

Report for Corona virus lockdown-SEN support for students.

A total of 58 students were contacted during lockdown to offer enhanced support. Of these 18 were not managing the work sent home via show my homework and alternative work was set for them.

Alternative work	Year 7	Year 8	Year 9
Number of students	10	5	3

The work sent home each week consisted of an **English package**:-

Describing a scene, describing 3 characters then creating a story using the place setting and characters already created.

Comprehension studies – understanding characters and the writer’s intent as they describe characters. Comprehension studies- action in a story (Silverfin) plus grammar, spelling and comprehension activities.

For three students GCSE language English study guides and work books were sent.

And a **maths package** with multiplication, shape, fraction /ratio, probability work and money calculations.

For 10 students key stage 3 study guides and workbooks were sent home and for 5 students year 7 work pack was sent home.

For 3 looked after children moving to other areas **science packs** based on the science assessments and art packs were also sent.

The students that work was sent home to were either students who were refusing to do any work or were showing signs of acute stress, either with angry outbursts or extreme anxiety.

Students were referred via their pastoral manager; the SENCO; the LAC co-ordinator or via parental request. Some of the students were initially sent work home but later attended a booster group.

Difficulties – different students being referred each week made it difficult to plan week by week work as they were all at different stages.

Actions – it would be advantageous to identify the students who would be having difficulties before another lock down so that alternative or differentiated work could be prepared in advance.

Difficulties – it was difficult to know if the work set was actually being done. Although some students sent in work it there was a delay of several weeks. Some of these students did not have computer/internet access.

Actions – better communication with form tutors would help identification of students struggling. When tutors passed on parental concerns this was successfully dealt with.

Computer access for students struggling would be a priority to help communication and sending of work.

Booster Group

The morning groups ran for three and a half hours and included both maths and English work. The groups were made up as shown below, the yellow groups for year 7 and green groups for year 8, although there was a year 9 in one of the year 8 groups and 1 one in a year 7 group. (he was struggling in the New Opportunities group).

	8.30-12.00	1.30-2.30
Monday	6	
Tuesday	6	
Wednesday	4	
Thursday	7	7
Friday	3*	3*
Total	26	10

Groups with an asterisks * were temporary groups.

Because the students were of mixed ability and made up of students who had done all their show my homework and some that had done none, we used an alternative curriculum.

For English we read the book 'Wilde' by Eloise Williams, working on comprehension; memory and summarising skills; character analysis; predictive skills and analysing language techniques. Students also worked on LEXIA power up or creative writing depending on their ability.

For maths we used Bowland assessment tasks –calculating how many kittens a cat can have in 18 months; choosing the best school trip from a range of options using tally chats and weighting to find the student preference and calculating the costs and we used perimeter and area calculations to find the best gold prospecting option. When Hagerty maths was introduced to the school we used this for the maths component. Although some students we able to access the work set by the teachers some struggled badly and gave up easily, work on times tables, addition and subtraction was added to boost their confidence and re-engage them with the work.

Students in the group were referred by the SENCO, pastoral managers or by parental request.

	Number of students	Comments
In intervention groups	21	
Catch up students	6	
Included due to difficulties at home	3	
Students not turning up	12	Usually anxiety related

In general the groups were enjoyed by the students and they were motivated to work.

Disadvantages – One or two students were not used to working and found being in a disciplined environment difficult. There was no support in the bridge and the building was isolated.

Actions – Pre-arranged support for the group.

LEXIA power up.

62 students also accessed LEXIA power up to boost their literacy skills. The breakdown of students is below.

Year group	Students having literacy intervention in school	Catch up and other students
7	21	20
8	13	2
9	3	3
totals	37	25

Although a large number of students engaged with LEXIA it was evident that some adult in put helped student engagement either by working in school or because parents have recognised their children are struggling and have requested help.

Actions – Greater parental involvement and communication into the benefits of LEXIA would help engagement.

- Opportunities for students to do LEXIA in a supervised space for example as a after school homework activity would help progress.

Impact-

Alternative work packages-students who were struggling at home with the work sent on show my homework were able to engage in learning and family life became easier. Parents had reported refusal to work; violent outburst; anxiety attacks and breakdown in relationships and having work that was accessible helped harmonious relationships at home; built the students' self-esteem and enabled them to feel more able to engage in further work.

Booster groups-the booster groups enable both students and parents who were highly anxious or struggling to cope at home for diverse reason such as parental ill health; major family disruptions; and anxiety or difficulties with the work sent home. Parents were delighted that their children were engaging in learning and they felt that they were staff in the learning environment despite the fact that at least one family shielding vulnerable family members.

The students enjoyed being able to socialise with other students and one student who had not attended school for many months engaged in the learning and enjoyed playing table tennis – something his mother said he would not do. The students enjoyed having help but also being challenged to produce high quality work.

They also enjoyed having hot chocolate, cream and marshmallows with brownies and our break times became an opportunity to have some important social time. The small group situation enabled students who were normally shy or passive to blossom.

Lexia power up- A positive impact of LEXIA power up was that I was able to recommend this to parents who found their children were struggling with spelling and writing and this empowered parent to be able to help their children to help themselves.