



Royal Cross Primary School

Lancashire's school for deaf children

Royal Cross School's Recovery Curriculum

Intention

A Recovery Curriculum is vital in helping everyone in school to understand how to holistically support our children's re-engagement with learning after a significant break in their face to face education.

Our intention is to support all of our pupils to return to school and develop positive behaviour for learning so that they can engage with formal learning as quickly as possible and make progress across all areas of their curriculum.

Why is it needed?

Any Recovery Curriculum will be based around the 5 'losses' - based on the work of Barry Carpenter and the Evidence for Learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic" (2020)

This has been particularly impactful on our deaf pupils who rely on signed communication for all their social and learning interactions and have felt the impact of this 'loss':

1. Routine – for SEN pupils quite often routine is security.
2. Friendship – the opportunity to access a signing peer group.
3. Opportunity – to develop new learning and experiences.
4. Structure – the way that learning and daily routines are organised to suit learning styles.
5. Freedom – to play, explore, question and learn.

As a school, we have been thinking carefully about what our curriculum and what it should look like for our children when they return after the school closures following the Covid-19 pandemic.

At Royal Cross we already offer a highly personalised curriculum which fulfils all the elements of a "Recovery Curriculum" however, we are planning further targeted interventions to ensure we have the right support in place for our whole school community following the pandemic. This will constantly monitored and reviewed by all senior and curriculum leaders.

We acknowledge that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil's mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. This is further complicated by the specific communication needs and the language understanding of our deaf pupils alongside social isolation that some may have faced during lockdown.

As a school, we are mindful of the impact this pandemic has had on our children and families' wellbeing and mental health. This recovery curriculum will support our children's transition back into school so that they are then able to achieve the best they can in everything they do and continue to make progress across all aspects of their school life.

How will we adapt our curriculum to address pupil's wellbeing?

Current evidence suggests there are 5 steps you can take to improve mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life.

These are areas that we will promote within Royal Cross as part of our school ethos and approach to learning. This will help to support the whole school community to have the necessary tools and knowledge to support their own wellbeing.

What are the five areas?

- 1. Connect.** Talk (sign), listen (attend), be there and feel connected. This is vital for deaf children who can be at risk of social isolation. We will prioritise children who are struggling with expressing their feelings and emotions through whatever communication mode is best, this may be through additional Speech & Language work or through additional British Sign Language input. In addition we will ensure that any vulnerable children have opportunities to work with our school's Mental Health Champion on a 1:1 basis to support their processing of emotions.
- 2. Be Active.** Do what you can, enjoy what you do, move your mood. At Royal Cross we are using Sports Premium Funding to ensure all our children have access to a wide range of exciting sport opportunities. These take place in school and have been carefully managed to ensure all Covid-19 safety guidance is in place. This helps our children to return to a 'normal' Physical (PE) curriculum experience as they return to school.
- 3. Take Notice.** Remember the simple things that give you joy. Our PHSE curriculum topic planning cycle has been amended to ensure that the autumn term's focus is on each individual child, what they like, their worries and their hobbies. When staff identify any individual child who may be struggling, they alert our school's mental health champion who will schedule 1:1 intervention time for those pupils.
- 4. Keep Learning.** Embrace new experiences, see opportunities, surprise yourself. Through our weekly enhanced curriculum we plan new subjects for our children which complement the core curriculum offer. Class teams ensure that the curriculum topics are based on first hand experiences and that our children are able to continue to access the local area through carefully managed risk assessments and planning. Our curriculum leaders will continue to promote challenging learning opportunities for our pupils and ensure they are developing new skills. We will continue to support our pupils and families to seek out new experiences and learn new skills to raise their self-esteem.

5. Give. Your time, your words, your presence. At Royal Cross as a county wide provision, we ensure that all our families are not disadvantaged by geographical distance or communication. This means that as a school we embrace technology and the way in which it can be used to support families and pupils from a distance. We have Teams virtual meetings for those families who are unable to come into school and this complements the instant messaging system (Class Dojo) that class teams use to keep in touch with families. We also make sure that the Senior Leaders are on hand each day to speak to parents and carers to address concerns, worries or to share good news!



How will we support our children and families?

The support that is on offer for all our families is a tiered and flexible approach able to respond to differing needs at differing times.

1. Universal Support.

- As a school we are respectful that most of our families as parents/carers of SEN children, will have had numerous interventions by a range of differing professions, all of whom may have offered programmes, procedures or 'to do' lists . This means that there are times when our families need the support of school staff who will just listen to their concerns and be a friendly voice at the end of a phone, email or text.
- Whole school support is offered for pupils and families whose needs can be met within our school provision. In this way families and children gain and benefit from our inclusive creative curriculum. This offers support for individual Education and Health Care Plan (EHCP) objectives alongside a curriculum that is broad, balanced and adapted in pace to meet the needs of pre-lingual deaf children.
- All our children have Personal Learning Plans which support working towards the EHCP outcomes and are shared with families.

2. Additional Targeted Interventions.

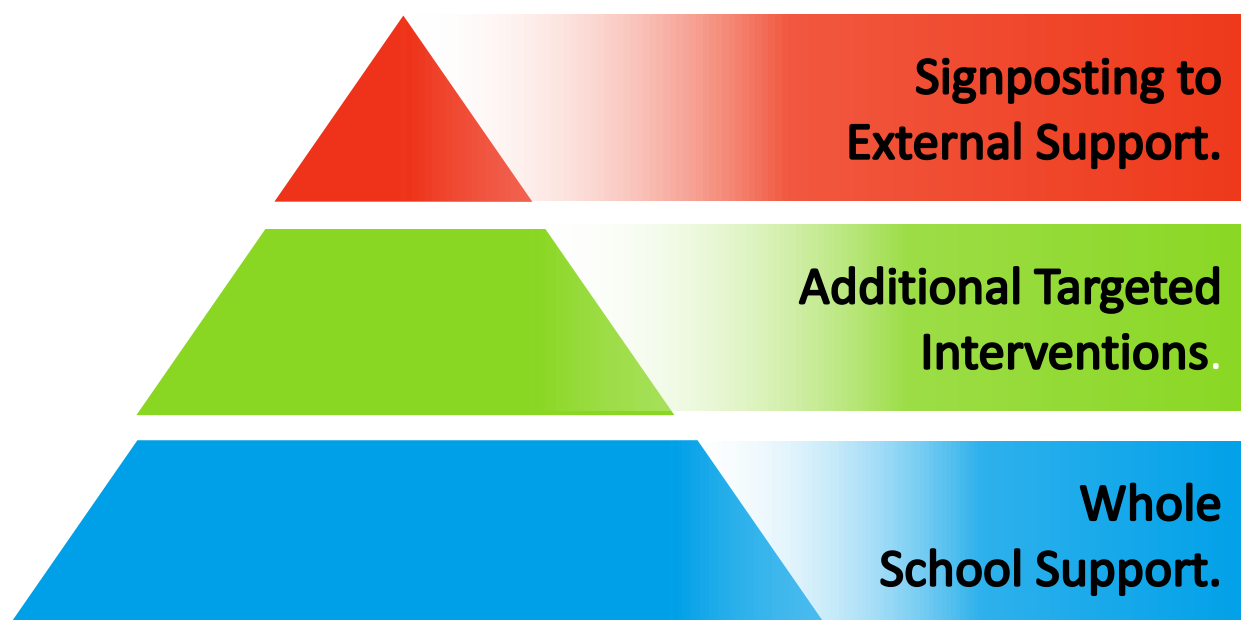
- Pupils and families who need additional targeted support including personalised learning are identified by class staff who work with the SENCo and curriculum

leaders to identify appropriate interventions and support strategies for pupils and families as needed.

- b. Targeted interventions may include speech and language therapy; British Sign Language tuition; emotional wellbeing support; early language (Wellcomm) support and Deaf Studies which helps to nurture a positive self-identity for our deaf children - delivered by our school's deaf role model.
- c. At times there may be individual pupils who struggle when trying to manage their frustrations and unable to self-regulate their behaviour in specific situations. This ability to self-regulate may well have deteriorated during the extended period of lockdown. For these children, teachers work closely with families and pupils to set up an appropriate Learner Support Plan. This is monitored closely by both families and SENCo to ensure it is a timely intervention that rewards positive behaviour.

3. Signposting.

- a. Pupils and families who need additional targeted support from external agencies such as the Children and Family Wellbeing Service; NHS therapies or DeafCAMHS are signposted and supported to access these services.
- b. School's qualified SENCo works closely with families and professionals to ensure all our families have a 'voice' and are able to access the support they need when they need it.
- c. All our teaching staff ensure they have contacts and networks with professional organisations across Lancashire to ensure a county wide access to professional peer advice and support. This helps school to understand what support networks are available for families and children.



How will we implement this Curriculum?

Our recovery curriculum will be delivered through our creative curriculum topic cycle. A tiered approach will be adopted to provide whole school interventions and targeted, personalised interventions where a particular need is identified.

The creative curriculum will be delivered throughout the school day, across the school. Each pupil will have their own Personal Learning Plan able to identify their educational, health care and wellbeing needs to share with staff, families and children.

How will we fund any additional interventions?

The government has announced £1 billion of funding to support children and young people to catch up in their learning following the loss of face to face education. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

These additional funds, once allocated, will be planned for and used by Royal Cross in the same way as Pupil Premium Funding Grants - through pupil 'catch-up' strategies such as:

- High-quality teaching for all
- Additional resources to support curriculum gaps in learning
- Supporting remote learning
- Supporting IT skills to develop pupil online learning
- Supporting pupil access to online learning through equipment procurement
- Focusing on professional development
- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents

How will we monitor and evidence the impact?

We recognise that for some children, very little support will be required for them to settle quickly back into school but that for others, targeted support may be required.

The impact of our recovery / creative curriculum will be closely monitored through:

- Incident and behaviour logs on our CPOMS system.
- Staff meetings and discussions.
- Feedback from Intervention Programmes delivered by key specialist staff.
- Review of Personal Learning Plans.
- Observation of pupil behaviour for learning.
- Pupil progress towards EHCP outcomes.
- Curriculum leaders / SLT monitoring of pupil progress across all areas of the curriculum.
- Review of personalised learning.

Conclusion

In response to the impact that the loss of face to face education meant for our deaf children we must as a school move forward by planning a curriculum to meet the needs of the whole child and plan for experiences that provide the space for recovery.

This will support all children into a successful and positive transition back into school.

With reference to Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University and Matthew Carpenter, Principal, Baxter College, Kidderminster