



COVID-19 Recovery Plan 2021/2022

Silverdale School and ARP COVID-19 context:

Students attending Silverdale School and ARP experience a range of needs relating to social and emotional wellbeing and mental health and all are vulnerable, frequently with several factors of vulnerability. All students require a high level of emotional and physical containment so whilst the Silverdale approach of nurturing relationships and connection has helped to support students and families throughout the pandemic it has also presented barriers in terms of social distancing and face to face contact.

99.2% of students attending the school and ARP have had their attendance affected by issues relating to the COVID-19 pandemic such as being a close contact, presenting with symptoms, positive tests, families following lock down restrictions, quarantines, class closures and track and trace notifications. 46.9% of students have a forecasted end of year attendance of under 90%, making those students persistent non-attenders, (PNAs). Persistent non-attendance adversely affects a child's opportunity to learn and make good academic progress, it also makes them more likely to drop out of education after age 16.

Silverdale School and ARP first priorities in supporting pupils who have had adverse experiences during the pandemic are to improve attendance, support mental health needs reducing anxiety and as a result, help students to be 'ready to learn'.

Primary aged children have been in school for longer and more consistent periods of time during the pandemic than the Key Stage 3 and 4 students so it is anticipated recovery will be quicker for children in the Primary age range.

A small group of highly vulnerable pupils have attended school since the first lockdown, school remained open throughout the pandemic and also offered holiday support Easter 2020 as needed.

All staff trained in a neurodevelopment approach to supporting children.

Teaching and whole school strategies:

Supporting great teaching:

- Focus on 'back to basics' behaviour management expectations, school has to be safe for all and students need clear and consistent routines to help them adjust back into school behaviours and become ready to learn.
- Pastoral wellbeing assessments carried out on return of pupils and dynamic review of presentation to support risk assessments and provide bespoke support as needed.
- Focus on social skills curriculum and social skills support delivered through daily interactions, Careers and PSHE lessons.
- Planned and dynamic opportunities to access outdoor spaces for opportunities for play, develop gardening skills, play team games and improve wellbeing.
- School have paid for a gym subscription for students (age appropriate) and visits are factored into the school timetable. Staff can also access this gym out of work hours.
- Increased opportunities to access Outdoor Education, Outdoor Learning sessions to develop technical skills and improve mental health experiencing the outdoors and nature.
- Access to sessions with a Northern Guild counsellor, needs met.
- Increased timetable for Duke of Edinburgh sessions KS3 and KS4.
- Modelling, coaching and pro social skills support delivered 8.30am to 3.00pm, staff are on duty all day (excluding lunch breaks) supporting a social curriculum.
- Access to Thrive sessions in the Primary department.

	<ul style="list-style-type: none"> - Installation of two additional sensory rooms, Primary and ARP, existing room in Oasis (ASD department) to support neurodevelopmental approach helping students to regulate themselves. - Open door pastoral offer from Link Workers and pastoral support staff. - Curriculum review to ensure current offer meets SEMH and academic needs. - Wellbeing check ins with families to ensure they have what they need to support their children's education.
Pupil Assessment and Feedback:	<ul style="list-style-type: none"> • Assessment cycle of baseline tests (September), December, April and July in place. • Additional baselines delivered to all KS4 students on re-entry due to prolonged absence from school. • Portfolios compiled to evidence learning and progress over time to support Functional Skills and GCSE pathways. • Mock exams planned and currently in delivery. • Where students have presented with high anxiety relating to sitting a test staff have teacher assessed attainment. • Functional Skills exams in place. • Primary pupils access a conferencing model focussing on what is going well and what to work on next. • Verbal feedback given daily in core subjects in KS1, 2, 3 and 4 in all lessons. • Pastoral check-ins available to all students. • Staff are vigilant in relation to daily presentation as part of safeguarding and pastoral duties. • Continuing Professional Development refreshers in delivery Summer Term supporting positive behaviour management.
Transition Support:	<ul style="list-style-type: none"> • Transition programmes are in place for all pupils moving from a phase. • Link Workers will support transition visits for pupils moving from the ARP to Silverdale Primary, Middle School and Upper School. • MLT and SLT will deliver a planned transition programme for pupils moving from Primary to Upper School and the Learning Centre. • Students leaving for Post 16 destinations are supported by Link Workers, Newcastle UXL and Connexions. • Students new to school and the ARP will be supported by Link Workers. • The Careers curriculum delivered from Reception age underpins aspirational destinations for all pupils and supports the development of academic and life skills to prepare children for leaving Silverdale.

Targeted approaches:	
One to one and small group tuition:	<ul style="list-style-type: none"> - All classes are supported by a teacher and support staff with additional pastoral support available during each lesson as needed. - Open door policy to Link Workers and pastoral support as needed to support pupils to be ready to learn. - Outdoor spaces available and developed to offer pupils support in co and self-regulation as part of the school's neurodevelopmental approach to support pupils to be ready to learn. - Behaviour SLT and Wellbeing SLT offer daily support as needed to all students to support attendance in teaching and learning sessions. - At the ARP focussed work in delivery supporting pupils to build and maintain appropriate friendships.

	<ul style="list-style-type: none"> - In Primary and the ARP 1:1s and small group sessions are delivered as part of planned interventions and as dynamic response to pupils presenting with anxiety or distress, these sessions can be based on a nurture response to presenting anxiety or focussed support on academic learning. - Read Write Inc in place to support learning relating to phonics, early spelling, punctuation and grammar and reading. - Fresh Start in place to support learning in basic skills, grammar, writing and spelling. - Differentiated delivery of the core subjects English and Maths. - Bespoke small group delivery in English and Maths closing the gap. - 1:1 closing the gap targeted sessions in KS4. - 1:1 interventions in place in KS3 and KS to boost Sentence, Punctuation and Grammar and reading skills aimed at closing the attainment gap. - Reading Challenge tied into whole school Rewards offer.
Intervention programmes:	<p><i>ARP and Primary:</i></p> <ul style="list-style-type: none"> - Access to sessions with the Thrive practitioner planned and needs met in the Primary department. - Blended learning offer using Purple Mash for pupils unable to attend school for COVID-19 related issues e.g. self-isolating. - 1:1 and small group interventions delivered needs met. - Full curriculum on offer to facilitate closing the gap teaching and learning. - Review of assessment data with all Primary teachers and key pupils identified and targeted for additional support. - Opportunities to access outdoors planned into Rewards trips and coaching and mentoring trips to boost wellbeing. - All weather Multi Use Games Area (MUGA) installed in the Primary yard to ensure opportunities for outdoor play. - Planned and dynamic opportunities to work in the Silverdale Primary garden to boost wellbeing and offer de-escalation when pupils are heading towards a behaviour crisis. - Play park installed at the ARP facilitating free play. - Plans in development to refresh the Sensory Garden in the ARP. - Individualised personal sensory boxes in place for KS1 and KS2 pupils. - Reading Recovery in place for key pupils. - Key staff trained in Reading Recovery, ARP, Upper School and Learning Centre. Primary staff next phase of training. <p><i>Key Stage 3:</i></p> <ul style="list-style-type: none"> - HLTA deployed in mornings to offer academic and pastoral support. - Additional Higher Level Teaching Assistant (HLTA) deployed to support identified students in English to close the gap. - Fixed term contract for HLTA extended to facilitate coaching in English and Certificate of Personal Effectiveness and ASDAN until end of Autumn Term 2021. <p><i>Key Stage 4:</i></p> <ul style="list-style-type: none"> - Two qualified teachers in English and Maths to close the gap supporting Y10 pathway and Y11 leavers. - Support staff offering focussed support within lessons, 1:1 coaching. - HLTA deployed in mornings to offer academic and pastoral support.

Wider strategies:	
Supporting families:	<ul style="list-style-type: none"> - Link Worker system used to ensure wellbeing and welfare checks are carried out for students and families attending and also not attending. - Development of a support fund for families needing vouchers for food and basics. - Northern Guild counselling offer in place for adults. - Daily check ins with families in place from Link Workers as needed. - Close liaison with all partnership services ensuring families have a support network in place of which school has a key role. - Interim arrangements in place ensuring all families can attend Annual Reviews remotely and to have access to information and updates in a form that works best for them. - Support from the Systems Manager and other staff to help family's access technology to facilitate home learning. - School systems adapted to work remotely to ensure transitions are supported, e.g. Connexions work for Post 16 pathways.
Access to technology:	<ul style="list-style-type: none"> - School completed audits departmentally and accessed funding to provide Chrome books for students. - Primary aged pupils offered Purple Mash to support topic related and core learning. - Emails set up for all KS3 and 4 pupils to facilitate communication and develop skills emailing in preparation for working life.