

SEND Recovery Curriculum

Desired Outcome	Our actions	By when / whom
<p>Pupils are supported holistically to re-engage with learning</p>	<ul style="list-style-type: none"> • CPD for teachers on a therapeutic approach to re-engagement delivered by Becca Bradley (Play Therapist) • ALL pupils supported in class using the therapeutic approach based on Becca Bradley's training <i>and</i> A Recovery Curriculum: Loss and Life for our children and schools post pandemic. By Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University • Pupils identified as needing additional support will receive individual or small group (within year group bubbles) support delivered by Becca Bradley. • Boxall profiles used to identify pupils in need of Nurture support • A member of 'Nurture trained' staff is available to support pupils at lunchtimes 	<ul style="list-style-type: none"> • CW to meet with BB on 14.9.20 to arrange staff training and additional support for identified pupils • Boxalls to be returned by teacher by 11.9.20 • Nurture group to commence w/b 21.9.20 • Lunchtime Nurture support from 2.9.20
<p>Individual Learning Plans closely match pupils identified needs and provisions are in place to enable swift progress</p>	<ul style="list-style-type: none"> • Pupils under STS are re-assessed to establish specific areas of need • Individual targets are updated based on teacher and SENDCo assessment • Pupils who are both SEND and PP / vulnerable receive additional 1:1 or small group support from the SENDCo to accelerate progress 	<ul style="list-style-type: none"> • Planning meeting with SENDCo and Specialist teacher in Summer term 2020 identified priority list for assessment • 9.9.20 STS assessments started • 4.4.20 Letter sent to parents of SEND pupils informing them of how pupils will be supported / dates for reviews

		<ul style="list-style-type: none"> • 21.9.20 Teachers to have updated individual learning plans supported by the SENDCo and shared with parents • SENDCo to plan evidence-based provisions matched to areas of need – by 21.9.20
Pupils with EHC Plans receive their full entitlement of provision as outlined in their Plans and are supported to make accelerated progress	<ul style="list-style-type: none"> • 1:1 support is in place for all pupils with an identified need • SENDCo works closely with external agencies to ensure support is available (either remote or face to face) <i>see below</i> • Provision in class is closely matched to individual needs and targets are directly linked to EHC Outcomes 	<ul style="list-style-type: none"> • From 2.9.20 • CW to monitor and review support from external agencies by Oct half term • CW to monitor provision
External professionals are able to provide face to face support to pupils on their caseload as far as it is safe to do so. Where face to face support is not possible alternative methods of support are in place.	<ul style="list-style-type: none"> • SENDCo Planning meeting with STS • SENDCo Planning meeting with IDS • SENDCo Planning meeting with EPS • SENDCo to keep in touch with NHS SALT re replacement of school link therapist <p>Monitor the service Warwickshire LA are able to provide. Do we need to consider buying in independent specialists in light of STS, IDS and EPS providing only very limited face to face support?</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Summer term 2020 • 7.9.20 • 15.9.20 <ul style="list-style-type: none"> • Review after October half term
Pupils with SEND who are not yet able to return to school due to their complex medical needs are provided with remote learning opportunities which mirror the provision they would receive at school as much as possible.	<ul style="list-style-type: none"> • Risk assessments carried out for 2 pupils (in the same family) who are not yet able to return to school • Teachers provide 3 lessons per day and feedback on work is given at least once a week • Teachers opportunities for pupils to interact with their peers via Zoom quizzes 	<ul style="list-style-type: none"> • CW • IM and JK from 7.9.20
The Engagement Model is used as an assessment tool to track the progress of pupils with SEND who are working below NC levels and not yet engaged in subject specific study	<ul style="list-style-type: none"> • What the engagement model might look like at Rokeby – document shared with staff <p>Engagement Model assessment tracker implemented for identified pupils</p>	CW to produce assessment tracker to be in use by October half term