

1. Learners who have SEN – areas you may wish to consider

MTCBC response

The processes below are a global approach of support and as such apply to all our vulnerable learners.

Background information

The COVID pandemic and the Stay at Home rules have required several adjustments to services that support vulnerable families. Colleagues across the LA have been responsive and flexible to these changes.

There has been concern about the impact of these changes for children at risk and their families, as schools close and services reduce their visiting and intervention in the community in order to protect the public and staff.

Support for all vulnerable learners

Since the closure of our schools the priority has been to significantly reduce social contact to reduce the transmission of Covid 19, while continuing to provide support for vulnerable learners. In most cases, children have been cared for by their families in the home, and schools have been providing support remotely, working with other agencies where necessary.

A centralised admissions process for the children of keyworkers and for those deemed as vulnerable has been established with clear criteria, to allocate a place to one of the hubs in the LA.

As we have been working to different arrangements it has been important that colleagues from different agencies and settings work together now more so than ever to enable the safety and wellbeing of the most vulnerable children. A vulnerable learners panel has also been established. This is multi-agency group made up of colleagues from

EWS, EPS, ALN, Special Tuition, Families First, Youth Support Services, EAL/GT Team, YOS, EHE, CLA.

The LA has identified the learners deemed as the most vulnerable. A keyworker has been allocated to Keep in Touch (KIT) with these learners. A triage panel meets weekly to discuss any concerns that have been received via the EWS mailbox. School and agencies have been asked to report by **exception** to the mailbox below. This return should only include feeding back on things over and above what teams would deal with as part of their usual daily business.

Education Welfare Team Education.WelfareTeam@merthyr.gov.uk

Concerns are recorded, and team members are identified to undertake the next steps. KIT guidance and questions to use when contacting the family have been produced to support colleagues as part of this process. All concerns that cannot be dealt with via this process are escalated to the Bronze Command Safeguarding Panel.

Merthyr Tydfil Bronze Command for Safeguarding

Bronze Command meetings have been set up in each of the three local authorities in the Cwm Taf Morgannwg region for the following purposes:

- To provide interim operational oversight for safeguarding during COVID-19.
- To receive direction from the Silver Command on priorities and the allocation of resources.
- To ensure that the critical safeguarding priorities of agencies are effective in respect of those who are most at risk.
- Review local safeguarding data and themes/trends in relation to operational activity.
- To identify barriers to the delivery of operational priorities and seek to resolve.
- Report to the Silver Command on a weekly basis on issues for escalation and local safeguarding data and themes/trends in relation to operational activity.

Shielded pupils

Each LA has received a list of its shielded pupils from Public Health Wales. These are children and young people who should not be leaving their home at this time due to underlying health conditions. Schools, the admission panel and the vulnerable learners panel are privy to these names to ensure their health and wellbeing.

Period Dignity

Sanitary products have been made available to young females in the community and those attending the hubs who might be at risk of suffering from period poverty.

Operation Encompass

The police continue to provide the LA with details of those learners who have been victims of or witnesses to incidents of domestic abuse. Colleagues in EWS are then able to inform the school to make them aware of the situation as part of their KIT process.

Curriculum and learning

What arrangements are in place, across different provisions and phases of education, to ensure the continuity of learning for all learners on the SEN register?

What is currently working well

School staff and LA colleagues are working as keyworkers for their pupils, including regular Keeping In Touch (KIT) activities; provision of planned work packs and online resources has been addressed.

Schools and professionals are signposting parents/carers to one of the eight Educational Psychology (EP) Wellbeing Packs, EP videos on Facebook, the EP phone helpline or referring directly to EPs for individual virtual advice/support. Families are also signposted to online resources from other agencies, such as National Autistic Society and Council for Disabled Children and the Behaviour Support Team/Outreach telephone consultation service.

Where KIT is not working/contact not established, there is a clear process of escalation from keyworker to their senior managers, followed by referral to the weekly LA vulnerable learners panel if further escalation is required. Vulnerable learners and keyworker's children, aged 5-14 years, who meet criteria have access to a Hub. This a childcare service rather than an educational provision.

In addition, normal processes such as weekly ALN Clearing Panel and Special Tuition Panel, requests for statutory assessment and termly placement panels for the specialist provisions have continued, via Teams, to ensure that crucial decisions and support are not deferred/delayed.

Diagnostic neurodevelopmental (ND) forums continue to be attended by EPs virtually, to ensure that there are no delays in the diagnostic process for families.

What the current barriers are

Some families are not as keen to the KIT approach as others. It can be difficult to ensure that work is completed even where it is provided, as families may be trying to juggle home-working alongside: home-schooling, childcare, general family chores, and caring for family members who are in poor health.

The guidance from WG has been clear – it is not possible or desirable to replicate school at home. COVID-19 is a new situation for everyone and due to the unique composition of families, everyone has a different experience.

Alternate arrangements have been made for transition where learners are changing placement: phone calls, booklets and virtual tours are currently replacing the traditional school transition visits.

Annual Reviews of Statements are not able to continue via their usual method. These have been replaced by virtual meetings, where families are in agreement. Some have stated that they would rather wait until the schools reopen.

Further guidance, support and professional learning needs

As processes have been developed, it has been possible to identify the types of needs and challenges that are emerging from the current situation. Support packs have been produced by a variety of agencies (including EPS, CSC, voluntary sector and WG) on numerous subjects (for example bereavement, wellbeing (physical and mental) anxiety, domestic violence, Child Sexual Exploitation, online learning and safety). These have been shared widely throughout the LA, with support services, schools, parents and learners, indeed with all stakeholders via websites and KIT. As a consequence there is almost an overload of materials which can lead in itself to a fatigue as professionals, parents and learners try to establish which resources are the most relevant for their individual needs. The speed at which the situation arose has determined the need for a swift response. Although, a plethora of resources have been produced, feedback from some of our learners is that they would prefer face to face delivery/support.

Main issues to be considered, both nationally and local, in planning for recovery

Alongside this emergency situation, the demands for a return to 'normality' continues. There are growing concerns of the impact of lockdown restrictions on the mental health of pupils and professionals should it persist for much longer.

In order to plan for recovery, consideration needs to be given to emotional needs and a recovery curriculum focusing on wellbeing is currently being constructed, to support learners and professionals alike, to make the transition back into school.

A Wellbeing Working Party has been established, comprising of a Challenge Advisor, Head Teachers and Deputy Principal EP, to coordinate recovery wellbeing and recovery curriculum advice to schools. The EPS has consulted with schools in order to produce a Recovery Advice pack and Recovery Training to be delivered w/c 01.06.20.

The practicalities of social distancing including the timetabling of pupils and stringent hygiene has already begun. Support services have adapted their practice to maintain contact with learners and schools throughout the lockdown, via telephone calls, emails and virtual meetings. It is likely that this will need to be continued until the recovery period has concluded.

The financial cost of the virus cannot be forgotten nor under-estimated. Families have lost income, we could potentially have more learners falling into the vulnerable learners bracket, including FSM.

How can we assure ourselves that learning materials and other resources provided are appropriate to the known needs of learners with SEN?

What is currently working well

Learning materials have been produced and provided for learners by class teachers and specialist support staff who know their needs. However, it is not possible to replicate the school environment at home. Specialist resources, such as Perkins Braille and radio aids, have been loaned for use at home. Learning packs from Teacher of the Deaf, QTVI and SALT have been provided for pupils.

Schools and support agencies have identified families who require additional support and guidance and referred them to individual EPs or the EPS and BST/Outreach phone helplines.

What the current barriers are

It is important to note that provision of appropriate learning materials and other resources does not guarantee that the learner will progress. This depends on a number of factors including their engagement, time available for parents to support with learning, emotional state, etc.

In nearly all cases it is not possible to replicate access to hydrotherapy or specialist sensory facilities.

Some families have struggled to stay connected due to the lack of functioning devices. Schools and charity partners have requested suitable devices to ensure that all pupils have access to online learning.

Main issues to be considered, both nationally and local, in planning for recovery

Some activities will need careful consideration. For example, learners who require provision of hydrotherapy, or moving and handling. There are implications for both the training of staff and general delivery with learners. However, to try to mitigate the risk of these learners being without these types of activities, Greenfield Special has remained open throughout lockdown to accommodate those children of keyworkers and their pupils most vulnerable.

What arrangements have we made to ensure that all learners with SEN have access to appropriate and, if ordinarily available to them, specialist learning resources and/or technology?

As above

In addition, WG money for IT equipment is being used to support learners who are digitally excluded.

What arrangements have we put in place to ensure that learners with SEN, particularly those in year 11 and year 13, are not unfairly disadvantaged or indeed discriminated against by not having agreed access arrangements, made available to them during those aspects of their work and studies, that will now be used to determine examination grades?

Access arrangements for examinations planned this term will have been applied for last year. Where pupils had access to this support, consideration of this has been taken into account when accessing work.

The college in MTCBC has been working with the Welsh Government, other FE colleges, regional consortia and schools across Wales to develop a range of materials and resources to support year 11 transition. These resources and materials have now been uploaded onto a dedicated Year 11 Bridge to Post 16 Learning Hwb.

The Hwb provides an extensive range of information, which will be regularly up-dated, to help learners explore their Post 16 options.

<https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills/>

In addition to the Hwb, the college is in the process of finalising their own sets of year 11 transition materials for each individual subject area. These will be emailed out to all of their applicants straight after Whitsun. The links for these will be sent to schools so that they can be put on communication platforms that schools have for pupils and parents.

What arrangements have we put in place to ensure the continuity of education and care for learners in independent special school settings?

Regular contact is maintained with independent/specialist school settings outside of the LA, where Merthyr Tydfil pupils attend. Feedback has been provided with regard to KIT with pupils and families. When appropriate/required, annual reviews of statements are being organised, in liaison with MT.

Welfare, equity and wellbeing

What arrangements have we made to ensure that the therapeutic provision that learners with SEN ordinarily access, is being maintained and accessed by learners?

What is currently working well

Learning materials have been produced and provided for learners by specialist support staff who know their needs. However, it is not possible to replicate the school environment at home. Specialist resources, such as Perkins Brailers and radio aids, have been loaned for use at home. Learning packs from Teacher of the Deaf, QTVI and SALT have been provided for pupils. Counselling provision is being offered via telephone calls/online. KIT keyworkers are supporting families by answering queries, offering advice and guidance. Good relationships with most families has helped to support pupils and parents wellbeing through support guidance and reassurance.

Schools and support agencies have identified families who require additional support and guidance and referred them to the relevant EP Wellbeing packs, FB videos, individual EPs or the EPS phone helpline, as well as the Telephone consultation service offered by the BST/Outreach Service.

With the introduction of the Coronavirus Bill and the guidance issued by the Government adaptations have had to be made to the delivery of health services to children and young people across the country. The Health Board has made 'Reasonable Endeavours' to comply with Special Educational Needs requirements as specified in the Code of Practice and in the child's Statement of SEN. The SEN duties of the Health Board are still absolute, but due to the current pandemic certain functions e.g. face to face contact is only permitted in situations where there is defined clinical risk that cannot be managed alternatively. Details of the service modifications that will be made to the delivery of Statements provision have been shared with schools and colleagues. The aim of this is to ensure that all SEN duties

are being maintained and fulfilled but specifies that the delivery of the provision during the Coronavirus pandemic may be in a different format/mode.

What the current barriers are

Therapies such as OT and physiotherapy have not been able to offer the same type of support during the lockdown. Telephone support has been available, to encourage families to continue programmes at home where practicable and possible.

Further guidance, support and professional learning needs

Some activities will need careful consideration. For example, learners who require hands on provision of hydrotherapy, or moving and handling. There are implications for both the training of staff and general delivery with learners.

Main issues to be considered, both nationally and local, in planning for recovery

Some activities will need careful consideration. For example, learners who require provision of hydrotherapy, or moving and handling. There are implications for both the training of staff and general delivery with learners. However, to try to mitigate the risk of these learners being without this type of provision, Greenfield Special has remained open throughout lockdown to accommodate those children of Keyworkers and their most vulnerable learners.

To what extent is there a co-ordinated approach between the local authority directorates [eg education and social care] in determining the risk and protective factors for families of, and learners with SEN, in making appropriate support, care, education and/or for example, respite provision available to them?

What is currently working well

A weekly admissions panel is held to consider referrals for the Hub provision. Vulnerable learners and keyworker's children, aged 5-14 years, who meet criteria have access to the hub. This offers respite and a childcare service rather than an educational provision.

Where KIT is not working/contact not established, there is a clear process of escalation from schools who refer to the weekly LA Vulnerable Learners panel if further escalation is required. This panel is multi-agency and includes education, social care and voluntary sector representatives. A keyworker is allocated, based on the agency deemed to be most suitable to the learner's needs as presented in the referral. Representatives of the CLA team, Early Help Hub, Supporting Change, Inclusion and ALN Clearing panels are present to ensure a coordinated approach. Should further barriers be in place then these cases are escalated to the Bronze Command group, which meets weekly, by the Inclusion Manager. This is made up of colleagues Education, Health, Social Services, Police and Probation. Actions are then confirmed at this group.

A twice weekly admissions panel is held to consider referrals for the Hub provision. Vulnerable learners and keyworker's children, aged 5-14 years, who meet criteria have access to the hub. This offers respite and a childcare service rather than an educational provision. Numbers of learners accessing a hub are gradually increasing.

Guidance has been produced for key workers which includes advice on using a 'psychological first aid' approach with families at this time, which has been well received.

What arrangements do we have in place to ensure that; specialist support, advice and guidance is being maintained and accessed by learners, parents and education settings?

Please see above.

What is currently working well

Specialist support is being offered as part of the KIT process. In addition to these parents/carers can contact the Behaviour Support/Outreach Team for a telephone consultation e.g. concerns on managing the behaviour of children with ASD. The EPS has also produced leaflets on their support line offer. Further Wellbeing Packs have been produced by the EPS on online safety, Relationship based Play, Diet and Exercise.

Schools and specialist staff are keyworking for their pupils, including regular KIT, provision of planned work packs and signposting to online resources.

LA staff have continued to work and are available to learners, parents and education settings via telephone and email. Online meetings via Teams are used where practicable.

What the current barriers are

Services make provision, as outlined above. However, we cannot guarantee /have no means of enforcing parents and learners to undertake the activities/learning opportunities provided. In addition to this, feedback has been received from parents and learners that they would prefer face to face delivery.

Main issues to be considered, both nationally and local, in planning for recovery

It is not possible to replicate the school environment at home. Support has been available, to encourage families to continue programmes at home where practicable and possible. This will need to be considered as part of a national and local recovery plan.

Unfortunately, there have been a number of deaths in the local area in recent weeks and the EPS Critical Incident sub group, has continued to collaborate with partner agencies in order to best support schools and the wider communities following each of these events. This has involved modifications to existing practices, such as attendance at Immediate Response Group and PRUDIC meetings via telephone conference, extensive telephone support to school staff and support meetings for groups of parents via video link. The EPS CI subgroup has also modified existing documentation and advice with regards identifying those that are vulnerable and in need of support and produced specific advice for parents, with regards supporting children who have experienced loss and bereavement at this time.

To what extent have we re-focussed the role of our specialist support services to provide direct support, advice and guidance to learners and their families?

What is currently working well

As above

The role of specialist support services as keyworkers has ensured that regular contact has been made with learners on their caseloads, to supplement the work of schools and other support services and to signpost families to other services, as required. Support packs help and guidance has been provided for learners and their parents/carers. Specialist resources have been loaned/provided for learners where appropriate.

Schools and professionals are signposting carers to one of the eight EP Wellbeing Packs, EP videos on Facebook, the EP phone helpline or referring directly to EPs for individual virtual advice/support. Families are also signposted to online resources from other agencies, such as NAS and Council for Disabled Children as well as to the Telephone consultation service offered by the BST/Outreach Service.

What the current barriers are

As above

It is not possible to replicate the school environment at home. Support has been available, to encourage families to continue programmes at home where practicable and possible.

However, the support that has been made available is available online and feedback that we have received from some learners is that they would prefer face to face delivery.

Further guidance, support and professional learning needs

Schools and specialist support services have learnt to adapt their service delivery to make use of technology within the confines of safe practice.

Main issues to be considered, both nationally and local, in planning for recovery

Remote support can supplement, **but not replace direct support for learners**. It is not possible to replicate the school environment at home. Learners are being provided with support through a national emergency rather than home-schooling. With all of the changes, stress, trauma that learners and staff have been exposed both national and local recovery plans will need to focus on wellbeing. This will enable learning readiness.

Organisational

Are we, as a local authority and schools aware that until temporary notices are issued by the Education Minister our statutory duties, in relation to SEN, remain in force?

What is currently working well

We are aware that at present our statutory duties in relation to SEN remain in force. Colleagues in Inclusion/ALN have had to deliver an even tighter joined up approach to ensure that timeframes are met for those cases that were already in the system. Advices have been gathered and reports written while working remotely. The weekly Clearing Panel has continued to take place, also remotely, where cases have been discussed and decisions made in order for draft statements to be sent and others to be finalised. Processes remain therefore in place to ensure the continuation of statutory assessment during this period, as far as is reasonably practicable. Ongoing production/draft /final/ amended Statements of ALN continues.

- Keeping in touch with teachers/staff/families (as required) regarding needs of learners, trouble shooting and offering further ideas.
- Offering support to LRB teachers/ALN Cos via email and telephone.
- Telephone consultations: teachers able to refer families in who they have been supporting, but who need further guidance/advice/more specialised support from BST/Outreach and EPS.

What the current barriers are

It is disappointing that WG has not taken on board the requests from LAs for temporary notices in relation to SEN. As stated previously, it is not possible to replicate the school environment at home. Additionally, in terms of statutory assessment, it is not currently possible to undertake direct observation and assessment of pupils to inform advices from Health services and EPS. As a result, Educational Psychology Advice (Appendix D) has been written based on the most current assessment and observation data available with a caveat that further work may be required at the end of lockdown. EPs have spoken with parents/carers and schools and where possible (and safe) with pupils too. However, we are concerned that this is not the same as spending time with pupils, getting to know them, exploring their strengths, struggles, and hopes and gaining their views. The information contained in the resultant Statement of SEN is therefore compromised and cannot be guaranteed to be the best reflection of pupil needs.

Further guidance, support and professional learning needs

It would have been helpful if the Education Minister had been able to relax the timeframes around the statutory duties in relation to SEN, in line with relaxing other statutory duties,

i.e. FPNs for non-attendance, early in lockdown as it would have alleviated unnecessary pressure. However, a temporary notice from WG would still be welcomed.

Main issues to be considered, both nationally and local, in planning for recovery
LAs are doing the best job they can in relation to SEN provision within the current confines. Once learners return to school, there will need to be an understanding that this will not be the same learning environment that was previously available. Appropriate and proportionate adjustments will need to be made. Staff, learners, and parents will need to be flexible.

How can we assure ourselves [LA and schools] that the needs of learners with statements of SEN are being met?

As above

What is currently working well

Keeping in touch with teachers/staff/families (as required) regarding needs of learners, trouble shooting and offering further ideas and advice.

- Offering support to LRB teachers/ALNCoS via email and telephone.
- Telephone consultations: teachers able to refer families in who they have been supporting, but who need further guidance/advice/more specialised support
- Annual Reviews of Statements are not able to continue via their usual method. These were initially deferred but subsequently have been replaced by virtual meetings, where families are in agreement.

What the current barriers are

It is disappointing that WG has not taken on board the requests from LAs for temporary notices in relation to SEN. As previously stated, it is not possible to replicate the school environment at home

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It would have been helpful if the Education Minister had been able to relax the timeframes around the statutory duties in relation to SEN, in line with relaxing other statutory duties, i.e. FPNs for non-attendance, early in lockdown as it would have alleviated unnecessary pressure. However, a temporary notice from WG would still be welcomed.

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What guidance have we issued to schools to ensure that they are clear around legal and local authority expectations in relation to the continuity of learning for all learners with SEN?

Advice and guidance has been shared with colleagues in the LA and with schools to ensure that all are clear on their statutory duties.

Main issues to be considered, both nationally and local, in planning for recovery
A relaxation in the timeframes around the statutory duties in relation to SEN, would be beneficial to all. Once learners return to school, there will need to be an understanding that this will not be the same learning environment that was previously available.

Appropriate and proportionate adjustments will need to be made. Staff, learners, and parents will need to be flexible.

What arrangements have we made to ensure the continuation of the statutory assessment process?

As above

What is currently working well

Statutory assessment process continues as normal with very few cases 'on pause'. Panel process continues to record and monitor assessments on a weekly basis. Statutory timescales for ongoing assessments are being maintained. Proposed and Final statements have continued to be produced and sent within required statutory timescales. Annual Reviews of Statements are not able to continue via their usual method. These were initially deferred, but subsequently have been replaced by virtual meetings, where families are in agreement.

What the current barriers are

As above

Further guidance, support and professional learning needs

It would have been helpful if the Education Minister had been able to relax the timeframes around the statutory duties in relation to SEN, in line with relaxing other statutory duties, i.e. FPNs for non-attendance, early in lockdown as it would have alleviated unnecessary pressure. However, a temporary notice from WG would still be welcomed.

Main issues to be considered, both nationally and local, in planning for recovery

LAs are doing the best job they can in relation to SEN provision within the current confines. Once learners return to school, there will need to be an understanding that this will not be the same learning environment that was previously available. Appropriate and proportionate adjustments will need to be made. Staff, learners, and parents will need to be flexible.

Do we have a co-ordinated approach in providing parents of pupils with SEN with up-to-date, accessible information in relation to: continuity of learning, provision and access to support and guidance?

Yes- please see points above

Sustain and recovery

What actions have we taken to support the transition arrangements for learners with SEN?

What is currently working well

Placement panels for specialist educational placements have continued to take place, in an adapted format, to ensure that planning continues in preparation for learners' return to school.

Alternate arrangements have been made for transition where learners are changing placement: phone calls, booklets and virtual tours are currently replacing the traditional school transition visits

Early Years transition information from Flying Start and non-Flying Start EPs was already in place and communicated to schools prior to lockdown. The EPS continue to monitor this to ensure that the pre-schoolers who were due to enter nursery in April can do so in September, or when schools reopen. The needs of the known nursery pupils due to transition to school have been considered as part of the schools' allocation of money for enhanced provision.

Main issues to be considered, both nationally and local, in planning for recovery

A phased introduction will be required for all learners returning to school however this is especially important for pupils with SEN who are transitioning to a new placement.

2. Learners who are eligible for free school meals – areas you may wish to consider

Curriculum and learning

Can we be assured that we have identified the level of risk to the continuity of learning of each e-FSM learner and how have we used this information to inform our response and provision?

The initial concern with regards to learners eFSMs was in respect to the delivery of free meals, this then morphed into a system of vouchers and direct payment. Free supplies of sanitary products have been distributed to the hubs and across the community for those young females who require these products. Those pupils who are digitally excluded have been identified and paper based resources have been distributed to them either by schools or by LA colleagues (e.g. EAL and GTs). In addition to this schools have lent IT equipment and the LA has purchased IT equipment with the funds provided by WG to ensure continuity of learning.

What is working well

Schools

All schools have deployed heads of year and or attendance/wellbeing officers to keep in touch with pupils and provide pastoral or academic advice. Most schools have issued guidance to parents and pupils regarding the process for GCSE grades via social media platforms, school website and by letter. Only a very few pupils/parents have contacted schools regarding concerns about GCSE grades. Schools work well in supporting pupils regarding future learning pathways by ensuring that most pupils have a destination to go to when they leave year 11. This has been achieved by ensuring that heads of year 11 work closely with pupils, parents, Merthyr College and Careers Wales.

The 'virtual' open day provided by Merthyr College regarding FE courses received a positive response from pupils.

Schools were quick to react to providing distance learning activities and most schools have done this well through various platforms.

Schools have worked well to ensure that vulnerable learners have been provided with digital equipment and regularly hand deliver resources to pupil's homes if necessary.

CSC

Challenge Advisers have worked collaboratively with the LA to support schools in ascertaining how many vulnerable pupils were at risk of being digitally excluded from accessing online learning resources and the information from this survey has allowed the LA to provide electronic devices to vulnerable learners. In addition, Challenge Advisers have worked with schools to assess the school's confidence in delivering online learning content to their learners. Where schools have needed support, this has been brokered accordingly.

However, it is important to note that the advice from Challenge Advisers with regards to continuity of learning has been centred on the premise that distance learning for pupils should not be exclusively about providing material that is only accessible through an online platform but should be a 'blended' approach with a mix of digital and non-digital

material. All Challenge Advisers have received professional development training regarding continuity of learning under pandemic conditions to best support their schools and give accurate advice and guidance. CSC have also provided the same professional development training to all officers within the LA Learning Department in order that all officers both LA and CSC have a common understanding of the challenges that are facing all pupils including those who are most vulnerable.

Challenge Advisers have signposted all schools to utilise the guidance and advice that has been provided by Qualifications Wales and the WJEC regarding centre assessed grades for the summer of 2020.

Youth Service

Targeted Youth Service Teams employing KIT strategies have generally had success in maintaining contact with young people. Most young people prefer contact via telephone or text rather than video conferencing. Many young people are happy to discuss issues they face, including school work and support is given on how young people can manage their time effectively. Staff have been able to send resource packs to young people and parents that can support mental health and wellbeing. Please note that this is only with young people who were engaged with the service prior to lockdown.

Open access youth provisions have been able to offer weekly on-line activities to members and the staff also keep in touch with their most vulnerable young people and are available to contact to discuss any issues they may have.

What needs to be refined

Some parents are reporting that they would benefit from a more robust package on how to support their children to engage in home learning as some feel that they do not have the skills or the confidence to do this effectively, if at all.

The use of a variety of on-line platforms to deliver interventions and on-line courses is limited due to concerns around privacy and safeguarding, this can stifle innovation as young people use a vast array of social media platforms. However, we are aware of our safeguarding responsibilities.

Barriers to overcome

The ability and willingness of the vulnerable pupils to complete the work. A lot of the motivation will need to come from the parents or carers. The worry is whether the vulnerable pupils are finding this way of working more challenging and therefore falling further behind their peers.

Some young people report that they do not want to discuss issues over the phone or via video conferencing, with video conferencing being particularly problematic either due to the confidence of the young person or, in some cases, data usage limitations on family internet contracts.

Some young people are not happy with staying at home and are breaking the lockdown guidance, some refuse to engage in their school work or do not have the internet or equipment access to do so.

Some young people associate the work of their youth worker/lead worker as an extension of school work and do not want to engage in anything other than basic keeping in touch.

It is generally felt by front line workers that telephone/video conferencing is not a suitable medium for the delivery of in-depth interventions, completion of action plans and overall judgements about a young person's wellbeing due to the lack of visual information/cues.

This is also not a long term solution to engagement in open access settings and there are concerns about when open access provision will, once again, be open to young people.

It is not easy to build a relationship with newly referred young people using these current methods.

Some young people are reporting that they are happier now that they are not in school and quite early like their own company e.g. some of pupils with ASD.

Further guidance, support and professional learning needs

Clear guidance on GCSE and other KS4 courses and how they will look over the next two years from Qualifications Wales and WJEC.

Lots of information is being circulated from a lot of different sources via email, it may not always be in a suitable format for parents and young people to access.

How are we ensuring that all learners eligible for free school meals have access to technology that enables them to engage with learning resources on Hwb and other platforms?

As above in previous responses and those made below for EAL/GTs

What arrangements have been put in place to ensure that e-fsm learners in year 10 and year 12 will not be unfairly disadvantaged in their progress through GCSE, vocational, AS and A level courses?

Merthyr Tydfil is tertiary authority so support for Year 12 is made via the local College. For Year 10 efsm pupils, similar approaches to other efsm pupils have been put in place, each secondary school has also developed a clear timetable of distance learning to ensure that work from different subject areas is delivered in a managed and cohesive manner so as not to overwhelm the learners. Year 10 were one of the priority year groups for ensuring access to digital hardware.

What arrangements have we made to support current year 11 and 13 e-fsm learners to support them with concerns about their examination grades and progression routes?

As per comments above and below

What arrangements do we have for e-fsm learners following courses in partnership with FE providers such as junior apprenticeships and 14-16 part time vocational courses when they do not spend the whole of the school week in their home school?

As per comments above

Schools, tutors, and LA staff are liaising closely with the college to ensure that these pupils have access to learning and that their wellbeing is supported.

Welfare, equity and wellbeing

What arrangements are in place to utilise the skills and expertise of wider local authority services such as the Youth Service, Families First and Flying Start to support our continuity of learning provision for e-fsm learners?

The Families First Manager sits on the education led Vulnerable learners' panel. This provides a link to Families First projects and the Early Help Hub, which is where the Merthyr Tydfil Team Around the Family model sits.

The benefits of this is to have knowledge of many interventions that the vulnerable learners may require, as well as the sharing of information when the learners are already involved with Families First.

In addition, Families First contributes several keyworkers to keep in touch with families at this vulnerable time. This has allowed for a stronger partnership working and information sharing around these pupils.

What steps have we taken to engage with the voluntary sector/3rd sector organisations to contribute to arrangements to support e-fsm learners and their families?

There has been strong engagement with the voluntary/ 3rd sector. Agencies have made changes to their services for support for Domestic Violence, anxiety, mental health, Universal Credit, Parenting, and general online advice to enable continuity of delivery. Healthy Schools have developed new online family relationships resources for parents/carers which have been duly shared. The Youth Forum has continued to promote and share its resources to support pupil mental health and this is shared on their facebook page a specific social media platform (PADET) The Youth Forum developed a recycling and upcycling competition to encourage participation and as a diversion to support mental health and environmental issues.

What arrangements have we made for the provision of ongoing careers advice and guidance? If we have arrangements, for example piloting the Gatsby Benchmarks, how are we using this expertise in the current context?

Careers Wales have continued to provide their services, although these are also only available via phone or online at present. School and I2A staff, tutors and the college have liaised with Careers Wales to ensure that learners continue to plan for their future. Career Wales are also producing a series of videos from secondary school alumni to encourage young people to consider their options.

What arrangements have we made to ensure that no pupil is disadvantaged because of difficulties in their family context to provide support or a place for learning?

As per previous comments

To what extent are schools with strong community focus continuing to provide wellbeing support for families and children in receipt of free school meals? How can we be assured that this is effective?

Schools and LA colleagues are keeping in touch with all their pupils, especially those identified as vulnerable. A robust KIT system is in place as well as an escalation process for any concerns.

How can we be assured that our approach to the provision of free school meals is addressing the needs of learners and families effectively enough?

As above

Organisational

What arrangements are in place to establish sustained contact with hard to reach e-fsm learners and their families? Are we, as a local authority/school, confident that our keeping in contact arrangements are sufficiently comprehensive and address the specific challenges experienced by individual e-fsm learners and their families?

As above

How successful are our arrangements to work with other local authority service areas?
Are there any examples emerging that might be considered as effective practice and could be shared more widely?

The current situation has shown how more joined up working practices have resulted in strengthened communication channels.

What actions have we taken to consider how support staff, particularly family engagement officers and wellbeing support officers have a clear role in the continuity of learning for e-fsm learners?

All schools have deployed teaching staff and or attendance/wellbeing officers/FLOs to keep in touch with pupils and provide pastoral or academic advice.

Sustain and recovery

How are we working with schools to ensure that e-fsm learners are ready to make the transition from year 6? How can we be assured that these learners are sufficiently well prepared for this step?

All secondary schools have produced social media materials for those pupils in year 6 and for those with ALN to support transition. Primary Schools with learning resources bases have undertaken similar activities for their new intake as has Greenfield Special School. These have been shared via booklets and videos. This type of a resource would be beneficial to retain moving forward as it would help to ease anxiety caused by the thought of change.

What actions are we taking to prepare e-fsm learners for the return to sustained engagement in learning either virtually or in face to face contexts?

As above

3. Learners who have English as an Additional Language, families with low literacy levels, learners who are Gypsy Roma Traveller or from a minority ethnic background – areas you may wish to consider

Curriculum and learning

How are we and our schools supporting families who may not have access to hardware suitable for the continuation of learning at home? This may relate to linguistic, financial, or cultural barriers.

Schools have delivered paper-based resources to pupils as well as loaning chrome books to those who need them most.

The EAL/GT Team has identified digitally excluded families and has provided them with paper-based resource packs. The EAL/GT Team has purchased a range of books to support both education and wellbeing.

What arrangements have we established to support families where there is a limited understanding of the curriculum their children are following? Are they able to support the continuation of learning at home?

Schools have been KIT with their EAL/GT pupils and raising any concerns using the process in place. In addition to this, the EAL/GT Team has been making home visits and weekly KIT phone calls. Additional resources have been provided when required. Support and advice offered, including informing keyworker families about Hub schools' provision and applications for FSMs.

Is there a collective and flexible approach based on regular contact with families?
Is tailored support available based upon need and/or age?

There is a coordinated and approach to KIT between the schools, and the various teams within the LA. Resource packs have been provided to learners based on age and ability.

Welfare, equity and wellbeing

In addressing continuity of learning, how have we maintained focus on pupil and family wellbeing? Are we using this information to best support hard to reach families?

Support and advice provided where home visits and weekly KIT calls have revealed issues; good joined-up working with schools, agencies, and Hub schools; welfare visits carried out. Vulnerable pupils followed up on a weekly basis. Sanitary products have provided to pupils of Years 5/6 and of secondary school age

Are we able to draw upon support from partner agencies to provide support for families experiencing these difficulties or signpost to organisations that can help? Are there opportunities for families and learners to seek support, especially where there are sudden and profound changes to home life?

There are tight partner agency working arrangements in place. Families and learners can seek support via the Vulnerable learners process should their circumstances change. Referrals made regarding food parcels, applications for free school meals, wellbeing, and places in Hub schools etc have all been addressed.

Organisational

How do we ensure we hold accurate and up-to-date information so that families are contactable? How successful have we been in establishing and maintaining regular contact with these specific groups of learners?

Database of vulnerable pupils managed by Inclusion. Vulnerable pupils identified and contacted on a weekly basis. Home visits made to check on welfare and deliver education material.

How have we managed to maintain communication with parents of EAL learners? Are all languages equally accessible?

Polish BSA maintains contact with Polish families. More difficult with other families but barriers to language have been overcome.

Do our systems support effective cross LA working to meet the needs of learners with EAL, GRT learners, and learners where there are low levels of literacy at home?

There is a good joined up approach to meeting the needs of our EAL/GT learners. Schools have delivered paper-based resources to pupils as well as loaning chrome books to those who need them most.

The EAL/GT Team has identified digitally excluded families and has provided them with paper-based resource packs. The EAL/GT Team has purchased a range of books to support both education and wellbeing. In addition to this, the EAL/GT Team has been making home visits and weekly KIT phone calls.

Are there successful processes in place to promote the sharing of good practice with regard to these groups of learners?

Good communication links with schools and Hub schools and the tight joined up approach of multi-agency working.

Do we feel that provision of IT equipment for these groups of learners during the period of impact of the COVID 19 pandemic would be beneficial and practical to administer/fund?

Some digitally excluded learners have received equipment via schools. However, other families struggle with limited internet service and multiple demands on technology and connections. Additional equipment would not be suitable for these families without improved broadband service. Some families have expressed a preference for paper-based resources.

Sustain and recovery

Is there sufficient specific focus on ensuring an effective flow of information to ensure these groups are aware of the support, which is available locally, and of arrangements as the pandemic develops? How effective is communication to create and maintain dialogue with hard to reach families?

Confident that we have opened dialogue with our harder to reach families. They welcome the KIT calls and know where to come for support and advice. Further consideration needs to be given the accessibility of some information.

4. Learners who are EOTAS

Curriculum and learning

To what extent have we taken a co-ordinated approach with our EOTAS providers to develop, deliver and support suitable modes of learning for learners receiving EOTAS, including for alternative and/or vocational provision that may be difficult to replicate or sustain through online or remote learning programmes?

There has been strong partnership working with EOTAS providers, particularly with regard to Special Tuition to deliver remote learning. Learners were given workpacks at the start of lockdown phase. Learners have been contacted daily where possible to ascertain level of need in terms of any additional work, with some learners returning work by email, post and/or drop off to a central location. Initial advice to avoid live streaming of lessons has been adhered to.

Since the closure of Ty Dysgu Dowlais and Ty Dysgu Homfray on 20/03/20 the following measures have been in place to support learners remotely:

- Initial home learning packs were made and collated on 19/03 & 20/03 and were distributed to all pupils' homes on 20/03.
- ALNCo is placing regular wellbeing calls to all students and more work has been provided as and when it is required.
- KS2 and KS3 pupils have been invited to join the "Seesaw" on-line learning community (instructions and QR codes were delivered) and work has been placed on this platform by staff.
- Maths instructional videos to go with the paper-based work have been recorded and uploaded by staff.
- KS3 & 4 pupils have also been set Wellbeing tasks via their Khan Academy accounts, with which they are familiar, as they use this platform regularly in school – an identified staff member is monitoring usage and engagement and rewards have been offered as an incentive to engagement

- KS3 & 4 pupils were sent out a “Digital Passport” document containing their HWB password, Khan Academy log in details and iDEA log in details
- Careers Wales has produced a digital newsletter for Year 10 & 11 students with contact details-this has been sent to learners via our Teachers2Parents communications
- I2A staff have fed back information regarding learner wellbeing and have distributed activities and helped us to distribute work
- TDD/TDH staff have participated in the collation of information for SEBD panel and CP meetings and staff have participated in meetings remotely
- Staff have been undertaking remote learning in Safeguarding (Level 3 training provided by HWB), Google Classrooms and ADHD/ASD

What actions have we taken to support EOTAS providers to facilitate learner access to devices, connectivity and suitable learning resources to enhance continuity of learning?

An assessment of need was carried out by tuition staff and devices have been made available via the ‘home’ school and LA.

How can we assure ourselves that suitable transition arrangements are in place for key learner groups in receipt of EOTAS, including Year 6, and for maintaining continuity of learning for progression for Y11 and post-16, whether that is in a school, FEI or a WBL setting?

All Y11s have been kept updated of their College applications, and nearly all have seen no detrimental impact, in terms of any Y12 destination plans.

The college has been working with the Welsh Government, other FE colleges, regional consortia and schools across Wales to develop a range of materials and resources to support year 11 transition. These resources and materials have been uploaded onto a dedicated Year 11 Bridge to Post 16 Learning Hwb.

The Hwb provides an extensive range of information, which will be regularly up-dated, to help learners explore their Post 16 options.

<https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills/>

In addition to the Hwb, the college is in the process of finalising their own sets of year 11 transition materials for each individual subject area. These will be emailed out to all of their applicants straight after Whitsun. The links will also be sent to the secondary schools to put on their class charts and other communication platforms that they have for pupils and parents.

Welfare, equity and wellbeing

To what extent do we have a co-ordinated approach between our local authority and EOTAS providers for communicating with and supporting our learners and their parents and carers?

Daily contact, KIT procedures and panel meetings have helped ensure welfare. Tuition staff have attended all online care and support meetings, social services, etc. All learner families have been supported via telephone calls and staff have been available to take calls. Colleagues from Special Tuition attend the weekly Special Tuition Panel and Vulnerable Learners Panel and are aware of the process to follow should there be any concerns.

<p>The ALNCo at TDD/TDH is placing regular wellbeing calls to all students and more work has been provided as and when it is required.</p>
<p>What are our arrangements and expectations for EOTAS providers for recording, reporting, monitoring and follow-up on learner attendance and staying-in-touch plans?</p> <p>All staff record and monitor levels of pupil engagement. This is shared at panel meetings and escalated should there be any concerns.</p>
<p>What actions have we taken to facilitate, strengthen and assure ourselves of learner on-line safety?</p> <p>Information has been shared with staff, parents and pupils on how to stay safe online and the original guidance not to live-stream was adhered to.</p>
<p>What steps have we taken to ensure continued access to multi-agency services for learners receiving EOTAS, which includes therapeutic support for those with mental health difficulties and/or challenging behaviour?</p> <p>Exchange counselling services, BST/Outreach telephon consultation, I2A support, EPS helpline and Wellbeing packs will continue to be offered, but this does not replace the benefits of face to face delivery.</p>
<p>Are we continuing to offer respite provision, and have we considered extending this provision in the current context?</p> <p>Respite provision has been offered, but to date the take up by our EOTAS pupils has been low.</p>
<p>Organisational</p>
<p>What arrangements have we made to ensure that our inclusion services and resource plans facilitate and support suitable access to hub and distance learning for all EOTAS learners?</p> <p>As above</p>
<p>What arrangements have we put in place to support EOTAS learners by re-shaping the responsibilities of officers and practitioners such as teachers, teaching assistants and youth workers to ensure coverage of wellbeing and learning provision?</p> <p>As above</p>
<p>To what extent have we established a co-ordinated approach between the local authority education and other directorates (particularly social care, where appropriate), to determine and manage the risk factors for families of and learners in receipt of EOTAS?</p> <p>As above</p>
<p>Sustain and recovery</p>
<p>Do we have a co-ordinated approach across our local authority for developing and implementing suitable plans to retain learner engagement over time, and re-integrate learners in receipt of EOTAS after a prolonged period out of education?</p> <p>After May half term there will be a review of this year's staffing structure, curriculum and timetable and then plans for 2020-2021 will be outlined – remote meetings will be held where necessary and surveys/SWOT analysis will be distributed via TEAMS. There will also be discussion with partner schools, Merthyr College and other potential stakeholders e.g. Black Sheep Training, Forest School.</p>

5. Vulnerable children (including children on the CPR, looked after children, young carers, children and young people who offend) – areas you may wish to consider

Curriculum and learning
<p>How have we made sure that these CYP have the necessary resources to engage in education, eg regular supplies of books and stationery, ipad/Chromebook/laptop, broadband access?</p> <p>Schools are keyworking for their CLA and CPR pupils, including regular KIT, provision of planned work packs and online resources.</p> <p>Support packs have been produced by a variety of agencies (including EPS, CSC, voluntary sector and WG) on numerous subjects (for example bereavement, anxiety, online learning). These have been shared with foster carers via the Foster Carers Facebook Page and Whatsapp group, and with all staff within Children’s Services. The LACES team, supported by Twynyroden Community Centre and Stephens and George Charitable Trust have devised and distributed learning resource packs for all of our CLA pupils to support engagement and learning and assist placement stability.</p>
<p>In discussion with Children’s Services/other services, what agreed arrangements have we made to enable these CYP to attend school for learning and for wellbeing and mental health benefits?</p> <p>As above</p> <p>Colleagues across the LA are aware of the Admissions Panel and Vulnerable Learners Panel processes and have representation on both.</p>
<p>What similar arrangements have we made to support other children and young people at risk but who do not meet the threshold for child protection and how are we identifying them?</p> <p>The colleagues from Children’s Services and the CLA Education Coordinator sits on the weekly ALN Clearing panel and Special Tuition panel ensuring that crucial decisions and support in relation to CLA pupils are not deferred/delayed. Statement reviews have started to be held virtually and the LACES Team form part of these meetings for all CLA pupils.</p> <p>Support packs have been produced by a variety of agencies (including EPS, CSC, voluntary sector and WG) on numerous subjects (for example bereavement, anxiety, online learning). These have been shared with foster carers via the Foster Carers Facebook Page and Whatsapp group, and with all staff within Children’s Services. The LACES team, supported by Twynyroden Community Centre and Stephens and George Charitable Trust have devised and distributed learning resource packs for all of our CLA pupils to support engagement and learning and assist placement stability.</p> <p>There is an allocated Looked after Children Education Service (LACES) officer allocated to each CLA pupil – their role is to liaise closely with schools, as well as KIT with CLA pupils and carers on a regular basis, escalating any concerns to the Team Manager (CLA Education Coordinator). Referrals are forwarded to the weekly LA Vulnerable learners panel if further escalation is required – the CLA Education Coordinator forms part of this panel. Continued dialogue between the CLA Education Coordinator and Team Managers for CLA and Family Support ensure that timely referrals are made for CLA pupils where there is need.</p>
<p>Have we discussed with the YOT and other relevant support agencies and agreed suitable opportunities for these young people to attend school or other providers in order to keep them engaged in learning and to support their mental health and wellbeing? To what</p>

extent have we collaborated with other providers such as FE colleges and work-based learning in order to provide these learners with vocational learning opportunities?

Regular dialogue with CLA Education Coordinators in other LA's to monitor and address the support needs of Merthyr Tydfil CLA pupils placed out of county, and CLA placed in Merthyr Tydfil by other LA's. This is in addition to regular dialogue with the allocated social worker and relevant Team Manager.

Welfare, equity and wellbeing

How have we planned support in collaboration with other services, such as Young Carers Trust and third sector organisations, to provide mental health and wellbeing interventions for young carers during school hours?

As above

How have we ensured that contact details of support agencies that are available to young carers are shared with the children and young people?

All relevant information has been shared with schools and LA colleagues. This has in turn been shared with learners and posted on school websites.

Organisational

Is our record of all children and young people in these groups in every school accurate? How can we assure ourselves that we hold the most current information? For example, what arrangements have we made with the Youth Offending Team to ensure that all CYP who offend are known to the LA education service?

This type of information is communicated via the Bronze Command Group and then disseminated accordingly.

How have we ensured that these CYP have access to a named 'trusted adult' from their schools who will check in on them regularly by telephone/email?

Schools are keyworking for their CLA & CPR pupils, including regular KIT, provision of planned work packs and online resources. Those best placed in the school to KIT with the CYP have been identified to do so.

What actions have we taken to provide more educational support to foster carers, kinship carers, parents whose children are looked after but remain living at home and staff in residential homes?

- Weekly KIT via LACES – These calls offer academic/wellbeing support to young people as well as support, guidance and signposting to parents and carers.
- Regular engagement tools sent out to foster carers via the Facebook and Whatsapp group.
- Regular liaison between LACES and social workers to identify families where pressure is building. This allow us to identify the families that may require more intensive Children's Services support, as well as more intensive KIT support from schools and possible referral to Vulnerable pupil panel/hub application.
- Learning resource packs have been distributed to all our CLA pupils.

What measures have we put in place to ensure that school staff participate in LAC statutory reviews in order to plan and review specific education provision through the PEP?

The allocated LACES worker is responsible for liaising with the relevant school to ensure that the PEP is updated and available in readiness for the CLA review. The LACES worker confirms the remote contact details for the relevant school staff member who will partake in the Statutory Review. This information is passed by the LACES worker to the social worker and Independent Reviewing Officer in readiness for the meeting. Any issues in relation to this process are escalated to the CLA Education Coordinator.

How have we planned support in collaboration with other services, such as CAMHS Early Intervention and Prevention Service and school nursing, to provide mental health and wellbeing interventions during school hours for LAC and other children and young people at risk?

PCAMHS clinicians have offered his support to the Exchange counselling service in order to enable more access to mental health and wellbeing interventions for all pupils who may require this.

Sustain and recovery

Are we ensuring that relevant school staff are attending important and statutory planning and review meetings for children at risk, including child protection case conferences, core group meetings, statutory LAC reviews and other multi-agency meetings?

School staff and/or LA staff are continuing to provide reports and attend child protection case conferences, core group meetings, statutory LAC reviews and other multi-agency meetings to ensure that review meetings for those learners at the greatest risk continue.

Sustain and recovery

The current situation has meant that we need to work differently and because of tighter partnership working, stronger channels of communication and working arrangements have become evident. One such clear example of this, is the weekly Vulnerable Learners Panel. This could continue in its present form but meet on a monthly or half-termly basis.

As part of our recovery plan we will need to critically re-think some of our approaches to enable the continuity of learning. A key part of our recovery plan will be the need to focus on wellbeing of **all** learners and staff. We are mindful that some learners may not want to return to school, while others may feel anxious about doing so and some will not be used to being back in busy rooms. To support children and young people returning to school the curriculum will need to focus on wellbeing. Training has been developed for school staff and keyworkers in order to ensure that they are more able to support learners, and themselves, on the trauma of lockdown. This will need to be context specific and will be geared to staff dealing with pupils and preventing multi-agency services getting overwhelmed.

Schools have produced materials for those pupils in year 6 and for those with ALN to support transition. These have been via booklets and videos. This type of a resource would be beneficial to retain moving forward as it would help to ease anxiety caused by the thought of change.

This a good time to look at whole school approaches to health and wellbeing and planning the new curriculum and the ALNET. A particular focus will be a whole school approach to mental health and wellbeing. It could involve utilising established approaches to attachment and trauma for example Trauma Informed Schools (TIS), Thrive and ACE awareness. This would involve remote training for staff to upskill and prepare effectively for the pupils. Much attention will need to be paid to the wellbeing of the staff and the concerns and worries that

they have. It will be a difficult time for the staff and attention should be paid to alleviating as many fears as a school can with effective communication and support mechanisms in place. Most schools should be well placed for this having been part of the Edsupport Staff Wellbeing Survey.

Ensuring that parents and pupils understand that GCSE and other KS4 learning pathways will not look the same when schools do eventually return. In essence, schools and the way in which learning that occurs will look completely different compared to what they were like pre-March 2020 and this will need to be communicated to all pupils and parents.

The current situation has ensued an improved engagement with some of our harder to reach families and this improved trust and communication could further strengthened.

The development of a checklist for schools will help to ensure that the move back into school will be as smooth as possible. This will consider the following;

- Communication- needs to be accessible for all
- Curriculum- a mixture of pastoral and curriculum
- Online learning- mindful of the fact that a number of pupils would prefer face to face delivery
- Classroom arrangement- group work, space for one to one support
- Staffing
- Registration
- Triage
- Social distancing
- Health
- Personal hygiene
- Cleaning
- Transport
- Playground/break time arrangements
- PPE
- Storage
- Breakfast Clubs/ catering
- Delivery of outside providers on the school site e.g. Peri Teachers

Further consideration would need to be given to the following;

- How training could be adapted to an online delivery e.g. Manual Handling, First Aid
- Any changes to the terms and conditions of the PDG grant will have an implication on school budgets.