

The Forum School

Educational Provision through Covid 19 Outbreak

The education, safety and well-being of our young people is paramount during these challenging times.

Our aim is to minimise any disruption to learning throughout the pandemic and ensure all of our students engage in a full-time educational programme. Due to the complexities and needs of our young people some parents/carers may choose to take up home learning during any lockdown or period of increased restrictions (either locally or Nationally). Where this is the case a full virtual learning programme will be provided in line with DFE guidance and appropriate measures taken to safeguard our young people and ensure smooth transitions back to school, when appropriate.

Supported Home-Learning

We have made the following arrangements for off-site provision:

- Students will have work packs delivered home weekly with individualised activities
- Students will participate in daily 'Zoom' lessons with class staff to provide direct input to those working at home. These sessions will be followed by an activity from the work packs to reinforce skills introduced during the lessons. In order to support mental health and well-being, and where appropriate, lessons will be whole class to allow for peer socialisation.
- Daily welfare calls will be made to any student not at school. This will provide an opportunity to check on the family's well-being and provide any necessary support with either the learning package on offer or from a welfare point of view.
- Weekly therapy input will continue through either zoom sessions or via the telephone
- For students normally additional specialist sessions these will be included in student's individualised timetables and will take place via zoom.
- For those students who require, a weekly 'resource' parcel will be delivered to facilitate the timetabled activities/lessons.
- Where there are any further queries relating to learning activities education staff will provide support via email or telephone.
- We recognise that home-learning is difficult for many parents and that some households may struggle to have adequate access to appropriate technology. In these cases, we will endeavour to support our young people by lending families laptops/iPads as the need arises and where available.
- Students, both at home and on site, have been and will continue to be supported by their class staff on a regular basis with daily contact through both email and Zoom.

On site learning

Students accessing education on site will follow their normal timetable as closely as possible to ensure the continued all round development of each individual. There have been some modifications to timetables to ensure the health and safety of all is our highest priority. Timetables have been adjusted to allow class bubbles to be maintained and strengthened. There is tighter timetabling of shared facilities to allow for the necessary additional cleaning schedule to be completed. Those receiving therapeutic support will continue to access this during their blended learning programme. On-site provision will be mirrored by the virtual off-site provision to ensure that all students receive equal learning opportunities. This is essential to ensure that no child is penalised by where their learning takes place and that there is a smooth transition from on-site to off-site learning and vice versa.

Support within the Curriculum

To allow us to support any students that are required to undertake any period of absence from school site, we have put the student's well-being at the centre of our thinking. We acknowledge that the student will have had different experiences during and throughout this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. So, with this in

mind, the school community has thought about the most effective way to support our young people's ability to learn. This approach will encompass and support the academic expectations for all.

This approach will be personalised for each group of students to ensure an individualised programme for all, which mirrors our bespoke curriculum.

Below is an example of the intent and implementation of the support curriculum.

Intent	Implementation
<p>1: rebuild relationships</p> <p>Re-establish the relationships with known staff and develop ones with new staff</p>	<p>Students will only be supported by the staff team allocated to support students. Within this team, staff will rotate regarding individual support. Re introduction of these staff members as well as introducing new staff members will take place during circle time where both staff and students are required to introduce themselves at the beginning of each day. Staff are encouraged to engage with students throughout the day such as intensive interaction during down time in addition to 1:1 support during activities.</p>
<p>2: understand the individual child</p> <p>Now and next prompts will be used to support and their community</p> <p>Managing transitions Developing communication between staff and other pupils.</p>	<p>Now and next prompts will be used to support student's timetables and reaffirm the transition from one activity to another. Individual timetables are displayed in the classroom with which students interact with to complete their now and next prompts. Sessions have been timetabled to encourage peer to peer interactions and communication, e.g. circle time, as well as to develop their interpersonal skills such as turn-taking in 'interactive games' on their timetable. Furthermore, staff are expected to work in close proximity not only to support the student's ability to complete an activity but also to further develop student's social skills, e.g. tolerance of others in sharing personal and community spaces.</p>
<p>3: know, acknowledge and address the gaps in learning through a transparent curriculum</p> <p>Investigate what the child has learnt during lockdown/new learning styles.</p> <p>Begin to re-establish a timetable and student's engagement.</p>	<p>School days will focus on reinforcing routines and re-establishing relationships with both staff and peers throughout timetables activities. Establishing student expectations will be done through managing new and existing behaviours and familiarising students with their classrooms. Students will begin their lessons at the level they were previously working on prior to the school break before attempting to progress.</p>
<p>4: ensure the children continue to develop the skills for learning</p> <p>Begin to re-introduce key curriculum areas</p> <p>Consolidate previous learning.</p>	<p>Students will begin working at the level they were working at prior to the school break before building upon new skills. Functional Maths and English sessions will take priority before reintroducing further curriculum areas. Lessons will be formatted similar to the lessons occurring before the school break to consolidate previous learning and reintroduce lesson expectations of students. Functional skills will be heavily emphasised in lessons. Learning will continue to be meaningful and purposeful.</p>
<p>5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages.</p> <p>Implement lessons in a practical, engaging way, building up student's attention span.</p>	<p>Lesson planning has taken a more practical approach to emphasise development of student's life skills and independence in the future. Curriculum and skill development delivery will be hands on and involve activities intended to be 'fun' in nature such as using a car to trace lines to improve upon writing skills</p>