

1.16 SouthGlosConnect Recovery Curriculum and the toolkit

#SouthGlosConnect

Reconnecting, resilience and recovery in our school communities

Primary, secondary and special schools, system leaders and stakeholders partnership project

“We have built the construct of a Recovery Curriculum enabling schools to consider the processes they will need to put in place to successfully transition children back to school. As the word ‘construct’ suggests, this is a process of building, of co-constructing, a curriculum that is responsive to the needs of children; that harvests their experience and makes sense of it emotionally as well as cognitively.”

- **Professor Barry Carpenter**

We are proud as a council, in partnership with over 100 schools from the primary, secondary and special maintained and academy sector and experts in health, inclusion, early years and community learning, to be working with Prof Barry Carpenter and Sharon Gray OBE, to creatively respond to children and young people’s loss of routine, structure, friendships, opportunities and freedom during the Covid-19 pandemic.

What is #SouthGlosConnect?

#SouthGlosConnect is the South Gloucestershire community based approach to ‘Recovery’ from the COVID pandemic in our schools and settings. The approach centres on maintained schools, Multi-Academy Trusts, settings and services working together in partnership to create resources and guidance that will be of practical use to our children and young people, teaching and non-teaching staff, parents and/carers, governors and the wider community.

The approach is based on the principles of Professor Barry Carpenter’s [‘Recovery Curriculum’](#) and is now being implemented with facilitation from Sharon Gray OBE. The aim is that anyone working in a school or setting in South Gloucestershire can have easy access to materials to support their work.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Each of the 5 cells has an overarching focus, key goals and an action plan, with a shared outcome to produce guidance and resources to support school leaders, teachers and support staff in helping children and young people to reconnect, post pandemic. The guidance and documents are designed to complement any school existing curriculum and can be selected, used and adapted.

#SouthGlosConnet... Reconnecting, resilience and recovery in our school communities



The 5 Cells – Teams from primary, secondary and special... Maintained and Academy
Teams also include parents/carers, governors, council staff and integra staff

Cell Goals

Cell 1 – Strategic Oversight

- Ensuring a flow/synergy between the cells to ensure effective strategic oversight and avoid duplication.
- Ensuring all schools know what the purpose and objectives of the project are.
- To ensure seamless links between the recovery curriculum and the South Glos Way toolkit.
- To ensure resources and publications are uploaded swiftly to the integra website once the cells have developed them (stored on share point).
- To gather and analyse impact data/intelligence across the 5 cells

Cell 2 – Stress, Trauma, Loss, Bereavement, SEMH

- To support schools in their development of suitable frameworks required to help them begin to reconnect with CYP and reintegrate them back to school. Specifically in relation to their social and emotional needs.
- Provide guidance and signposting for schools, to the networks of support that are available for CYP and families who have experienced traumatic lockdown experiences. eg bereavement / loss / ACEs triggers.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

- Support schools with training and focused approaches to rebuild resilient staff, develop trauma informed practice and 'safe' environments.

Cell 3 – Valuing the Unique Learner

- Developing a personalised approach for children with EHCPs and those with complex needs in process towards an EHCP.
- Developing a personalised approach for disadvantaged children including EAL and GRT.
- Developing a personalised approach for high achievers.
- Developing a personalised approach for children with autism.
- Developing a personalised approach to transitions for children in vulnerable groups.

Cell 4 – The Post Pandemic Curriculum

Oracy

- Use of high-quality text to stimulate pupils' feelings and articulation of these.
- Development of vocabulary across subjects.
- Expanding experiences of oracy into wider groups and with improving confidence.

Technology and Parents

- To share the resources and experiences – sharing and responding to needs of parents, pupils/students, relationships through the use of technology.

Active learning

- Re-engagement with a formal curriculum through active approaches and making link to prior home learning. Transition of learning from concrete, first hand experiences to abstract learning.

Creative learning

- Reconnect with their learning and pupils being able to articulate and express their emotions, thoughts and feelings in different ways through variety of mediums.

Celebration and belonging

- Shared community experience of this time
- Celebrating the achievements of all pupils/students and understanding the varying circumstances of experiences. Reconnection and sense of belonging to their school community and sense of identity.

Cell 5 - Stakeholders

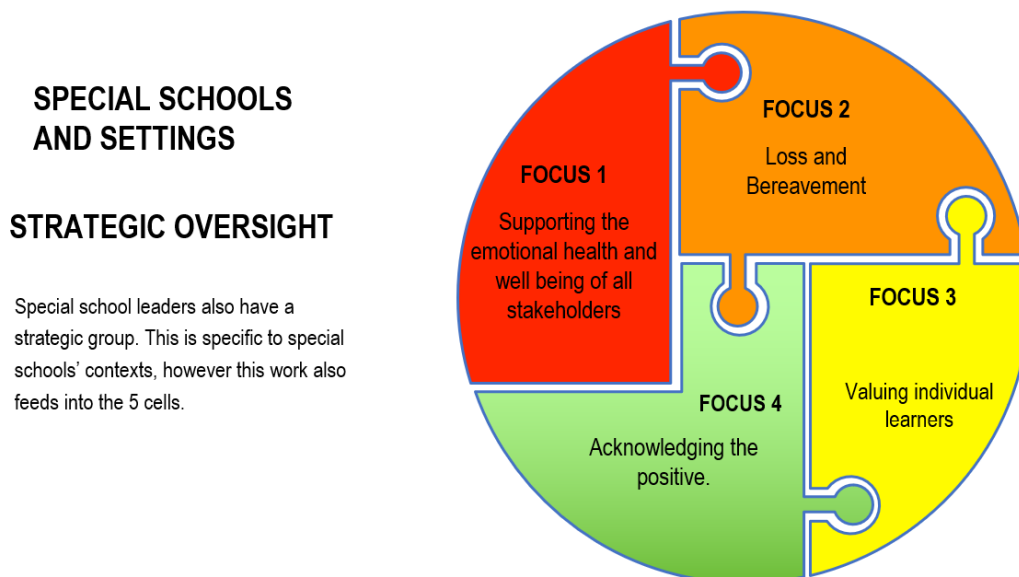
- To reassure staff through effective communication of information.
- To ensure the effective collation of data relating to student welfare.

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

- To ensure governors are privy to key information and are effectively supported to fulfil their role, responsibility and accountability.
- To help reassure parents/carers and children/ young people returning to schools and support the developing dialogue and language around learning.
- To make sure Headteachers are supported in their role of leading the full opening of their settings.

Children and young people with SEND may have particular needs as they transition back into school settings. A key objective, moving forward into the autumn term is to ensure seamless links between the recovery curriculum and the South Glos Way toolkit. A range of professionals and stakeholders including both Supportive Parents and South Glos Parents and Carers are working as part of the cells to represent the communities they serve.

Special school leaders are also part of the 5 cells and have formed a subgroup to develop advice, guidance and resources specifically to meet the need of children and young people with complex needs.



Further Information

[Professor Barry Carpenter Podcast Episode 1 'Loss and life for our children and schools post pandemic'](#)

[Professor Barry Carpenter Podcast Episode 2 'The Recovery Curriculum'](#)

[#SouthGlosConnect Resources and Guidance webpage](#)