

Feedback From DPCV Key Areas Survey

1 How the anxieties of their children and young people will be addressed?

Derbyshire County Council has issued advice to schools which states, *'Where year groups are returning to school, we would expect school leaders and teachers to consider their pupils' mental health and wellbeing and identify any pupil who may need additional support, so they are ready to learn'*.

This will look differently between schools.

In addition, the Educational psychology Service (EPS) has developed some guidance for parents to help them talk to their children about returning to school

<http://www.services.derbyshire.gov.uk/Page/17579>

The EPS has also developed a series of YouTube videos entitle Traversing the transition to help schools and families grapple with some of the mental health and wellbeing issues which may arise at this time. This includes topics such as trauma, emotionally based school refusal, understanding behaviour, kindness and talking to children about their emotions around the current climate. <http://www.services.derbyshire.gov.uk/Page/17578>

Derbyshire Educational Psychology Service (EPS) and Behaviour Support Service are working with a group of school representatives to draw together ideas for a recovery curriculum, which recognises that many children may have felt a sense of loss over lockdown – e.g. loss of structure, friendships, freedom. A focus on relationships and belonging is at the heart of this approach.

<https://www.evidenceforlearning.net/recoverycurriculum/> Approaches such as Five Ways to Wellbeing <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/> are robust ways to approach planning for wellbeing in school.

2 What are the expectations of covering missed education?

Derbyshire County Council has issued advice to schools which states, *'Where year groups are returning to school, we would expect school leaders and teachers to assess where pupils are in their learning and agree what adjustments may be needed to the school curriculum over the coming weeks'*.

In addition, the government has announced a £1 billion catch up programme. We understand that £650 million of this will be going into schools and the rest in to a national tutoring programme. At the moment we do not have detailed information from the government about this catch up programme.

This will also be picked up through the EHCNA process, the annual Review of an EHCP and within GRIP applications and evaluations. Schools and settings may need to revise the provision maps for young people to include any additional or intensive learning and

provision required for catch up, including a slower transition and revisiting learning programmes. the high needs funding would reflect the needs and provision for the individual young person.

3 What mental health and well-being support will be available?

Schools can access training from the Educational Psychology Service (EPS) and Behaviour Support Service (BSS), including Emotion Coaching, Trauma, Resilience, Relationships, Anxiety and Understanding Behaviour.

Where pupils are having very significant difficulties, the EPS can work with schools to develop wellbeing plans for pupils.

Build Sound Minds is a Service run by Action for Children who accept referrals from schools for children and young people experiencing mild to moderate mental health difficulties <https://services.actionforchildren.org.uk/derbyshire/build-sound-minds/>

Organisations such as Kooth <https://www.kooth.com/> and Qwell <https://www.qwell.io/> also offer support for mental health needs

The key worker role has also contributed to this as it checks on the wellbeing of the young person and families have indicated that the weekly contact has been supportive.

4 How can we use the different types of learning throughout lockdown to inform long term access and inclusion in education?

Improved joint working between professionals (elevated through the key worker role) will continue to be built upon and improved communication with families. We also hope that use of online technology will help us continue to work in new ways.

5 What can be done to aid transitions for all children back into school? What will the options look like?

Schools have been working collaboratively to review transition processes. We also note from the survey that parents and carers are worried about hygiene measures in school. We know that this is a priority for schools and they are continually to review their process.