** Springfield School Recovery Curriculum Policy **

**Intent:**

**Aims**

Our Recovery Curriculum at Springfield School aims to enable our pupils to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again following the COVID -19 pandemic .

Central to this will be supporting them through the following stages using a personalised approach:

* 1. Mental health and wellbeing
  2. Safety needs and reconnection with hygiene procedures related to Covid
  3. Identifying engagement factors
  4. Routine and respect
  5. Relationship building

Pupils will need to focus on each stage with differing periods of intensity and for varying amounts of time. If and where necessary, referrals to external professionals will be made.

Therefore, the curriculum for integrating pupils back into school and dealing with trauma experience as a result of the pandemic the curriculum will focus on the following aspects:

* Mental health and wellbeing
* Learning about maintaining safety and hygiene regarding COVID- 19
* Re-establishing routines and structure, and re building relationships.

Although engaging in core learning will be important for routine for many of our pupils, only when they have made sufficient progress through the above stages will the predominant focus be able to shift towards their cognition and learning targets and progress in order that they can continue their personalised progress pathways towards their pre-pandemic goals and aspirations.

**Implementation**

**The Recovery Curriculum**

Each pupil will have a Personal Return to School Plan; this will be informed by:

* Parent and pupil views – through telephone conversations, parent and pupil COVID-19 feedback through email.
* Information from staff from their regular communication with families throughout
* Multi-agency professional views where relevant, e.g’s social worker, CAHMS, S.A.L.T, Young Minds.

Pupils’ Personal Return to School Plans are carefully incorporated within the core aspects of our Recovery Curriculum, which is outlined in full on the ‘Springfield School Recovery Curriculum’ document.

Before pupils return to school, parents will be provided with a wealth of information on the school website regarding an outlined timetable of planned phased return to school. Images of the school building and what this will look like and the agreed safety plans and procedures.

Parents will be provided with the following –

* What restrictions are in place in the school building.
* What safety measures are in place and how this will change the school day for their child.
* Procedures for break and lunch times.
* A clear outline of all plans and procedures regarding COVID- 19

Staff will be given the following -

* A consistent timetable of the day to follow with all pupils
* Planning for each class on a Padlet (learning platform) and access for all staff for all Padlets regardless of which group they are working with
* Resources in a central place for hygiene and safety on the shared drive (staff share)
* Resources in a central place for the support of mental health on the shared drive (staff share)

Pupils will be provided with the following -

* A clear structure to the day
* Positive routines
* Activities to support healing and metal health
* Activities to support hygiene and safety around COVID- 19
* Increased active time outdoors

**Impact**

**Planning and Assessment**

Following the personal plan will enable staff to support pupils to understand and process the impact of the COVID – 19 pandemic and access strategies to support pupils to target specific needs that have suffered as a result.

Pupils will be re-engaged with their learning and a detailed assessment will be completed to ascertain where they are within core subjects including PHSE and RSE, which will underpin all other subjects and compare that to where they were in March 2020. This assessment will need to be completed within the Autumn Term 2020 to identify gaps, so that interventions can be developed and addressed where necessary. It is to be acknowledged that pupils may need both time and a tailored approach that may require the in-put of specialist staff or outside agencies to support pupils in order for those individuals to regain both skills and knowledge.

This policy will be reviewed according to the emerging needs of our school.

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| Policy produced: | Policy agreed: |
| Signed: | Chair of Governors |
| Signed: | Headteacher |
| Review date: |  |

The Recovery Curriculum for Springfield School has been based upon the work of Carpenter and Carpenter 2020 ‘A Recovery Curriculum Loss and Life’. It takes into consideration the Provision of the Recovery Curriculum for Churchward School and the research that surrounds this. A full list of references are available on the full Recovery Curriculum document.