



Green Meadow Primary School

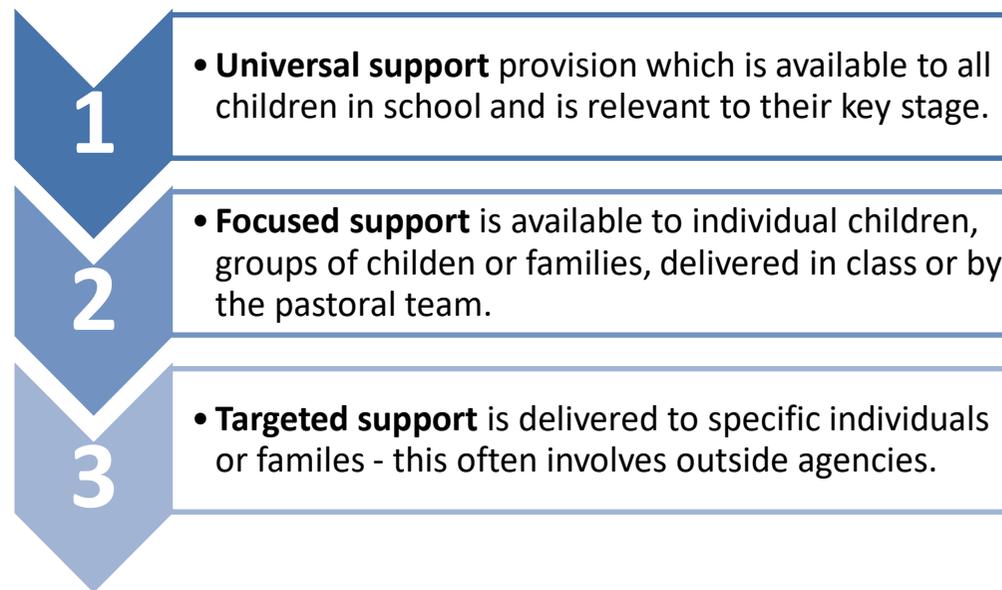
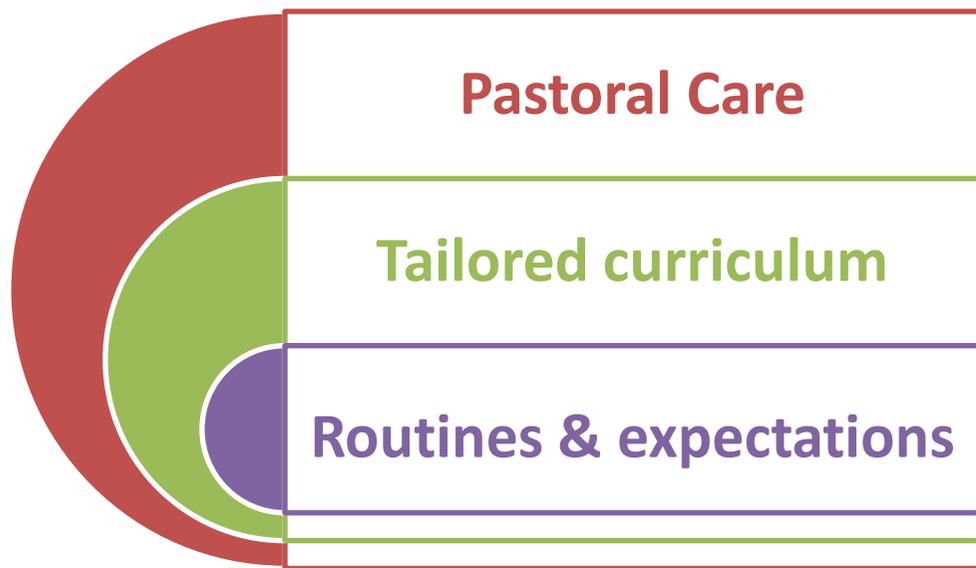
Reintegration Plan



At Green Meadow Primary School, we are determined that all children will receive the necessary support to ensure that no child is left behind. We will do this by committing time to the whole school community to ensure that routines, expectations, standards, relationships, and values are quickly re-established. At the heart of these plans, getting every child 'back-on-track' in both an academic and emotional sense is the absolute priority. We are committed to doing whatever it takes for as long as it takes.

Our reintegration plan is split in to three strands

Levels of support for each strand will be implemented in a tiered approach



The following information outlines the actions that will be taken by staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose, and direction of support.



Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Care Team (SEAL) through CPOMS ➤ Maintain communications and sharing of class work with parents via Twitter and the school's website to maintain that 'connection' ➤ PD and pastoral support to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (CPOMS) ➤ Environments to be low stimulus to support re-integration for SEND (and all others) and should be used to celebrate achievements of children as a motivator ➤ Whole school (teams) assemblies to still maintain a 'togetherness' and to celebrate the successes of the week ➤ Establish up-to-date contact details (especially emails) from parents ➤ Agents of Hope lessons and assemblies to continue through Autumn 1. 	<ul style="list-style-type: none"> ➤ Pastoral team to speak to families who have experienced trauma/change in circumstances – what help do they need? ➤ Acknowledge children who need respite from 'work', providing time and space i.e. time out to read and relax ➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities ➤ SEAL to continue their work with families (via Microsoft teams) as during lockdown ➤ Community support to restart via Microsoft teams and proactive identification of isolated families or individuals who would benefit from participating ➤ SENCo to meet with all SEND children and families. 	<ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified ➤ Referrals to external agencies where concerns have been identified ➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies ➤ DSLs to have face to face time with their children (CP/CIN/EHP cases) ➤ Make necessary referrals for children returning with additional/altered medical concerns (not neglecting mental health)



Tailored curriculum

Universal Support	Focused Support	Targeted Support
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<ul style="list-style-type: none"> ➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice. ➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture ➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. ➤ Continue our reading lessons, which foster the love of reading and book enjoyment, maintaining the focus on discussion and developing oracy skills. ➤ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. ➤ Maths is to focus on Number and Place Value with a daily fluency session. The use of Mathletics should be promoted to all children. ➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games' ➤ AfL will be vital to identify gaps in learning. The Salford reading test, maths fluency assessment and cold write will be completed in week 2. ➤ Our broad and balanced school curriculum will continue to be delivered to all children. Work will be well-matched to need through high quality excellent quality first teaching, 	<ul style="list-style-type: none"> ➤ SENCo to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. ➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning). ➤ Ensure that appropriate groups receive curricular support, but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. ➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about chronology in history, they will receive a few lessons on this prior to learning about the Romans. ➤ September assessments to support identification of starting points and gap analysis – use to identify target groups and priorities in planning and lessons ➤ Children/families who do not have Wi-Fi/devices to facilitate remote learning to be unidentified in September. Wi-Fi & devices to be provided in the event of prolonged absence from school. 	<ul style="list-style-type: none"> ➤ Children who have not engaged in any home-learning, and therefore have significant gaps, will receive specific focus/intervention to support them in quickly returning to pre-COVID level. ➤ SENCo to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support. ➤ Appropriate adults will work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class Teacher about the child's priority learning.
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Routines & expectations

Universal Support	Focused Support	Targeted Support

<ul style="list-style-type: none"> ➤ Whole school assembly via teams by JA to re-establish the school's values and behavioural expectations. ➤ Re-visit the school values and 'over-communicate' this in correspondence with children. ➤ Children to participate in a circle discussion to reach agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want) ➤ A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and bubble integrity. ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. ➤ Hot chocolate Friday to continue but this will involve the child taking home a mug, chocolate sachet and cake until the Covid-19 guidance changes. 	<ul style="list-style-type: none"> ➤ Continue the use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. ➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. ➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations. ➤ Quickly identify groups of children that are not attending as regularly as expected. JA and CR to act on these cases. Family support from SEAL to be provided so families can discuss their concerns. 	<ul style="list-style-type: none"> ➤ Provide additional support materials and offer sessions beyond the school day for those requiring it. ➤ Pastoral team to conduct home-visits for those children with a particularly poor start in terms of attendance. ➤ If individuals stand out as being unable to quickly return to the school's expectations, contact with parents is to be made and a pastoral support plan will be written (if related to poor behaviour). ➤ Specific praise needs to be given to those children that have adapted well (in their own context). ➤ This praise can be awarded in class, through phase assemblies or through conversations with parents. Praise postcards can also be used. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>
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