

# STEPHEN HAWKING SCHOOL

## **Supporting children on the Stephen Hawking Outreach Caseload with their education and provision during the wider opening of educational settings from June 1<sup>st</sup> 2020.**

A very small number of children on the Stephen Hawking outreach caseload have been attending some school provision as part of the initial group of children offered a school place during the initial Covid-19 period. Some may now be joining this group, or joining their mainstream classes in Nursery, reception, Year 1 and Year 6.

Many of the children on the caseload will not attend school in the immediate future, for a range of reasons, and there is no statutory requirement for them to do so. Currently, families will not be penalised for keeping their children at home. Whether children are attending school full-time, part-time or are remaining at home, we are continuing to offer support and advice.

We have put together this handout to support school staff in planning for the provision of all children on our caseload in this new phase of Covid-19 arrangements.

Regardless of where they are being educated, for all children with an Education, Health and care Plan you will have already been asked to complete:

- Tower Hamlets Local Area Temporary amendment to an Education, Health and Care Plan form
- “up to date risk assessments for children on EHC plans, carried out with educational providers and parents/carers, to ensure child is at no more risk in the school setting than at home.” (Corporate Health and safety services: *Corporate Risk Assessment–Return to Work Covid-19 secure LBTH*, May 2020)

**We ask that you keep in touch with your outreach teacher regarding any changes to children’s provision, including attendance at school, so that we can meet your needs and those of the children in the most appropriate way.**

When you report attendance to the Local Authority each week (<file:///C:/Users/illfi/Downloads/Weekly%20Attendance%20Collection%20Guidance%20Document.pdf>) please use this as a prompt to let your Stephen Hawking

Outreach Teacher know if things have changed for children on our caseload in your school.

## **Planning for children who are returning to education settings**

### **Support for school staff**

- Staff may have questions about the use of PPE; social distancing; the child's understanding of new rules and routines e.g. around hand washing and 'bubble' groups; access to advice from health, social care, local authority and outreach teams; resources; physical spaces that can be used in school and changes or implementation of medical care plans or intimate care plans. It is important to meet with staff to ensure that they are familiar with changes to normal provision, and how best to minimise risks and support the child.
- All staff working with the child should have access to the risk assessment completed for that child and be fully aware of any changes to their normal support and provision during Covid-19 and the wider re-opening of schools.
- Staff may find the materials we have put together for home learning helpful in providing a range of appropriate activities across the day. There are more details of these in the next section.











### **Support for children and families**

- Through their guidance (May 26<sup>th</sup>) for children with SEND and the risk assessment in use by LBTH schools, the DfE places emphasis upon *the need to communicate and produce risk assessments and make arrangements for provision in conjunction with the child or young person and/or their family.*
- If children do return to school, a social story with appropriate photographs and/or symbols is a good way to support the transition. Examples can be found at:  
<https://www.lgfl.net/covid19socialstories>

There are two visual guides to returning to school at the end of the handout.

- A transition visit for the child and/or their family would usually be set up before a significant transition takes place. During Covid-19, such visits will need to be virtual using a pre-recorded video for example, or a booklet. This could include video 'hello's' or photos of key adults and the main learning space, as well as a visual timetable of the new school day if appropriate.

- If the child's attendance will not be all day every day, and they are familiar with using a visual timetable, it may be helpful to provide a weekly calendar to indicate to the child which days/times they will be attending school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	 School	 School	 School	 School	 School
Afternoon	 No school	 No school	 No school	 No school	 No school

- Songs, rhymes and visuals can be used to support the child's access to information about rules and routines, for example regular hand washing:

[https://www.youtube.com/watch?time\\_continue=24&v=zxlQn7KaCNU&feature=emb\\_title](https://www.youtube.com/watch?time_continue=24&v=zxlQn7KaCNU&feature=emb_title)

<https://www.youtube.com/watch?v=L89nN03pBzI>



<https://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/arenas/websitecommunityonly/web/handwashingvisuals.pdf>

- The LBTH Educational Psychology team have put together an advice booklet containing some fantastic strategies for supporting children with the changes to their provision. This will soon be shared on the EPS web page, and a copy can be obtained from [Julie.burns@towerhamlets.gov.uk](mailto:Julie.burns@towerhamlets.gov.uk)

### Planning for children who will be continuing to learn at home

- LBTH has identified three priorities in supporting the wellbeing of children who are shielded, and these can be applied to any children on the Stephen Hawking Outreach caseload who are not currently attending school.
  - ✓ Maintaining contacts with friends, family and peer groups through technology
  - ✓ Spending time doing indoor activities to maintain physical wellbeing and eating and drinking healthily
  - ✓ Taking time for hobbies and enjoyable activities to maintain mental health

They form a good basis for a conversation with families about what further support they might need to ensure their child's wellbeing is supported, for example access to technology; awareness of and confidence to use resources such as those produced by our service to support physical activity and engagement in hands-on learning activities in the home.

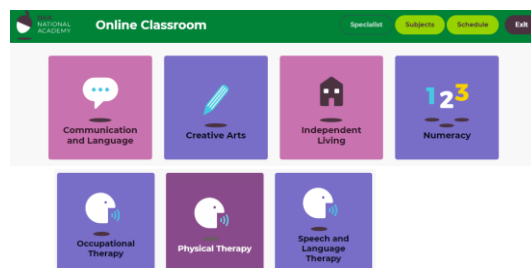
- A social story can be used to support children with their understanding of this ongoing change to their usual provision. Examples can be found at:

<https://www.stephenhawking.towerhamlets.sch.uk/attachments/download.asp?file=231&type=pdf>

<https://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/arenas/websitecommunityonly/web/schoolclosed-simplesocialstory.pdf>

- The Specialist area of the Oak National Academy website, which has been put together by educators in partnership with the DfE, can be used to support children with preparing to take part in structured learning sessions again. There are 3 stages from the earliest stages of development and expression to working towards the expected level at Year 1.

<https://www.thenational.academy/online-classroom/specialist/>



- The *Challenging Behaviour Foundation* has produced some resources for families and easy read materials for children about some of the things they may encounter during this period, such as having their temperature taken and taking a Covid-19 test. These can be downloaded at:

<https://www.challengingbehaviour.org.uk/information/covid19information.html#Infosheets>

The visual guide for families to supporting those with severe and profound learning difficulties at home during this period is particularly helpful:

<https://www.challengingbehaviour.org.uk/learning-disability-assets/supportingchildrenandadultswithsevrelarningdisabilitesathomeduringthecoronaviruspandemic.pdf>

- We continue to provide an ever-developing range of resources for schools to support learning at home for children on our caseload. These can all be accessed via the Stephen Hawking School website: <http://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

<b>Story based learning packs (2/3 weeks of activities using everyday objects and resources)</b>	<b>Skills based and general learning packs</b>	<b>Activity packs to support learning in everyday contexts</b>
<ul style="list-style-type: none"> <li>• Beegu</li> <li>• We're going on a Bear Hunt</li> <li>• Farmer Duck</li> <li>• Jasper's beanstalk</li> <li>• Lost and Found</li> <li>• Mr. Magnolia</li> <li>• The shopping basket</li> <li>• The Train Ride</li> <li>• The Very Hungry Caterpillar</li> <li>• Whatever Next</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor</li> <li>• Physical activities</li> <li>• Playdough</li> <li>• Sensory Play</li> <li>• Massage stories</li> </ul>	<ul style="list-style-type: none"> <li>• In the Bathroom</li> <li>• In the Kitchen</li> </ul>

- To support children who continue to learn at home with transition to a new class or school in September, please see our handout on the Stephen Hawking school website: <http://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

## References

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>

LBTH COVID-19 infection protection and control in educational settings 3rd June 2020: <file:///C:/Users/illfi/Downloads/Appendix%20D%20-%2020200603%20COVID%20IPC%20schools%20-%20Copy.pdf>

For more information please contact:


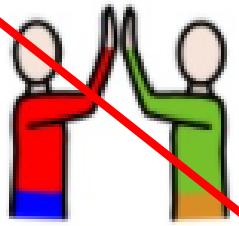



[Liz.baxter@stephenhawking.towerhamlets.sch.uk](mailto:Liz.baxter@stephenhawking.towerhamlets.sch.uk) (Outreach Lead; Head of School, St. Jude's Road)

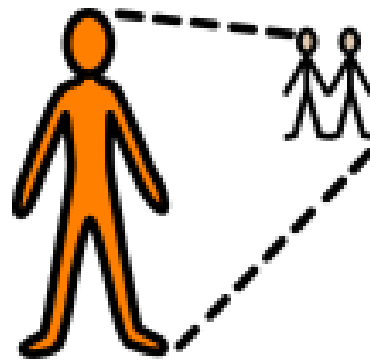
[Gail.deuce@stephenhawking.towerhamlets.sch.uk](mailto:Gail.deuce@stephenhawking.towerhamlets.sch.uk)

[Ruth.pilling@stephenhawking.towerhamlets.sch.uk](mailto:Ruth.pilling@stephenhawking.towerhamlets.sch.uk)

Visual guide for children returning to school

	 <p>Wash my hands lots of times</p>	 <p>Use a tissue and put it in the bin when I cough or sneeze</p>	
	 <p>Smile and wave at my friends</p>	 <p>Sit on my own chair</p>	 <p>Play outside</p>
	 <p>Stay 2 metres away from people</p>	 <p>Stay with my group all the time</p>	

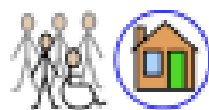
	 <p>High 5 other people</p>	 <p>Share food</p>
	 <p>Hug other people</p>	 <p>Hold hands</p>



# Social Distancing



Stay 2 meters  
apart



Only touch people  
in your home



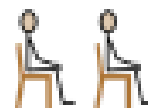
wash your  
hands



use your own  
things



play near friends



sit 2 meters  
apart



wave at friends



wave at staff



smile at people