



*“Our School community is built on the following fundamental values for all;
Safety, Kindness, Adaptable, Aspiration, Communication for All,
Achievement, Happiness”*

The Shires School Oakham and Stretton

Education: Recovery Curriculum Statement (Intent, Implementation & Impact)

Policy Review Process	
Created by	Jamie Hill – Interim Head of Education
Date of implementation	December 2020
Date for policy review	December 2021
This policy links to The Shires Teaching and Learning Policy	

Rationale

The Shires at Stretton and Oakham have remained open and operational for all residential and day pupils throughout the COVID-19 pandemic. Parental choice dictated as to whether a day pupil would attend The Shires throughout the COVID-19 pandemic. A small proportion of our day pupils across both settings remained at home accessing appropriately differentiated learning opportunities and therapies with the support of their teachers, therapists, and parents to ensure their educational entitlement was maintained. All residential pupils remained on site accessing their full educational entitlement.

Intent

Reason for recovery curriculum

To reintegrate all pupils back into the education setting, re-engaging, and applying positive behaviours for learning, re-establishing working relationships with adults and peers.

Content delivery

Focus is placed on:

- Pupils reconnecting with each other positively
- Pupils reconnecting with adults positively and re-establishing support networks
- Pupils engaging with school routines, boundaries, and expectations
- Pupils reconnecting with learning processes and positive behaviours for learning

Order of deliver and why?

Focus is placed on ensuring relationships are re-established and positive connections and engagement as a collective is secured. Pupils then work with staff to revisit school routines, boundaries, and expectations before reconnecting with established learning processes within school and the positive behaviours for learning required to be successful again. At The Shires we recognise the significance of positive relationships and emotional connections as the foundation for pupils being able to access their immediate environment and learning opportunities.

Implementation

How will it be delivered?

Pupils' access to the recovery curriculum will be personalised to identify the gaps that present as a result of any impact of the pandemic.

For example, community access, pupils have been unable to access community activity opportunities. The first step of their community reintegration would focus on successful transport transitions to ensure they are able to take steps back into off-site

access and rebuild the appropriate behaviours necessary to be safe, happy and positively engaged.

Positive relationships, where pupils have spent time away from their peers and their key adults, the focus will be to use known interests and motivational opportunities and activities to re-integrate and reconnect with each other. This could have links to the broader whole-school curriculum such as the "memorable experience" focus or it could simply be tailored to their specific and unique interests, again personalised for all.

How will it be assessed?

- Behaviour recording, reporting, and monitoring (low behaviour incidents identifying that the pupil is becoming settled within their environment and wider relationships)
- Teacher / Carer observation
- Pupil voice
- Progress in relation to EHCP outcomes
- Multi-professional and parental reflection/consultation during PEP reviews, MDT Meetings, CIC Reviews, EHCP reviews.

Developing understanding?

We are developing pupils' understanding of routines and how to manage and support their own emotional regulation and well-being in an environment that is accessed by multiple people once again. Recognising that for children and young people with Autism that any environment will contain external/unwanted stimuli and that they will have to once again learn how to filter these out to keep themselves and others safe.

Impact

Evidence

Evidence will be collated in the following ways...

- Daily behaviour logging and incident reporting
- Teacher assessment
- Pupil voice and parental comments
- MDT meeting notes and actions
- PEP, CIC and EHCP reviews records

How long will it last?

The recovery curriculum will be in place as long as it is required on an individual level to ensure a pupil is able to reintegrate back into the practices and processes of school life and ensure their emotional regulation and well-being is secure.