvellous Me app. For those not in school feedback will be</p> |

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| | for specific areas of learning. Some of this learning could happen outside and might be a physical task linked to PE. | they are being missed in school- so usually at least 2 times across a whole week | part of the weekly contact as above |
| <p>On line activities</p>  | <p>Lots of our children like the internet and can use devices. For some it is difficult to complete an activity on line as they have specific activities that they go to every time they use a device- sometimes this distracts from learning. For others who are able there are some great learning apps that we can signpost families to. There are some national video lessons created by Oaks Academy that classes might ask pupils to look at if they feel they are appropriate. Some staff in classes have recorded routine activities (like story time or phonics sessions) and links will be sent to families to join in with this</p> | <p>Information can be shared with families at any time about suitable Apps- they can then monitor how often children are accessing them within the home. We would recommend no more than 60 minutes per day for this kind of activity and not for at least an hour before bedtime.</p> | <p>For those not in school feedback will be part of the weekly contact as above</p> |
| <p>Maintaining routines and communication strategies</p>  | <p>Lots of our children enjoy the routine and structure of school. If appropriate families can use the same visual resources to structure their child's day when they are not in school. We have a wealth of experience in this field and can provide those resources that work for a child in school e.g. now and next boards, symbol or picture timetables, structured working. Many of our children are learning to communicate and whilst at home families can support this- it might need</p> | <p>This will depend on individual families, school will provide whatever is helpful to families and can use a range of media to help support it- i.e. discussion, instructions, in some cases video examples</p> | <p>For those not in school feedback will be part of the weekly contact as above</p> |

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| | <p>an in-depth conversation with a member of staff to begin. Once resources are in place and used consistently, repeating our approaches can be really effective in helping children manage their emotions when not in school.</p> | | |
| <p>Monitoring by senior leaders</p> | | | |
| <p>Senior leaders liaise regularly with staff in school. They will support and direct colleagues to ensure that exciting and adequate home learning is in place when required for all children. Class teachers have support from their class team and also the home learning co-ordinator to ensure that a good range of resources can be prepared and communicated to parents.</p> <p>Weekly conversations with families are recorded on the school's system and these are accessed by the school's senior leadership team.</p> | | | |