Below is an example of what you could plan and consider for your Recovery Plan. This is to help you plan strategically for a return to school. These are prompts and not an exhaustive list. You will need to tailor this to the needs of your pupils and your setting, and in line with any Government Guidance.

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| Key areas | **What needs to be planned for?** | **Agreed actions to support this** | | |
|  |  | **Short term – Phase 1** | **Medium term – Phase 2** | **Long term – Phase 3** |
| Planning for Needs of Pupils with SEND | Consider the needs of your cohort of pupils and identify who your most vulnerable pupils are  Check that there are appropriate and up to date risk assessments in place for those pupils that need them  Identify those that will need an Individual Reintegration Plan and a high level of support when returning to school  Consider a Reintegration Transition Programme that facilitates a graduated return, including graduated visits for those that may need it  Preparing pupils for a different school / ‘new normal’ (e.g.: photos of workspaces, additional visits, social stories etc)  Consider pupils with sensory needs and what additional support they may need (e.g.: reducing visual displays, a designated safe space)  Consider what potential triggers may arise for pupils and plan for this |  |  |  |
| Pupil and Family Wellbeing | Ensure you gather the voice of pupils and their families in a way that is supportive and appropriate to them (e.g.: survey or questionnaire, phone calls or a virtual meeting)  Prepare pupils for their return to school. This could be through graduated visits, resources to support their understanding of how things will be different  Ensure pupils know what to do if they feel they are not coping during the school day and this is shared with their families  Prepare parents/carers for what to expect and how they can support (e.g.: what equipment to bring into school, what stays at school, procedures for arriving and collecting from school, etc)  Ensure clear lines of support are in place to support families such as identifying a key person who will be the main point of contact  Establish regular communication with pupil and family in an agreed way that supports them (e.g.: daily email, regular time to call)  An agreed way to regularly ‘check in’ with the pupil to gather their views on their day  Liaise with Pastoral team (e.g.: HOY, Form tutors, etc) to ensure any support is coordinated |  |  |  |
| Provision and Support | Establish which staff are available to deliver support  Timetable support staff to pupils  Allocate key staff to pupils to support, particularly where Individual Reintegration Plans are in place  Consider what provision will need to be in place to support pupils’ return to school e.g.: reintegration programme to support a graduated return, ensuring there is a designated safe space available, wellbeing support, etc  Consider what provision will need to be in place in the short, medium and long term, for example, in the short term this may be: support with arriving and leaving school, a designated safe space, individual support.  Consider what ‘*reasonable endeavours’* can be made to facilitate provision on EHC Plans (in line with latest Government Guidance)  Consider what travel arrangements will be in place for pupils |  |  |  |
| Curriculum Offer for Pupils with SEND | Plan for any ongoing home learning for identified pupils  Plan for what curriculum will be available (e.g.: a greater focus on wellbeing in the first phase and activities around topics of interest)  Plan for how work will be differentiated  Begin with activities to support wellbeing and to help pupils settle  Link with Curriculum Leads (HODs) to support with planning and preparing materials  Link support staff with curriculum areas |  |  |  |
| Preparing and supporting your SEN/Inclusion team | Consider a programme of CPD / training to support staff with preparing for their return to school (e.g.: Emotion Coaching, Schudio TV)  Consider what will be available to support staff wellbeing  Create clear procedures for how to support pupils in line with school policy  Create procedures for the handling of any equipment in line with school policy (e.g.: laptops, sensory resources, hoists, etc)  Establish clear procedures to follow when a pupil is unwell or not coping in line with school policy |  |  |  |
| Other |  |  |  |  |