

Southview School

Covid lockdown response review 2020/2021.

Throughout the National lockdowns Southview School responded swiftly with a very comprehensive home offer to support children and students' academic progress, mental wellbeing and therapeutic input where we could. Below is a summary of some of the highlights of this period, as well as some of the challenges.

Actions	Impact
The school moved rapidly to a comprehensive home offer within days, and within 24 hours during the second lockdown (2021)	There was minimal disruption in children/students educational impact and families were furnished with a detailed timetable of the support they could expect to receive.
The school remained open throughout the lockdown for those children of key workers and to those families who requested a place. This was extended to holiday provision where keyworker children were offered a place.	Families were able to choose the best form of education, or a blended approach, to support their children/students.
The school monitored exactly what was being delivered to families through school leaders joining zoom sessions and scrutiny of offer timetables, as well as attendance and engagement in these activities. School leaders looked back retrospectively on a weekly bases to ensure all children/students received a rich and balanced range of input.	No children/students were 'left behind'. Where engagement was not high meetings were set with families to explore this and offer alternatives. Certain children were encouraged to attend school as it was felt, and agreed, this would be in their best interests.
<p>Many teachers and support staff went 'over and above' what was expected; the main examples being:</p> <ul style="list-style-type: none"> • A parent evening relaxation session, facilitated by a teacher, to enable parents to meet virtually when their children were in bed. • Equipment delivered to homes to ensure families could access appropriate provision. • Keeping in touch calls made over the weekend as this pattern suited families. • Saturday morning yoga sessions to ensure children/students maximised movement and wellbeing opportunities. 	Families felt very supported – refer to parent questionnaire survey for parent/carer views.
All child protection protocols remained in place for those children in school and accessing remote learning. Where the school had concerns, children were encouraged to be in school as much as was possible where it was safe to do so.	Children and students were kept as safe as possible. The Head Teacher (Designated Safeguarding Lead) was on site when the school was open throughout and at least one safeguarding lead

	was on site during the holiday periods when children were in.
<p>Whilst academic, and to a large extent social and mental wellbeing, input was well met through the remote offer, it was not always possible to replicate dedicated therapeutic input. The Therapists had been redeployed throughout the NHS and were unavailable to support children/students. The school mitigated this as best it could with a comprehensive yoga offer to support physiotherapy, together with a focus on wellbeing for children/students and their families. Where appropriate this was offered on a 1:1 basis.</p> <p>The communication team continued to work on pupil's SaLT targets remotely, as the speech therapist had been redeployed</p>	<p>There was some 'slippage' in therapeutic input, particularly where equipment was involved. Therapists had a catch up programme to remedy this as soon as school reopened to a wider cohort and they had been relieved from their other NHS duties.</p> <p>Pupils continued to make progress, and in some cases, this progress was outstanding.</p>
<p>The curriculum was planned to be adapted to support those children returning to school. The school recognised that a higher input of therapy, wellbeing input or social skills may be appropriate for some children/students. School leaders met with all teachers to pinpoint what classes may have to this more flexible approach in the initial return.</p> <p>The school purchased an additional day of Music Therapy to support children's/student's wellbeing.</p>	<p>The school was pleasantly surprised to find that the overwhelming majority of children/students wanted to return to as 'normal' a curriculum as possible and there was very limited need to make radical changes to the curriculum.</p>
<p>Comprehensive risk assessments were in place throughout for both individual children/students and the wider school protocols and procedures. These were shared with all stakeholders and constantly updated based on national and local guidance, as well as specific 'on the ground' circumstances at school.</p> <p>School leaders provided weekly updates to parents and staff (and continue to do so) giving key information about the impact the virus was having on the school.</p>	<p>All stake holders were kept informed throughout, were able to make balanced decisions based on up to date and accurate information.</p> <p>Children and staff were kept as safe as possible.</p>