

SPECIFIC CONTINGENCY PLAN FOR THE MAINTENANCE OF THERAPEUTIC EDUCATION

In Response to the CoViD-19 Pandemic

*Where **CoViD-19** stands for **Coronavirus Disease 2019** and where the Coronavirus Disease 2019 is itself caused by **the Severe Acute Respiratory Coronavirus 2 Virus** (or SARS-CoV-2)*

Introduction

It is our aim to maintain The Lioncare School as a safe and secure environment for children to attend on a daily basis to receive high quality education and support.

On the 18th March 2020 the government announced the closure of all schools in response to the Covid-19 Pandemic, with the additional information that schools were to stay open for certain groups of more vulnerable children, All children enrolled at the Lioncare School fall into one or more of the categories listed. It is unclear for how much longer schools in the UK will be asked to stay closed , and if they will reopen after the Easter Holiday (12.25 Friday 3rd April-9.25 am Wednesday 22nd April in the case of The Lioncare School.) However, even if directed to stay open the Head Teacher has an overriding duty to ensure the children at the school are cared for and educated by sufficiently suitably trained and experienced staff.

In September 2020 school reopened and The Lioncare school continued to offer its full timetable, however increased staff absence, in most cases due to self-isolation or caution in the event of winter cold/flu symptoms led to some partial closures rolling on a week to week basis. All children were offered at least three days of education per week in such situations. At the point of writing version 3 for January 2021 it is unclear what the guidance will state but the intention is that all children will receive between 20-24 hours of directed learning each week.

This documents the range of scenarios that may happen and the plans to maintain education in the event of partial and full closures of the school.

Throughout this document wherever the Head Teacher has a specific duty or task to undertake, it can be taken as read that in a situation where the Head Teacher is incapacitated or unavailable the Assistant Director for Education and Learning will step in to act .

What might happen?

As we enter January 2021 the situation remains that schools need to plan for all eventualities, much of the UK remains in stages of lock down and activities are limited. There is ongoing risk of high staff absence. There are several potential scenarios that the school needs to prepare for and no way of accurately assessing the time frame until the first stage is reached, the time frame between stages and whether the stages will follow consecutively or the

school will need to navigate between them.

1. Temporary Partial Closure (short notice)

This describes a situation where, less than 24 hours before the start of the school day (and this can extend to during the school day), The Head Teacher, or the Assistant Director of Education and Learning in the case that The Head Teacher is incapacitated or unavailable, receives information that there are insufficient adults available to manage both the number of children due into school and their expected presenting behaviour. Here insufficient is defined by the various risk assessment tools laid out in our Risk Assessment Policy. In such cases a group of children will not attend school, this group may be selected by age group, class group or location. In the case of children within the Lioncare Group this may mean reallocation of workers to the care setting to support alternative activities. In the case of a series of Temporary Partial Closures efforts will be made to spread the impact across the whole school cohort. A change from April 2020 is that The Lioncare School does now intend to set work for a closure of one day but will always endeavour to do so for half day closures for children in Key Stage Four. Temporary Partial Closure, while not routine, can happen in the winter months and can happen when any illness is prevalent in the adult team and should be seen as analogous to any unforeseen closure, such as a “snow day”.

2. Substantial Partial Closure (at least 24 hours notice)

This describes a situation where it becomes clear that frequent Temporary Partial Closures risk having a negative impact on the quality of both education and care on offer and a more substantial response is necessary. Depending on the time of year this may mean different things. If this is on or after the 1st May it may be appropriate to put Key stage four on extended study leave. If this is at the beginning of a term it may be appropriate to delay new starts.

Provisions could include the below either as distinct plans or in combination across year groups depending on which adults are available for face to face work:

Scenario A

The school is split into three groups based on geographical location rather than age and functioning

- a) LCG, BB, AS - provision offered out of school. Led by teacher DC and supported by LS
- b) CJ, BL, KRH, AK - provision offered within Westfields and Hillfields and local area. Led by teacher MF and supported by AA, LI
- c) AN, LB, FT, AH, AtA provision offered within Springfields and local areas. Led by teacher JP and supported by HH and TM
- d) CB, holding overview. In this scenario teachers will spend some of the day in the bases above and some in school
- e) MS available across all bases

Scenario B

Teachers carry on responsibility for their current class groups, engaging with each child in the most appropriate way possible

Scenario C

School becomes part-time provision offered to all on roll. Children attend for academic class time, but return home for lunch and activities (teachers can work, support staff cannot) or have remotely provided academic work and attend for social activities and play (support staff can work and teachers cannot)

Scenario D

Smaller classes of well children are offered full time education in school and those in “social distancing” situations are offered remote and flexible provision

Scenario E

Smaller classes of well children are offered part-time education in school and those in “social distancing” situations are offered remote and flexible provision

3) Total School Closure

This describes a scenario where no provision can be offered in the school building, most likely because national governments have directed schools to close. Scenario A is likely to be put in place. In this case teachers, managers and administrators shall work from home and support staff will be allocated to the children's homes. Teachers will be expected to set and monitor work for a group of children that may or may not be their usual class and subject to the principals for each subject area described below. Teachers who are well and self isolating will be expected to undertake this work for a reasonable working day, teachers who are unwell will not, and the responsibilities for individual children or class groups will be reallocated by the Head Teacher. School administrative staff will be tasked with maintaining compliance across the ISSR and being the conduit for good communications between families and remote/home working teachers.

4) School Shut Down

This describes a scenario where all available healthy adults are deployed to undertake care roles. In this case the management of the school will endeavor to provide remote learning opportunities for day pupils and school adults on shift will contribute to meaningful daily activities for children, aided by the curriculum plan below. In this scenario there is a risk to full compliance with all regulations.

During any period of closure the Pastoral Support Team of the School will undertake checks on the well being of all children and coordinate the response to any concerns under the oversight of the head teacher

The Flexible Learning Provision Curriculum Offer

Principles

The Lioncare School Curriculum for Therapeutic Education : C2020

All young people, whatever their start in life and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.

- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.
- For our children and young people the best route to such outcomes is to foster a skill set that engenders confidence, interest, enquiry interdependence, reflect and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Living is learning and all adults who interact with our children contribute to their curriculum.

This Curriculum Plan is written with the intention of supporting these principles in the most practical and safe ways in all possible scenarios, including full school shut down.

This plan is also informed by our Homework Policy which states :

What is homework?

Homework is traditionally seen as the provision of short, closed teacher set activities that provide for “overlearning” (continued practice of mastered skills). For children who are on a mainstream learning curve this is an appropriate teaching learning technique, although there is no evidence that the setting of homework enhances progress. For children with disrupted learning journeys the mastery of skills is very complex and even overlearning needs to be closely monitored by teachers who effectively spot errors, understand the cause of these and plan for next steps. For this reason young people under 13 years old, or who are older but working significantly below age related expectations will not be set formal homework. Instead managers, teachers and learning support assistants will provide guidance on how living/learning environments can be created that facilitate whole child development and help address the very many gaps in both skills and knowledge experienced by the young people living and/or learning with The Lioncare Group.

For this reason The Head Teacher of the Lioncare School does not support adults who are not closely involved in the construction and monitoring of the Individual Child’s Live Monitoring Form (The Lioncare Individual Learning Plan) setting academic tasks for children, especially through the downloading of

generic worksheets. These are most often (loosely) based on National Curriculum Age Related Expectations and as very few of our children have skills or knowledge levels entirely consistent with their A.R.E expecting them to undertake such tasks without skilled support is inevitably unproductive.

Instead our homework policy is based on adults providing space for experiential learning. Young people need structured opportunities to play, interact with each other and with adults and to explore their worlds. They also need their screen time limited according to age and capacity. Regular time for games, creativity, messy play and interaction with the natural environment are the best types of homework.

Creating a facilitating environment for learning at home

This list is indicative of the types of resources that each home may want to use to facilitate learning but it is by no means exhaustive:

- Well maintained and valued board games suitable for the ages of the children and safe opportunities to play them
<http://engagedfamilygaming.com/board-games/7-board-games-that-teach-math-skills/>
<http://www.brightminds.co.uk/board-games-for-kids/c63>
- Dice, playing cards to hand for games and spontaneous activities
- Pencils and rough paper to hand for hangman, Os and Xs, boxes, pictionary and scribble games etc
- Story telling card games and other card based games such as Top Trumps, Uno that promote turn taking, communication and opportunities to engage
- Jigsaw puzzles
- Outsized games for the garden
- A natural area for looking at nature and growing plants with opportunities to use magnifying glasses and other equipment to study and identify flora and fauna
- A chance grow vegetables and herbs and to make things with their produce
- A map of the world in a well used area for discussion
- Fridge magnets of letters and key words
- Opportunities for craft and creativity
- Opportunities for dressing up to stimulate discussion of other cultures or historical periods
- The (contained and managed) use of websites that offer educational videos, such as museum tours
- The opportunity to experience and discuss films and music from a range of historical periods and global cultures
- The celebration of festivals from a range of cultures

- Opportunities to cook and bake
- Informal opportunities for word/memory games (I went to market and I bought; I-spy; rhyming games etc)
- Opportunities for reading a range of texts - magazine subscriptions, non-fiction books, films and games that tie in books
- Audio books
- A library area that includes classic books/fairy tales etc
<http://www.lovereadings4kids.co.uk/genre/cla/The-Classics.html>
- <https://worldbook.kitaboo.com/reader/worldbook/index.html#!/> collection of over 3,000 ebooks and audiobooks available for free for children to access at home (made free during the pandemic)

The Lioncare School incorporates experiential learning into its daily routines and would hope this is still the focus of everyday plans for children; for this reason the curriculum plan below does not seek to provide five and a half hours of structured academic tasks per day.

Provisions for Remote Learning

Tablets

All children/ groups of children will be provided a tablet for online learning if they are off school for more than two days.

The tablets will be preloaded with educational games and activities and books including IDL for English and Math - this will be particularly used with the children from Caterpillar class and may be of benefit to other classes too. With this app children can work independently or with minimal support. Teachers can track progress with ease.

Responsibility for online safety resides with the child's home and guidance can be found here:

https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets?utm_source=Thinkuknow&utm_campaign=03cb8440df-TUK_ONLINE_SAFETY_AT_HOME_24_03_20&utm_medium=email&utm_term=0_0b54505554-03cb8440df-55124945

This work is coordinated by Joao Pereira

Functional Skills

Maths/Numeracy

Supporting Mathematical Thinking

All pupils at The Lioncare School need regular practice of basic numeracy operations and to build their understanding of the role of maths in the real world. Daily opportunities for this are essential and are best provided through naturally occurring activities (shopping, time management, money handling, cooking, measuring) and games such as using counters, playing cards and dice. There are also many well designed and highly structured online activities which, if done in a supervised and supported setting can be highly beneficial. However it is essential that adults engaging with this are mindful of what is realistic for each young person. A young person successfully learning their 2, 5 and 10 times tables may not have mastered dividing by these factors.

Therefore in the case of scenarios 2-4 above Maths/Numeracy will be supported in two ways for all children:

Formal Maths work will be set by teachers via the MyMaths online resource

This allows for structured activities at the right level and for instant feedback.

Teachers will be, for as long as possible, available via email/phone for the teaching and support of places where children will be stuck

It will be our intention that children are provided with 45 minutes of structured Mathematical learning Monday-Friday.

In addition we hope that each child will be offered 45 minutes of numeracy drawn from daily living and play activities, teachers are available to advise parents and carers on this work, and to provide resources to support this,

English/Literacy

Supporting literacy development

Children with deprived and neglectful backgrounds have not experienced the role of stories in establishing shared cultural frameworks-and as the reference points for jokes, later stories and films or as signifiers in advertisements, song lyrics, memes etc. There is a significant role for the living environment in helping redress this both by providing opportunities for understanding how stories work and by making available classic and well known children's books. When adults and children of all ages share books there are significant interdependent opportunities for attachment, empathy and communal learning.

“And reading to children is in itself a great way to encourage empathy. Indeed, some historians and sociologists believe that the spread of literacy in many parts of the world actually caused the slow decline in murder, torture, and violence seen in the recent history of these places. Reading “builds” networks in the cortex: the area of the brain responsible for planning and impulse control. Greater self-control tends to reduce violence. And reading fiction—particularly novels written in the first person or using exchanges of letters—explicitly requires perspective taking, placing the reader in the position of characters and eliciting pleasure from their triumphs and pain in their suffering. Reading such books is essentially practicing empathy. Talking with a child in order to elicit perspective taking whenever possible helps, too. When you read to them or discuss books, ask what they think the characters are thinking and feeling. Point out facial expressions and body language and talk about what these mean. Do this with movies, music, online games, television, and real-life examples as well. It’s especially important to have explicit discussions around perspective taking, body language, and tone of voice if your child seems to be having trouble with social signals. And doing this via discussions of books and other media is a natural and unobtrusive way to teach and reinforce it.”

Born for Love: Why Empathy Is Essential--and Endangered Bruce Parry and Maia Szalavitz 2011

Reading tasks at home should be enjoyable and engaging. This is not the time for challenge and conflict. Older young people can be encouraged to read with others if they lack confidence in age appropriate materials and adults should never tell a young person texts are “babyish” or tell them what they “should” be able to do. Skills associated with reading can be boosted by watching films and television if attuned adults discuss the structure and content these well.

For many young people who have been brought up in family homes with no books or stories, or even when this type of activity has been denigrated find “realia” easier to engage with. For example, everyday activities such as helping with shopping lists, noting signs in the street, reading a bus/train timetable and captioning photographs are all useful. To describe a piece of fruit using a range of senses, such as texture, taste, smell is more useful than merely looking at a flashcard or photo.

<http://www.lovereadng4kids.co.uk/genre/cla/The-Classics.html>

<https://www.teachingenglish.org.uk/article/realia-0> has a range of activities

Adult modelling of speaking, listening and thinking

Chaotic experiences lead to chaotic thoughts and the expression of these thoughts. It is not enough to correct inappropriate language, adults and older children need to constantly model how to use language well. This includes an appropriate vocabulary, structured utterances, reciprocal conversations, considered use of questioning and making clear the link between language and thought.

C2020 includes ten “key performance indicators” 1 for Speaking and Listening and these are:

- I can listen and respond appropriately to adults and to other young people
- I can state and explain answers, arguments and opinions
- I can use well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- I can learn new words and new ways to use my words
- I can pay attention to someone else and take turns to talk about the subject of a conversation
- I can use spoken language to explore new ideas
- I can speak audibly and fluently with an increasing command of Standard English
- I can check if people are listening to be and keep them doing this in the right way
- I can think about different viewpoints and respond to the contributions of others
- I can use different types of speaking in different situations

Therefore in the case of scenarios 2-4 above English/ Literacy will be supported in two ways for all children

Teachers will send 30 minutes of spelling and grammar (SPaG) work home for each child per day. This will be in the form of worksheets or exercises. This is to acknowledge the practical limitations on online learning in each base. A blank exercise book will be sent home as a reading journal. This will be accompanied with guidance on how the individual child will use this for recording daily reading.

Where we say that we will send work, this will done in the most useful way for each home setting and may include the use of the internal organisation google mail for the uploading of work

In addition we hope that each child will be offered 45 minutes of literacy drawn from daily living and play activities

This work is coordinated by Caroline Belchem and the teaching team

Project Based Learning

Creativity

The January 2021 Project is the 1970s and is a creative project

The head teacher will coordinate the provision of creative activities to each home in line with the Curriculum Map for this project

Social, Outdoor and Activity Based Learning

As detailed above we believe that a key component in the Lioncare Living/Learning experience is to undertake activities that help restore and gaps from early life and that all children should spend some of their day outside and playing.

During the current pandemic we advise that Social, Outdoor and Activity based experiential learning is prioritised.

One recommended way for this to happen is for children to be supported as individuals and groups to work though the Departments For Education's Activity Passport (in The Lioncare School's Remote Learning Folder on Google Drive). This is a series of over 100 activities it is felt a child has participated in by age 11, and many young people who are older than 11 would benefit from positive regressive experiences . This will require some adult oversight as some activities are not suitable for the current Pandemic situation (*Join an extracurricular club*), others may be inappropriate for a child's current situation or contrary to their Safeguarding Risk Profile.

Each child will be provided with a scrap book to record their progress through the passport.

The current plan is for Social, Outdoor and Activity Based Learning to be jointly planned between home and school.

This work is coordinated by the teaching team of the Lioncare School

Personal Development

Children in Key Stage three and four will access **a set sequence of online courses and the Stepping to Success programme to counter radicalisation**

Children in Key Stage two will access a set sequence of online courses

All children will be set work in line with Safer Internet Day

Learning to Look after Me

All Lioncare Children's Home should take the opportunity to teach, reinforce, recognise and accredit the skills of interdependency covered in the Learning to Look after me programme

A separate folder of Life Skills Challenges and the paperwork necessary to submit work for accreditation will be obtained through The Lioncare School's Remote Learning Folder and the Head Teacher will be available via telephone and email to coordinate this programme.

This work is coordinated by Caroline Belchem

Further online Learning

The Big Initiative - OnLine Learning for Young People

All children will be set online learning courses in P/RSHE subjects on this platform-details to follow

Openlearn <https://www.open.edu/openlearn/>

Free taster courses aimed at those considering Open University but everyone can access it. Adult level, but some e.g. nature and environment courses could well be of interest to young people.

This work is coordinated by Sara Fletcher and Ashley Akingbade

FREE online education resources-some require an account and this needs to be set up in advance, not all have been checked by school adults

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

<https://www.teachingpacks.co.uk/100-challenge-ideas-for-home-learners/>

Khan Academy <https://www.khanacademy.org>

Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it's mostly common material.

BBC Learning <http://www.bbc.co.uk/learning/coursesearch/>

This site is old and no longer updated and yet there's so much still available, from language learning to BBC Bitesize for revision. No TV licence required except for content on

BBC iPlayer.

Seneca <https://www.senecalearning.com>

For those revising at GCSE or A level. Tons of free revision content. Paid access to higher level material.

Blockly <https://blockly.games>

Learn computer programming skills - fun and free.

Scratch <https://scratch.mit.edu/explore/projects/games/>

Creative computer programming

Ted Ed <https://ed.ted.com>

All sorts of engaging educational videos

National Geographic Kids <https://www.natgeokids.com/uk/>

Activities and quizzes for younger kids.

Duolingo <https://www.duolingo.com>

Learn languages for free. Web or app.

Mystery Science <https://mysteryscience.com>

Free science lessons

The Kids Should See This <https://thekidshouldseethis.com>

Wide range of cool educational videos

Science awards you can complete from home. <https://www.crestawards.org>

iDEA Awards

<https://idea.org.uk>

Digital enterprise award scheme you can complete online.

Tinkercad <https://www.tinkercad.com> All kinds of making.

Cbeebies Radio <https://www.bbc.co.uk/cbeebies/radio> Listening activities for the younger ones.

Nature Detectives <https://naturedetectives.woodlandtrust.org.uk/naturedetect.../> A lot of these can be done in a garden, or if you can get to a remote forest location!

Oxford Owl for Home <https://www.oxfordowl.co.uk/for-home/> Lots of free resources for Primary age

Big History Project <https://www.bighistoryproject.com/home> Aimed at Secondary age. Multi disciplinary activities.

Geography Games <https://world-geography-games.com/world.html> Geography gaming!

Good, free art activities

Red Ted Art

<https://www.redtedart.com>

Easy arts and crafts for little ones

The Imagination Tree

<https://theimaginationtree.com>

Creative art and craft activities for the very youngest.

Toy Theater

<https://toytheater.com/>

Educational online games

DK Find Out

<https://www.dkfindout.com/uk/...>

Activities and quizzes

Exams

NCFE

The Head teacher will continue to overview the delivery of NCFE accreditations and assessments.

Entry Level assessments will continue to be provided within school whilst the school remains open.

If the school closes these can continue with the Head Teacher submitting an assessment variation request enabling the location of the assessment to be amended to accommodate the assessments continuing.

iGCSE

Will be updated March 2021

Currently there are no children due to sit iGCSE this academic year (2020-2021)