



Keelman's Way School

Continuity of learning and provision

Date of policy; December 2020

Rationale

- Extended closure has limited the delivery of usual educational provisions to pupils.
- Progress toward EHCP targets must be monitored and assessment in place for all learning on and off site
- School must make its best endeavours to meet the needs of pupils when at home as well as face to face in school
- All staff working from home must support learning should further closure be required

Actions to support learning

- School is currently organised in class bubbles and wider KS bubbles for some, mostly outdoor activities
- Staff work together on site to ensure a full curriculum is on offer to pupils
- Most PE/physical activity will take place outdoors
- The planning of the curriculum must take into account the guidance on '**Recovery Curriculum**' to allow pupils, and staff, to address personal needs arising from closure
- All pupils will continue to follow their own curriculum pathway and detailed assessment of the impact of closure will be rated on our school RA that will be reviewed half termly to ensure pupils needs are met and where required other agencies are alerted to needs
- In the case of another closure curriculum and assessment will continue.
- Parents will be encouraged to submit information to EFL
- Staff will work with parents to ensure their needs are met in a satisfactory way for the family and fulfil the outcomes of the EHCP
- All staff will have allocated access to ICT e.g.laptop or ipad should closure be required. Arrangements will be in place to support staff access to internet and it is the individuals members of staff responsibility to raise this with ICT lead or HT if this seems not to be possible so that other arrangements may be put in place
- Teachers will remain responsible for planning learning that meets the needs of pupils during closure

- This must be shared each week with the staff team and where necessary via Google meet or email
- Staff training in ICT will be updated following the audit of skills. The ICT lead will organise training within school, by Google meet if necessary, to ensure staff have the skills to implement the support for pupils
- When not directly involved in teaching staff should be actively pursuing their own training and development
- Class teachers will need to ensure that personal plans support the learning that is expected in the EHCP outcomes
- Assistant HTs will continue to lead their departments ensuring that activities support the learning of their pupils
- Youtube and facebook sessions will continue during face to face times and closure supported by The TLR leaders and Assistant HTs
- Deputy Heads will be responsible for the monitoring and assessment of the curriculum to ensure it meets the needs of pupils
- Assistant HT will support the planning of an appropriate curriculum for their department
- Termly reviews of progress will remain in place for all pupils and be moderated by SMT
- Half termly checks on progress will be in place
- Annual reviews will show that the outcomes are all addressed as fully as possible and termly plans will be very clearly linked to EHCP outcomes
- The website will have clear links to termly plans
- Google drive will be used for staff to share planning and subject leaders to access this for their whole school moderation and progression checks

Arrangements and options for supporting learning

Examples of alternative arrangements:

- Video class sessions for children to keep in touch with classmates and teaching staff
- A home learning reading programme
- Provision of printed exercises or worksheets
- Weekly phone or video contact from school staff to monitor home learning programmes, to provide feedback, and to make adjustments as necessary
- A school or college delivering direct education or support in the home where a young person is not able to attend school or college (subject to risk assessment and appropriate health protection measures)
- Educational psychologists providing brief therapy interventions by agreement with school
- Specialist advice and support to parents in relation to autism, visual or hearing impairment or literacy programmes via Inclusion lead or appropriate member of staff using digital meeting sessions
- Enlarged materials being provided in the home where a child or young person has a visual impairment
- A speech and language therapist delivering sessions via video link
- A health visitor or school nurse providing health advice or developmental reviews via teleconferencing

- The parent and child travelling to receive the therapy at suitable premises, where this can be done in ways consistent with guidance on reducing transmission of coronavirus (COVID-19)
- Video linking to a child's home and modelling exercises that the parents could do with their child
Therapists providing webinars for school staff on topics such as sensory strategies or pre-writing skills
- Sending home accessible hard copy therapy programmes, with additional phone support for parents and young persons to help them work through them
- Where an EHC plan already includes a personal budget or a direct payment, widening its use to enable the purchase of equipment or other relevant material to support home learning
- Exercise sessions by video
- Provision of alternatives to short breaks named in section F of the plan, by providing online resources and activities for young people
- Loaning parents school equipment, such as specialist support equipment (seating equipment, IT equipment used at school etc) to be used at home to support learning
- Counselling, or cognitive behaviour therapy, delivered over the phone once a week for 6 weeks by a mental health worker

Online approach at Keelman's Way School

At present we have pupils back in school undergoing a **Recovery curriculum**. Some pupils have been sent home or self isolating until symptoms or those who have had contact are with those with symptoms or positive tests.

Current situation means class teachers are to make contact with pupils who are absent from class for more than three days. This is to ascertain if the pupil is absent due to illness or precaution.

Illness - pupil stays at home until test available

Precaution - access to online work and access to home school learning via worksheets, resources.

If the transition becomes that regional or part regional lockdown is inevitable then the whole school shall resume online learning in the previous form.

- **Youtube access**
- **Individual videos**
- **Worksheet access**
- **Google Classroom**

Organisation

Planning section on the School website with teachers planning easily accessible activities (as well as the facebook page). Class / group pages with pictures and links or hyperlinks which would be easy for parents to access. This could be useful for sensory groups as well as class or key stages.

Weekly suggested /themed activities. Using calendar and the internet to plan topics around relevant dates and events.

1. SLT to provide a checklist and divide workload accordingly.
2. To make contact with staff about how to support the online curriculum, initially by volunteering but in some cases may be designated by SLT.

PMLD coverage

PMLD/CLDD Rainbow and sensory groups with pupils who cannot access or participate in most activities. Sensory packs to be made up- laminated cards to give parents/carers ideas for sensory activities to do with pupils at home Google Classroom- access for subject specific and some semi formal learners where appropriate. Communication is key in the overall support and development of pupils with PMLD and how their families accommodate their learning and development.

Google classroom:

New classroom platform for each new topic, containing resources, activities and assignments to be completed. Once students have completed the activity they will submit it so staff can monitor who has accessed the resources.

A resource bank will be set up which is only viable to staff, work/videos will be uploaded here and allocated staff will upload to classroom (SP, JmC) this will ensure all work is stored in a central area and easy to access.

Home learning targets

Review and update of 'Personal plans' are now to reflect home schooling as a joint enterprise towards EHCP targets and outcomes.

- Monitoring of what is submitted to EfL.
- SMT to monitor what is uploaded by parents and comments that are submitted
- Training and support for parents on how to add evidence to EfL

Home learning packs

'Grab bag' resources with pencils, pens, paper, basic maths and literary equipment to allow access to online resources or paper resources sent home by post. Awareness of what apparatus is needed to undergo activities, linked to phonics, handwriting, comprehension, shape, space and measures as well as number.

Signed.....
Head Teacher

Date.....

Signed.....
Chair of Governors

Date.....