

Rosehill School



**‘Snapshot’ Coronavirus Lockdown
Parents/Carers Feedback**

(all pupils)

Completed March-June 2020

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Introduction

This document summarises the discussion with families in relation to the modified section 42 duty to make reasonable endeavours to secure the provision specified in EHC Plans.

In some cases, local authorities and health commissioning bodies may be able to secure or arrange the full provision as set out in the EHC Plan. Where, however, this cannot be fully delivered, or can be delivered, but in a different way to that described in the Plan, a discussion must take place with the parents/ carers/ young person.

In total 114 responses were collected.

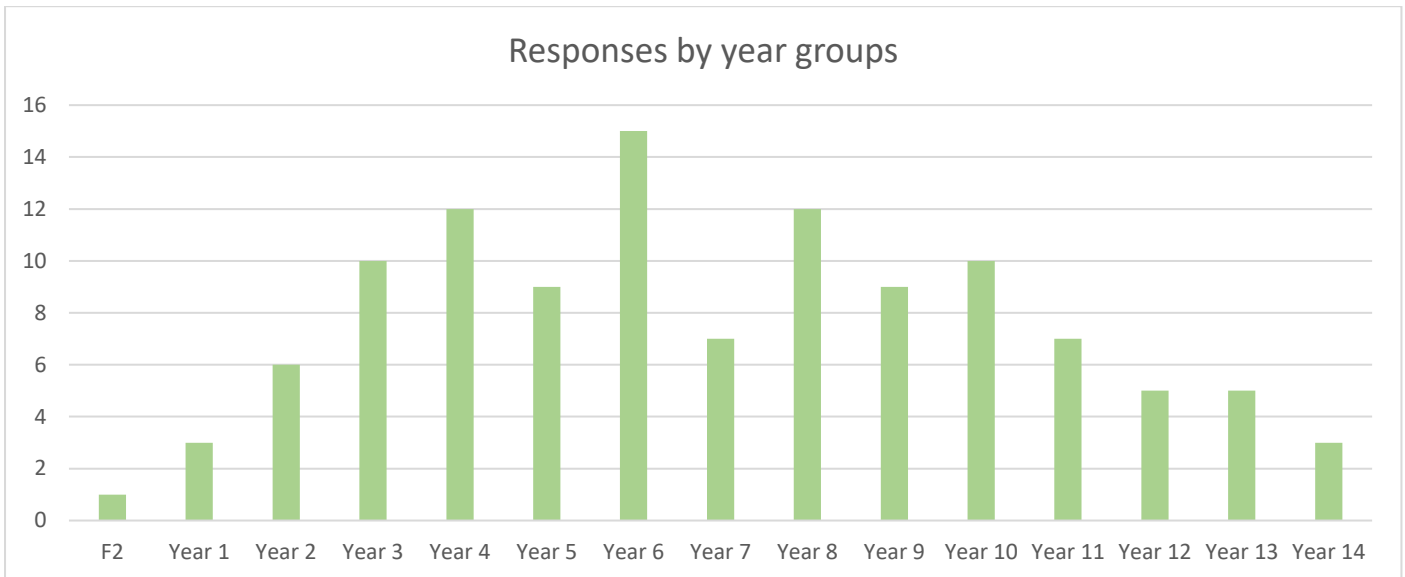
Example of Response Form

SPECIAL EDUCATIONAL PROVISION	
Area of Need (not all will apply in every case)	What is being delivered currently?
Cognition & Learning	
Communication & Interaction	
Social & Emotional Wellbeing and Mental Health	
Sensory, Physical & Health	
Independence & Preparation for the Future	

HEALTH & SOCIAL CARE PROVISION
What is being delivered currently?

Checklist for discussion	
Does the child/student/family have access to WiFi?	Yes / No
Does the child/student have access to a laptop or tablet?	Yes / No
Has the family received a copy of the 'home or school' risk assessment?	Yes / No
Does the family still agree with the 'home or school' risk assessment outcome?	Yes / No
If the answer is 'no' to any of the above questions, please make notes here:	
It is very likely that the provision specified in the EHC Plan is being delivered differently during the crisis – does the family identify any gaps in the new arrangements? Please make notes of the discussion about what might be being missed, or what is not working well:	
What are the child's/student's views about their provision during this period? Please make notes here and describe how these views have been gathered:	
What does the family feel is their biggest challenge at the moment with regard to meeting their child's needs?	
Is there any other relevant information to record?	
Please record here any actions agreed during the discussion, including the commitment to pass information back to relevant services for follow-up:	

Analysis of Questionnaire



Special Education Provision – What is currently being delivered?



Social stories

Social & Emotional Wellbeing & Mental Health

Links to home learning shared

Discussions around going out for fresh air/walks & exercise

Pupils enjoy waving to different services (bin men)

Phone calls by teachers to pupils

Symbols sent home with feelings

IPLJ Targets

Class behaviour management system & reward charts sent home

Discussions about keeping a good bedtime and morning routine

Ongoing conversations with teacher to offer support

Turn taking games

Strategies discussed to support with frustration and self-harming

Therapy balls

Links to home learning shared

Trampoline sent home for exercise and self-regulation

Gym balls offered and delivered if required

IPLJ Targets

Fine motor resources ordered

Sensory ideas shared

Sensory, Physical & Health

Social stories

Healthy eating topics discussed

Links to music videos sent home

Video links with support from OT

Physio encouraged at home

Links to home learning shared

Independence & Preparation for the future

Ideas shared regarding skills to develop independence (cooking / cleaning / personal hygiene / daily living)

IPLJ Targets

Travel travel/ road safety

Working alongside parents on tasks at home

Helping to complete jobs around the house

Working on personal care needs

Personal care activities/ plans

Health Provision – What is currently being delivered?

52% of responses state the pupil is currently healthy and does not require additional health support.

4% of pupils are currently suffering with muscular or joint issues, and are either awaiting appointments regarding this, or have physio plans to complete at home.

3% of pupils have reported they are struggling with sleep, and have medication under review, or have had an appointment with the sleep clinic.

4% of pupils currently have concerns around continence. These are all being followed up by the Continence team.

6% of pupils have current concerns regarding food and eating. During isolation, some diets have improved, but some pupils need to be supervised throughout the day to ensure they are not eating inedible items (PICA plans).

3% suffer with epilepsy and take preventative medication to control seizures.

10% of families have reported they are using food banks during lockdown.

8% of responses reported that the pupil has suffered with heightened anxieties or challenging behaviours during the Coronavirus lockdown.

Social Care Provision – What is currently being delivered?

60% of responses state the pupil currently has no social care involved with the family.

Pupils that are receiving social care have reported that they are regular updates either via phone or in person. Families have reported they are settling into routines and are able to request more home learning when required.

Family support and link workers are continuing to take pupils out where pupil's and families are not isolating.

Some reports from parents have stated they are struggling to keep pupil entertained with lack of space and resources at home.

Safeguarding checks are being carried out where necessary, and regular updates to social care from school are being completed when there is a lack of contact with parents.

Different social care involved includes: Short Breaks, Respite, Whole Life Disability Team and personal link workers.

Checklist for discussion		
Does the child/student/family have access to Wi-Fi?	104 said yes	6 said no
Does the child/student have access to a laptop or tablet?	101 said yes	10 said no
Does the family still agree with the 'home or school' risk assessment outcome?	93 said yes	2 said no

If the answer is “no” to any of the above questions:

7% of parents responded that they have no access to a laptop or tablet, or no access to Wi-Fi. Some parents also reported that their pupil doesn't like to use a computer, or had been advised by the Outreach team to stop using a tablet to support with behaviour management.

In such cases, laptops or tablets were offered/ provided.

Parents have reported concerns about their child returning to school due to health conditions within the family, and feel they are safer at home. Other parents have reported that although they initially thought home was the best place for the pupil, they are starting to struggle when siblings are in school. This is confusing for the pupil.

In some cases, a language barrier or contact with parents has meant it is difficult to complete the above section.

Some concerns were raised around the pupils understanding of social distancing, and this being difficult in returning to school.

9% of parents responded that pupils are struggling away from school, and finding it difficult to engage them with home learning, as they like to keep school and home life separate.

It is very likely that the provision specified in the EHC Plan is being delivered during the crisis – does the family identify any gaps in the new arrangement?

3% of responses stated the pupil is struggling at home, but most responses made a note that their pupil was happy to remain at home, whilst deemed the safest place.

13% reported that the pupil was missing school, but is remaining active by going on walks or playing in the garden.

9% said they had concerns or had issues resolved around computing and home learning, and were either now completing tasks set or creating their own agenda of learning including tasks around the house.

What are the child/student's views about their provision during this period?

The majority of pupils responded that they were missing school and their normal routine, but also said they were happy at home despite this, including 4% reporting that they were enjoying completing activities at home.

5% have concerns of anxieties or self-harm.

What does the family feel is their biggest challenge at the moment with regard to meeting their child's needs? Key points

Challenging behaviour being experienced

The high levels of energy and focus required by parents to keep pupil engaged and happy

Single parent/ feeling isolated

Lacking motivation to complete home learning

Being able to support pupil and siblings whilst second parent isn't around

Struggling with sleeping pattern

Parents concerned long term health will be affected as not going outside

Eating difficulties

Behaviour has regressed since being home

Pupil not being cooperative all of the time. Doesn't want to go for walks or do any work

Getting pupil back into school

Finds it difficult if the weather is bad

Pupil anxious about the virus

Giving individual attention to pupil

Sensory challenges / self-regulation

Lack of education professional presence to extend and identify next steps in learning

Next Steps:

Reviewing the feedback from parents, the school have put in place the following plan. See *School Development Plan, Behaviour and Attitudes (page 39)*.

A Covid-Catch Up plan has been implemented <https://rosehill.secure-primariesite.net/covid-19-recovery-action-plan/>

Laptops/devices for home learning provided, as required.

<p>Priority 4 - Embed the schools early help offer, in order to further develop enhanced support for families (with a sharp focus on transitioning back to school, recuperation plans, health-related absence, increased engagement in their child's learning and knowledge/access of additional services)</p> <p>For detailed action plan see PPG Strategy -Priority D</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> Increased parental engagement, participation and collaboration – <i>parents are partners in learning</i> Sustained and intensive support reaches the pupils and families who need it most Raising awareness of and accessing ongoing school-based support and guidance, including home learning and wider services such as health, social care, supportive agencies and the local offer Pupils' attendance is improved
<p>A. Leaders to devise clear/ accessible information and guidance for parents to support their child's learning and knowledge/ access of additional services e.g. Short Breaks</p>	<ul style="list-style-type: none"> Intensive support for all families to help pupils readjust to school and to maximise outcomes from home learning (ongoing) Home-school agreement introduced (9/10) Parents surveys to obtain current needs (9/20) Analyse parental engagement/needs (9/20) -Plan and deliver programme of workshops/sessions- key focus: early help, health clinics, extended services, home learning (active engagement), transitions Complete website review and accessibility of materials e.g. local offer (AuT) Training for all staff on parental engagement (2/21) 	<ul style="list-style-type: none"> Leaders have an increased understanding of parental needs/engagement, ensuring meaningful action plans are established School liaises closely with WLDT/Children & Families/Health and Transition Teams/EWO to support safeguarding, attendance and family needs at home/in the community
<p>B. Impact of health-related absence is minimised so that all pupils continue to make exceptional progress</p>	<ul style="list-style-type: none"> School reviews provision for the most complex needs pupils (10/20) School to work with parents to develop understanding of the impact of poor attendance. Create action plans, as required Work with CCG/school nurse/health teams on training and support for the school to increase attendance of pupils with medical needs (10/20) 	<ul style="list-style-type: none"> Attendance of persistent absentees is improved by development of parents understanding of the impact of poor attendance/timely support and interventions provided by external services