

Planning the reintegration of children with SEND post C-19 lock down.

CITY OF
WOLVERHAMPTON
COUNCIL

OUTREACH SERVICE
SUPPORTING SCHOOLS. ENABLING INCLUSION.

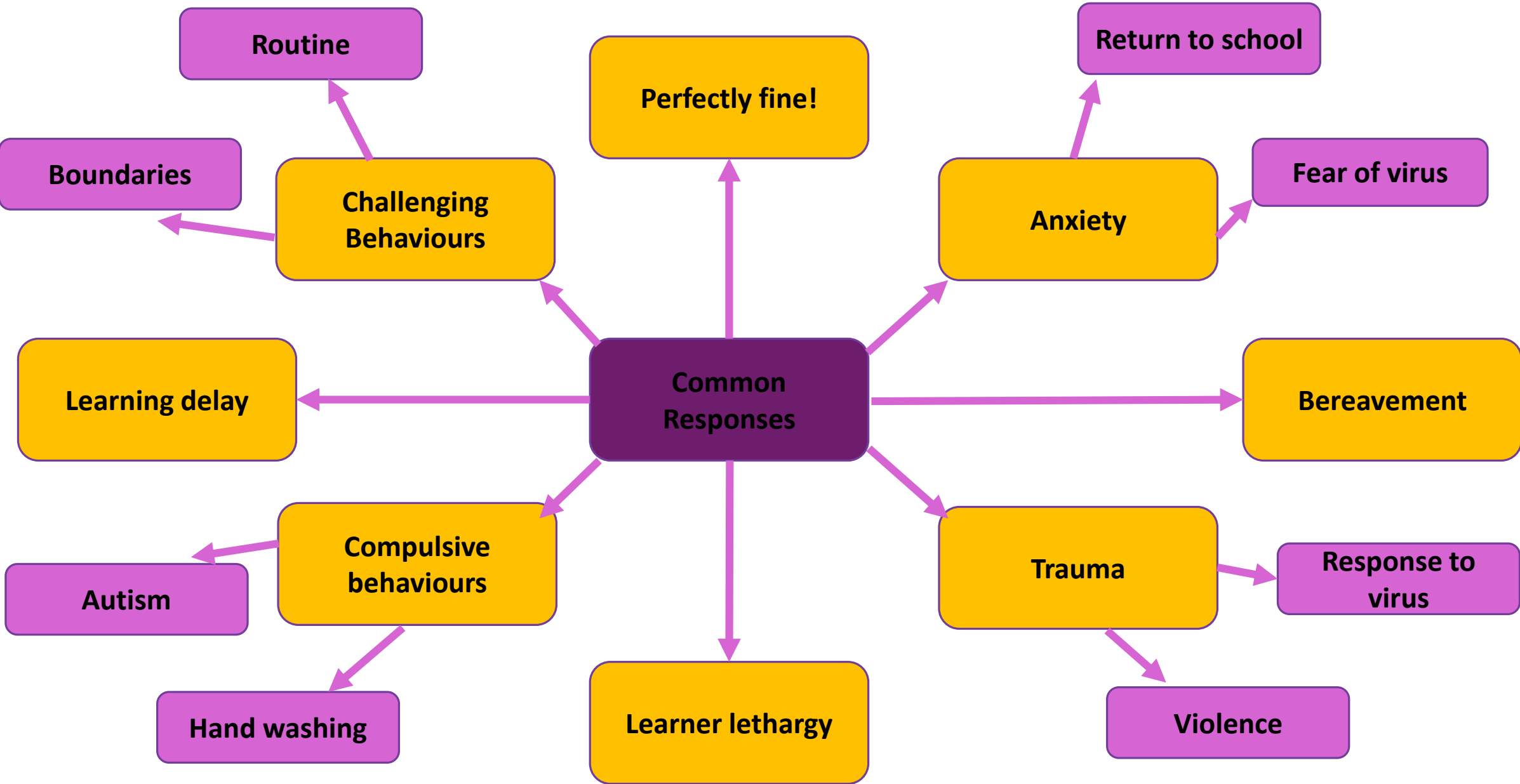


PRESENTED BY: DR EVE GRIFFITHS
OUTREACH SERVICE COORDINATOR



During this session...

- Common responses of children with SEND to Covid 19
- Specific challenges you may face
- Assessing risks
- Planning transition / reintegration
- Mitigating exceptional risks
- Further information



School changes

- Maintenance of 'bubbles'
- Forward facing desks
- Changes to lunch and break time
- Continuation of social distancing
- Reduced physical reassurance
- Wearing of PPE / masks
- Entrance and exit routes
- Separation from carers



Specific challenges

- Children with sensory needs (deep pressure / oral sensory)
- Children that spit
- Children that don't understand social distancing
- Children for whom physical intervention is necessary
- Children with continual coughs
- Children with intimate care needs
- Children that show self harming or self injurious behaviours
- Children that require moving and handling



Coronavirus (COVID-19): Revised - Risk assessment of education attendance for a child or young person with an education, health and care plan

Name:		Surname:	
Date of birth:		NC Year:	
Parent/ carer details:		Education setting:	

Parent/ carer and child/young person's views

Do parent(s)/ carer(s) want their child to attend an education setting?	Yes	No
If no, do parent(s)/ carer(s) feel that any specific support is required for the child/ young person to remain safely at home? (please	Yes	No
Please provide details below following a discussion with parent/ carer, child/young person and social worker where relevant:		

Underlying health conditions

	Y/N (+ details if necessary)
Is the child/young person shielding? (see guidance on shielding)	
Do they live in a household with a person who has an underlying health condition that places them in the most vulnerable category as set out in the guidance on shielding ?	

Outreach Transition Planning Document

The purpose of this transition planning document is to support the reintegration of a child or young person with SEND following absence from school due to the Covid-19 Lockdown. This document should be underpinned by thorough risk assessment and where deemed necessary, a TAC meeting should be held to assist in the mitigation of risks and support successful transition.

Pupil Name:		School:		
Period of absence:		Anticipated return date:		
Outreach staff:		School staff:		
Summary of learning and / or behaviour prior to lock down period (School contribution)				
Summary of learning and behaviour during lock down period (Home contribution)				
Pupils views about returning to school				
Identified concerns regarding return to school (home / school views)				
•				
Likes and Dislikes				
Strongly dislikes	Dislikes	Indifferent	Likes	Strongly likes
Stepped Transition Plan				
Step 1				
Date:		Duration:		
Related concerns / needs	Provision		Practical Considerations	
Step 2				
Date:		Duration:		
Related concerns / needs	Provision		Practical Considerations	
Step 3				
Date:		Duration:		
Related concerns / needs	Provision	Practical Considerations		
Staff responsible for monitoring:		Date for review:		

Summary of learning and / behaviour prior to lock down (School contribution).

Summary of learning and /or behaviour during lock down (Home contribution).

Pupil's views about returning to school.

Identified concerns

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Explore pupil's likes and dislikes in relation to school

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5 Point Scale

Really hate this! Makes me miserable. Makes me angry.	I'd rather not. I dislike this.	I'm indifferent to this. I've not made my mind up.	This is ok. I quite like this.	Really love this! Makes me happy! Makes me excited.

dogs ++ chocolate Teachers ++ cats ++ waking

crisps walking pupils rain working

writing water PE computer apples ++ science

people ice cream art home TAs

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- Consider what provision will be offered and how this will develop.
- Explore the practicalities and how these might be overcome.
- Identify the related concerns at each stage.
- Consider what risks will need to be mitigated.

Stepped Transition Plan

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Pupil Name: X		School: X		
Period of absence: 13 weeks		Anticipated return date: TBC		
Outreach staff: Eve Griffiths		School staff: X		
Summary of learning and / or behaviour prior to lock down period (School contribution)				
<p>Prior to lock down, X was displaying some concerning behaviours including self-harming behaviours that involved cuts to the legs and arms. During lessons X was very passive. He would refuse to complete work and would sit in a sedentary manner for the duration of a lesson.</p>				
Summary of learning and behaviour during lock down period (Home contribution)				
<p>It is reported that X has been really settled at home during the lockdown period. Self-harming behaviours have reduced significantly. However, X is struggling with sleep; Mom reports that he is awake for most of the night and sleeps during the day. This means that X has completed very little schoolwork. X has enjoyed being at home during lockdown and has played with a puppy from next door and completed lots of art work.</p>				
Pupils views about returning to school				
<p>It is reported that X is keen to return to school. X wants to improve his sleep pattern and misses structure and routine.</p>				
Identified concerns regarding return to school (home / school views)				
<ul style="list-style-type: none"> • Self-harming behaviours that have reduced may return • X may struggle to cope with how different school is under C-19 • X will not be with familiar peers and teachers 				
Likes and Dislikes				
Strongly dislikes	Dislikes	Indifferent	Likes	Strongly likes
Science	Working PE Lessons Corridors	Teachers Waking up Walking to school Pupils Noise Lunch time Break time	Writing Computers Home Friends Reading Women Cartoons	Dogs Art TAs Men

Stepped Transition Plan		
Step 1		
Date:		Duration:
Related concerns / needs	Provision	Practical Considerations
Clearly preferred lessons Observed preference for quiet environment Self-harm Observed preference for structure	Provide with transition sheet that identifies timetable, key staff and changes in place for C-19. Enter into school for short meeting with TA and one preferred lesson (Art?). TA to identify other preferred lessons and draw up TT for following 2 sessions. Close observation for signs of anxiety and monitoring for self-harm	<ul style="list-style-type: none"> • Availability of known staff • Room allocation • Avoidance of transfer between bubbles. • Risk assess for self-harm • Resource for emotional communication Access to calming / break out area.
Step 2		
Date:		Duration:
Related concerns / needs	Provision	Practical Considerations
Preference of TA over Teacher	Enter into school for short meeting with TA and two preferred lessons (art and computing?). Follow up with brief meeting with one teacher to establish trusted relationship.	<ul style="list-style-type: none"> • Availability of staff • Room allocation Avoidance of transfer between bubbles.
Step 3		
Date:		Duration:
Related concerns / needs	Provision	Practical Considerations
Dislike of corridors	Enter into school for short meeting with TA and two preferred lessons (art and computing?). Follow up with brief meeting with one teacher to establish trusted relationship.	As above plus: Beginning small amount of 1-1 work on communication of stress and anxiety.
Staff responsible for monitoring:		Date for review:

Reducing risks





Assessment for: <u>Child that coughs</u>	Completed by:	Date:	Date for review:
Factor / Hazard: Child that coughs regularly			
This risk assessment is for a child that <i>has always had</i> a persistent cough (for example a child with cerebral palsy, Tourette's or oral sensory needs)			
Proactive measures (to prevent risk)		Reactive measures (to respond to risk)	
<p>Staff and parents should be cautious of when this child <u>should be sent in to school</u> and should self-isolate if the child appears unwell in any other way or if the cough becomes more persistent than is typical.</p> <p>Teach the child: 'catch it, bin it, <u>kill it</u>'. Teach them to cover their mouth when <u>coughing and to put tissues into a bin immediately</u> and to wash their hands.</p> <p>Teach a suitable hand washing technique.</p> <p>Parents should provide the pupil with enough tissues to last the day. Agree this prior to school admittance or arrange for school to provide these.</p> <p>Teach the child to wipe down their own work area and provide them with anti-bacterial wipes to do so (dependent on age, ability and understanding of child). Where possible provide a pedal bin with lid situated near to the child's work area. The bin should contain a bin liner.</p> <p>Provide the pupil with a physical barrier around work area (e.g. work station screen) Situate their desk in a way that they <u>are faced</u> away from other pupils in the bubble. Situate their desk close to an open window.</p> <p>Where possible the child should be placed in a bubble with a sink in the room or physically close by.</p> <p>Provide hand sanitiser at the child's <u>work station</u>.</p> <p>Provide a drink of water in a plastic cup that can be disposed of after each use.</p> <p>Prepare visual prompts suitable to ability of child.</p>		<p>Draw child's attention to visual prompts / reminders.</p> <p>Encourage as much independence as possible.</p> <p>Where staff assistance is necessary suitable PPE <u>should be worn</u>.</p>	
Who is at risk? Staff and pupils in child's bubble.	Risk Low / Medium / High	Action by and date:	
Additional Information			
Signed DSL:	Signed SLT:	Signed Class Teacher:	



Catch it!



Bin it!



Kill it!



Assessment for: <u>Child that has oral sensory needs</u>	Completed by:	Date:	Date for review:
Factor / Hazard: Oral Sensory needs (mouthing)			
Proactive measures (to prevent risk)		Reactive measures (to respond to risk)	
<p>Provision of personal tub of resources to meet oral sensory needs. Tub (e.g. lunch box) should be kept sealed and only handled by staff wearing gloves. Items could include:</p> <ul style="list-style-type: none"> • Chewy tubes • Toothbrush • <u>Chewellery</u> • Tough bar and other strong <u>teethers</u> (check for durability) • Things to blow (e.g. whistle, bubbles, recorder) • Buzzing toothbrush • Material strips (check for fibres). <p>Alternative food stuffs include:</p> <ul style="list-style-type: none"> • Very crunchy foods (carrots / apples) • Very soft foods (banana/ mashed fruits) • Ice cubes, thick drinks through a straw. 		<p>Staff to stand at safe distance, wearing available PPE as required. Encourage child to place mouthed items back into the provided tub. Use gloves if having to handle mouthed items. Sterilise mouthed items using Milton (or alternative) after use. Clean area thoroughly after use.</p>	
Who is at risk? Staff and pupils in bubble	Risk Low / Medium/ High	Action by and date	
Additional Information			
Signed DSL:	Signed SLT:	Signed Class Teacher:	



clean



soap



wipe



laptop



clean



ruler

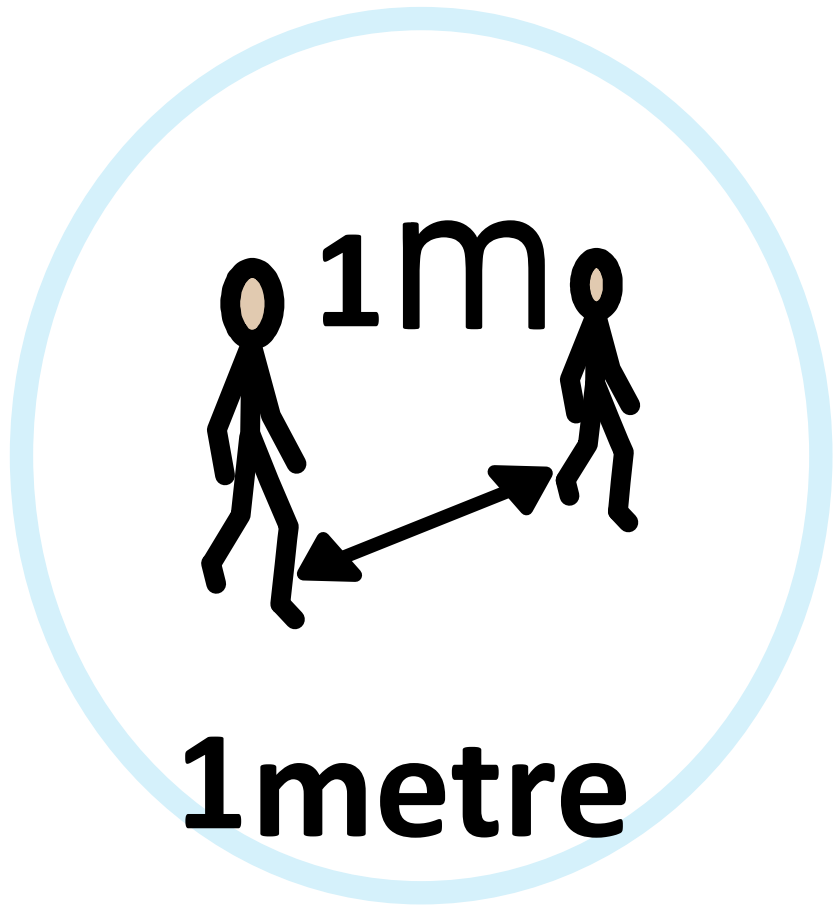


pencil



pen

Assessment for: Child does not understand social distancing	Completed by:	Date:	Date for review:
Factor / Hazard: Child does not understand social distancing			
Proactive measures (to prevent risk)		Reactive measures (to respond to risk)	
<ul style="list-style-type: none"> • Teach 1 metre using skipping rope / measuring stick • Mark out spaces using masking tape • Use hula hoops to demonstrate • Prepare visual reminders (posters and key ring) • Consider sensory (deep pressure needs) • Implement sensory circuit / compression activities (tight blanket / roller / under exercise ball / wall pushes / planking) • Teach child deep pressure massage • Obtain weighted items (teddy / lap weight / rucksack) • Practise giving space by walking agreed route through school • Prepare alternative ways of showing affection / saying hello and goodbye (e.g. special wave / marshmallow hug) 		<ul style="list-style-type: none"> • Remind pupil of social distancing rules • Remind them of distance using metre stick or skipping rope • Use visual cues • Wash or sanitise hands • Offer sensory alternative (e.g. weighted / deep pressure activity) • Offer assurance (e.g. by using alternative way of showing affection) 	
Who is at risk? Staff and pupils in child's bubble.	Risk Low / Medium / High		Action by and date:
Additional Information			
Signed DSL:	Signed SLT:		Signed Class Teacher:



**1metre
apart**



Social distancing

LA Advice

- Thorough risk assessment for all children with EHCP (for all children that need it!) Base decision on level of risk and need.
- TAC meeting to review risk assessment and transition planning.



Wolverhampton Information Network

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The Wolverhampton Outreach Service offers support to mainstream practitioners to enable them to more confidently meet the needs of children with Special Educational Needs or Disabilities (SEND).

Under the coordination of Dr Eve Griffiths, the service is made up of 14 teachers and TLSAs from across five of the City's Special Schools, Broadmeadow, Penn Hall, Penn Fields, Tettenhall Wood and Westcroft.

Click here!



Return to School Advice

Returning to school following the Covid-19 lock down, will be a time of great excitement for many children, for others it will be a time of great anxiety. Whilst some will be keen to escape their homes, others will be reluctant to leave them and just as some will have spent hours at home undertaking a range of exciting learning experiences, others will have had little to no academic focus during this time.



Returning to school therefore, faces us with a conundrum: how do we balance the academic learning of some students with the Social and Emotional needs of others, and how do we reunite a divided class, so that they are ready and able to engage fully with learning again?

Amidst this challenge, teachers and SENDCOs will also need to consider the needs of individual pupils with SEND, who alongside the challenges outlined above, will have further specific needs that could impede their successful return to the classroom.

LA advice suggests that a detailed risk assessment should be undertaken for each child with an EHCP prior to their return to school. SENDCOs may also wish to consider holding a virtual TAC meeting in order to plan a successful transition for children with more complex needs. Staff from the Outreach Team are here to support you with both of these actions. If the child is already known to us, please contact the relevant member of the team directly. If not, please download a copy of our referral form (from our home page) and return it to the email address given below. We will endeavour to respond to your request for support within five working days.

Additional advice for teachers and SENDCOs can be found in our '**Return to School Guide**' in the **Downloads** section on this page. This Guide gives practical advice on how best to support the reintegration of children with a range of different Special Educational Needs, including Autism, Dyslexia and SEMH needs.

Also available in Downloads on this page: Sample risk assessments, Sample Transition plans, Widget / CiP Symbols for Covid-19.

Who to contact

Contact Name Dr Eve Griffiths
Contact Position Service Co-ordinator

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Download here!

Thank you for your time

Please stay in touch:

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www.wolverhampton.gov.uk/outreach

