

## CWS RECOVERY CURRICULUM

The students' wellbeing is always at the centre of our thinking. As children return to school in the Autumn (2020) they will carry with them, (to whatever degree), elements of grief, trauma, loss and anxiety. These are all toxic in the learning process, and for some students this may have extinguished the flame of learning that previously made them a happy, successful learner.

We acknowledge that all students will have had different experiences during 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 student.

'Anxiety is a key block to learning. It can prevent the imprint on the brain.'  
McCulloch, A. (2008)

An anxious child is not in a place to learn effectively. So, with this in mind, Whinfell School has thought about the most effective way to support the ability to learn. This approach will encompass and support the academic expectations of the students.

We want our students to be happy, feel safe and able to be engaged in their learning.

As we emerge from lockdown a recovery curriculum is being implemented to allow the opportunity for rebalance and for the students to re-orientate and reconnect with their own learning pathway. A full timetable is now in place with a focus on the following areas:

- **Relationships** – As we return to education we recognise some students may not do so joyfully and we will use the strong relationships we have built to cushion the discomfort of returning. Time will be spent supporting pupils to continue to develop the skills to interact and strengthen relationships with others.
- **Space and mental health** – Supporting pupils to understand their emotions and feelings and to process the experiences they have had is vitally important. We will support them in maintaining positive behaviour by encouraging them to engage with self-regulation strategies and tools which help them to feel safe and calm. Support will be provided to enable the students to understand the world we live in and equip them with tools and strategies to help them process what is different and what we can do to help.

There will be clear routines which are supported with clear communication. The structure will be supportive and provide opportunities for the students to express themselves and the experiences they have had during the pandemic. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us. There will be regular opportunities for pupils to engage in self - regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals such as the zones of regulation. In addition, there will be lots of opportunities for students to communicate and feel like they have a voice and are able to express their wants and needs. Assemblies through Autumn Term will be focussing on health and well-being with sessions including Yoga and Meditation, Happiness and Positivity, Mindfulness, Anxiety and Confidence Building.

The education, care and clinical teams are closely integrated allowing us to have a holistic approach across the waking curriculum. Specialist input from our team of clinicians and therapists informs our delivery of learning and is core to addressing emergent mental health issues.

- **Curriculum** – All of our students will feel like they have lost time in learning and will require reassurance that, despite changes to the timetable, valuable learning has taken place throughout the pandemic and any perceived gaps will be addressed. This will occur by consulting and co-constructing with our students in each subject area and creating an individualised learning pathway to fill in the gaps and encourage ownership of learning.
- **Metacognition** - Students have taken the opportunity to explore different methods of learning and it is vital that we recognise their new skills and build on their confidence as learners. Continued use of identified preferred learning styles is essential and use of Seesaw as a learning platform will be maintained.

In the event of Covid-19 being detected at Whinfell School or a future lock-down, education will adjust to allow for isolation, self-isolation and recovery.

Home students:

- Students will have individualised work-packs sent home together with e-mail packages which are to be returned to school for marking.
- Seesaw will continue and will allow all teachers to regularly upload relevant resources for students, parents and carers to access in order to support set tasks and encourage independent learning. A bank of physical resources and associated tasks will be sent to each student's home address and links to online-learning resources will be shared. Seesaw will continue to be used to share activities that have happened at school and home and students are actively encouraged to maintain the bonds and relationships that exist between them by adding feedback and supporting each other's learning.
- There will be regular email, phone contact and Zoom meetings to support students. Typically, this will be every other day to not only support academic progress but focus on welfare and mental health. There will be close liaison and regular conversations with parents on how best to support their son. Parents will be encouraged to contact school should they have any issues.

On site students:

- The timetable will be altered to reflect the changes in staffing and raised anxiety levels. The new timetable will be aimed at providing an education in a more relaxed situation to reduce and address anxiety. Staff will run creative and imaginative fun educational activities in a nurturing environment building and strengthening relationships, communication and interaction skills whilst ensuring good mental health and well-being.
- Each student has an education file which is resourced with individualised paper-based curriculum learning and activities which can be accessed at any time through the day or night.
- As with home students they also have access to Seesaw and the activities, resources and links set on there by the teachers as well as being able to share activities keeping in contact with peers through their learning.

Reviewed – 1/9/2022

Next review – 1/9/2023

Reviewed by – Paddy Sandham, Principal