

RECOVERY CURRICULUM



OVERVIEW

Supporting children and young peoples' re-engagement with face-to-face education

The aim of the Lime Academy Ravensbourne Recovery Curriculum will help our wider community to understand how as a school we are using a holistically approach to support the young people's re-engagement with learning after a significant break in face-to-face education.

The key points that we have focused on when developing this recovery curriculum are:

- Every learner is regarded as potentially vulnerable to anxiety during the transition back
- We have been mindful of the fact that every young person's experience will be different.
- One size does not fit all – due to the complex profiles of our learners all intervention will have to be bespoke to the individual.
- We are attentive to the fact that children's behaviour and cognitive state will regress when they are anxious and have experienced trauma.
- To ensure recovery is on track, SAFETY FIRST – ensure children and young people feel safe before attempting to engage in any academic catch-up.

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Emotional Impact

For our young people we may see this in a range of things from mood swings to outbursts, our young people may feel a reduced sense of self or identity, they may be overwhelmed and could seek a potential isolation or alienation from peers. Below are some ways in which our young people may show this impact:

COGNITIVE	PHYSICAL	BEHAVIOURAL
<ul style="list-style-type: none">➤ Rumination about the person/what has been lost➤ Memories of other losses➤ Difficulty concentrating➤ Reduced memory or forgetfulness➤ Difficulty planning/ carrying out tasks➤ Difficulty problem solving	<ul style="list-style-type: none">∅ Aches or feeling of nausea∅ Tight or dry throat or mouth∅ Shortness of breath or difficulties breathing∅ Rapid heart rate or tightness in chest∅ Feelings of fatigue or exhaustion∅ Gastrointestinal problems	<ul style="list-style-type: none">∅ Changes in sleeping patterns∅ Changes in eating habits∅ Reduction in exercise∅ Socially withdrawing∅ Disengagement in hobbies/ interests

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To help us support the young people at Lime Academy Ravensbourne, the Recovery Curriculum will have four main areas of focus:

Area 1: Supporting me to build positive relationships with others.

- **Area 2: Supporting me to manage my feelings and behaviour.**

Area 3: Supporting me to enjoy and achieve.

- **Area 4: Supporting my physical health and wellbeing**

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Area 1: Supporting me to build positive relationships with others

What this area will help me to learn?

How to rebuild relationships with staff and pupils, re-learn how to interact with others, develop trusting relationships, re-learn skills needed for social activities, re-learn previous used communication systems that are individual to the learner.

Communication + Interaction	Sensory + Physical	Cognition + Learning	Social, Emotional and Mental Health	Preparing for Adulthood
<ul style="list-style-type: none"> ➤ Sharing games ➤ Turn taking activities ➤ Intensive interaction ➤ Practice and consolidation of using their preferred mode of communication system ➤ Trust building games 	<ul style="list-style-type: none"> ➤ 1-1 Tac Pac sessions ➤ 1-1 appropriate sensory massage ➤ A set daily exercise 	<ul style="list-style-type: none"> ➤ Appropriate social stories, which address different types of relationships ➤ PSHE sessions which address different types of relationships, what make a good friend etc. 	<ul style="list-style-type: none"> ➤ Keeping staff as consistent as possible ➤ 1-1 time giving learners individual attention to rebuild relationships 	<ul style="list-style-type: none"> ➤ Developing trust by giving jobs and responsibilities as appropriate ➤ Time to develop strengths and personal interests

Examples of Activities:

- What I am good at display
- Attention Autism – Bucket
- Games and Puzzles

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Area 2: Supporting me to manage my feelings and behaviour

What this area will help me to learn?

How to self-regulate and get ready for learning, to follow behaviour systems within the school including the structures and routine within the classroom, identify and make me more aware of the things that make me happy or sad, develop an understanding of the behaviour for learning expectations, develop an understanding of how my behaviour impacts and affects others, develop an understanding the organisation of my classroom.

Communication + Interaction	Sensory + Physical	Cognition + Learning	Social, Emotional and Mental Health	Preparing for Adulthood
<ul style="list-style-type: none"> ➤ Clear classroom structure and routines ➤ Clear classroom set up with defined areas that have a clear purpose ➤ New triggers for behaviours are shared consistently throughout the team 	<ul style="list-style-type: none"> ➤ Sensory needs to be addressed through a range of sensory activities ➤ Movement breaks to be used as a means for the learners to self-regulate their behaviour 	<ul style="list-style-type: none"> ➤ Schedules, visuals [pictures/symbols], 'now, next' boards, objects of reference, gestures and signs ➤ Working for cards where appropriate ➤ Social stores to where needs to support with behaviour and strategies used ➤ Calming bags 	<ul style="list-style-type: none"> ➤ Strong communication between teams and individuals working with learners ➤ Assemblies 	<ul style="list-style-type: none"> ➤ Dedicated sessions, using role play as a means to develop a deeper understanding of how their behaviour may affect others.

Examples of Activities:

- What I am good at display
- Tac-Pac / Mediation
- Story Massage

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Area 3: Supporting me to enjoy and achieve

What this area will help me to learn?

That I am a valued member of the school and the local community, that I am safe at school, how to follow my personalised visual timetable to support me to understand the structure and routines of my day, that I have choices and a voice that will be listened to and heard, re-learn and further develop my independent social and life skills.

Communication + Interaction	Sensory + Physical	Cognition + Learning	Social, Emotional and Mental Health	Preparing for Adulthood
<ul style="list-style-type: none"> ➤ Choices throughout the day ➤ Virtual EHCP meetings ➤ Virtual Parents' Evening ➤ Digital Passports ➤ Circle time that focus on achievement throughout the day, where applicable 	<ul style="list-style-type: none"> ➤ Sensory journey's that will support the learner to experience the successes of inspirational people with SEND ➤ Movement to music sessions ➤ Set daily exercise 	<ul style="list-style-type: none"> ➤ Consolidation of prior learning ➤ Shared learning activities ➤ Sessions with clear focus in building self confidence and self esteem ➤ Learning opportunities will be fun, stimulating and motivating 	<ul style="list-style-type: none"> ➤ Continuous reassurance about their achievements and successes within the classroom ➤ Ensure that the classroom is an environment that the young person feels safe and secure and maintain consistent structures and routines whenever possible. 	<ul style="list-style-type: none"> ➤ Learners to be given roles and responsibilities within the classroom and around the school to further develop independence life skills.

Examples of Activities:

- Stimulating lessons

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Area 4: Supporting my physical health and wellbeing

What this area will help me to learn?

The steps that I need to take to keep physically well healthy, that the outside environment is a safe place, the new routines that will keep me safe from illness, to build resilience to continue for me to be as mobile as possible, to have greater fine and gross motor skills, to develop tolerance of other pupils, to feed myself as independently as possible.

Communication + Interaction	Sensory + Physical	Cognition + Learning	Social, Emotional and Mental Health	Preparing for Adulthood
<ul style="list-style-type: none"> ➤ Promoting communication through mealtimes throughout the day that includes a healthy range of food. ➤ Continued communication with families through class emails accounts ➤ SaLT programs 	<ul style="list-style-type: none"> ➤ Dedicated PE sessions ➤ Movement breaks when needed ➤ Dedicated fine motor skills activities – doing up zips, buttons, dressing and undressing ➤ A set daily exercise ➤ OT and Physio programmes 	<ul style="list-style-type: none"> ➤ Food technology lessons that focus on balanced diets ➤ Dedicated time for learning new hygiene routines – hand washing, nose blowing, coughing etc. ➤ Visuals to support new hygiene routines 	<ul style="list-style-type: none"> ➤ Opportunities to learn about healthy food and nutrition ➤ De sensitising of known triggers, through individual planning of sessions. 	<ul style="list-style-type: none"> ➤ Timetabled lessons to promote understanding of physical health and wellbeing for lifelong learning ➤ Unties of work that will support understanding of physical health and wellbeing

Examples of Activities:

- Walk a mile a day
- Wake up shake up
- Body awareness

TRACKING

What are we doing at Ravensbourne:

Four Areas of Focus:

1. Building positive relationships
2. Managing my feelings and behaviour
3. Enjoying and achieving
4. Physical health and wellbeing



Evidence Collection Expectations

3 quality pieces of evidence per
are of focus per class.



Existing PLGs

Take evidence linked to any of
the existin PLGs as appropriate
but always use Recovery
Curriculum Tags at all times.

Tags

Minimum of 4 tags for each piece of evidence
1 tag linking to EHCP Outcome
1 tag linking to Recovery Curriculum if applicable
2 other relevant tags or linking to PLG Framework

Comments

Linking all comments to using the continuum with next
steps – prompting, fluency, maintenance and
generalisation