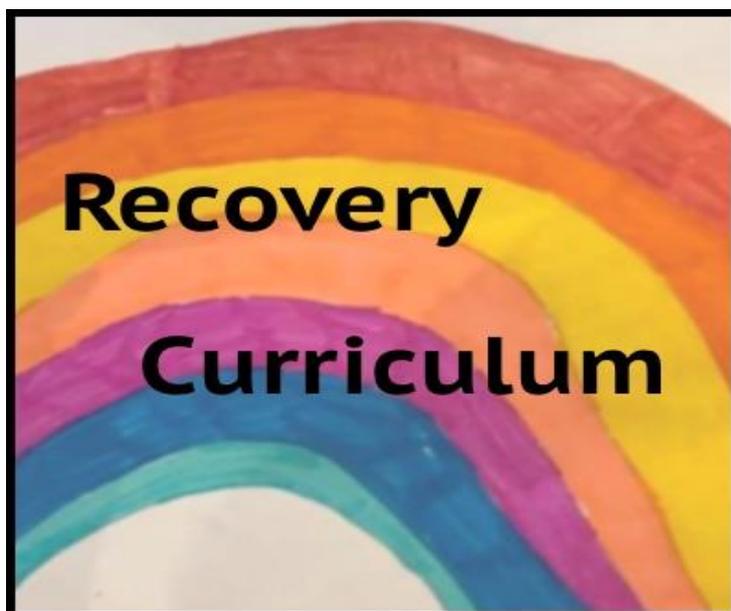




# The "Kingsbury way" Curriculum



## Rainbow Experience Kingsbury Primary School



## Our Vision

Our Vision was in the process of being finalised and more personalised to Kingsbury before lockdown.

# The Rainbow Experience

Our Rainbow Experience allows our children to 'learn how to learn' once again by 'reengaging in learning' through play. Our children will be given the time and space they individually require to transition successfully back into school.

Our aims for the rainbow curriculum are

- To build trust and relationships
- To learn how to socially interact with adults and peers.
- To learn how to develop independence
- To begin to follow a structure and routine
- To learn how to co regulate or self-regulate emotions and behaviours
- To learn how to recognise and manage emotions
- To develop strategies to understand self-care and wellbeing
- To feel and celebrate success
- To allow everyone in our Kingsbury family time and space to reconnect, recover, engage and build resilience
- To engage in learning.

The Rainbow curriculum will follow a thematic cross curricular approach, which will carefully consider the 5 levers of Recovery (B & M Carpenter) and 6 key principles of Nurture (Chris Moore). The Curriculum will provide a low demand curriculum with structured motivating activities available. Staff will use the time to observe children and note what engages them as individuals and having the flexibility to plan future experiences based on this. In addition to planned opportunities for learning staff will look for opportunities to support and develop incidental learning in all situations. We know that when children are engaged their learning is deeper and more meaningful.

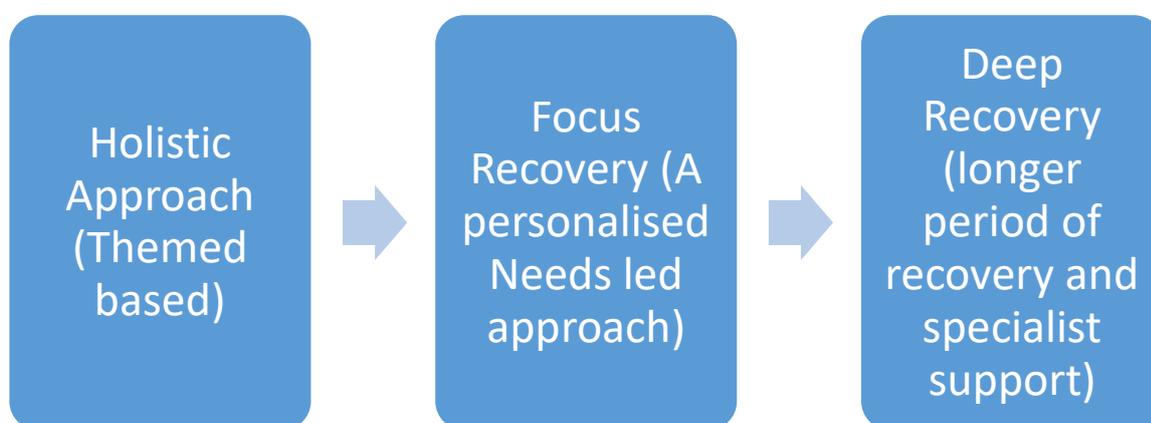
"Engagement is... a journey which connects a child and their environment ... to enable learning and achievement" (Carpenter et al 2011)

# What do we mean by Rainbow Curriculum?

The Rainbow curriculum experience is more commonly known as the 'Informal curriculum' for children with generic learning difficulties.

Our Rainbow experience is based on the work of Barry Carpenter and the Evidence for Learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic"

There will be a three level approach to the curriculum. Staff will carefully assess individual children and decide the appropriate approach in discussion with their families.



At the heart of all three phases is Social, Emotional and Mental health and Wellbeing. Appropriate mental health support and interventions will depend on what level each individual is at when they return to school.

Every child, every family and every adult that walks through our school doors, when they officially reopen, will be very different to the child or adult that walked out of the doors on Friday 20<sup>th</sup> March 2020. Everyone's experience of Lockdown and COVID 19 will differ and we all need to be kind, compassionate and patient. Nobody knows what it will look like, feel like, be like and no one understands the impact it has made and what the healing and recovery process needs to be.



We are all unique individuals and each one of us has to reset, make a fresh start and become strong, self-aware and resilient individuals.

As a family and as a team, together 'we can do this' as

**T together**  
**E everyone**  
**A achieves**  
**M more**

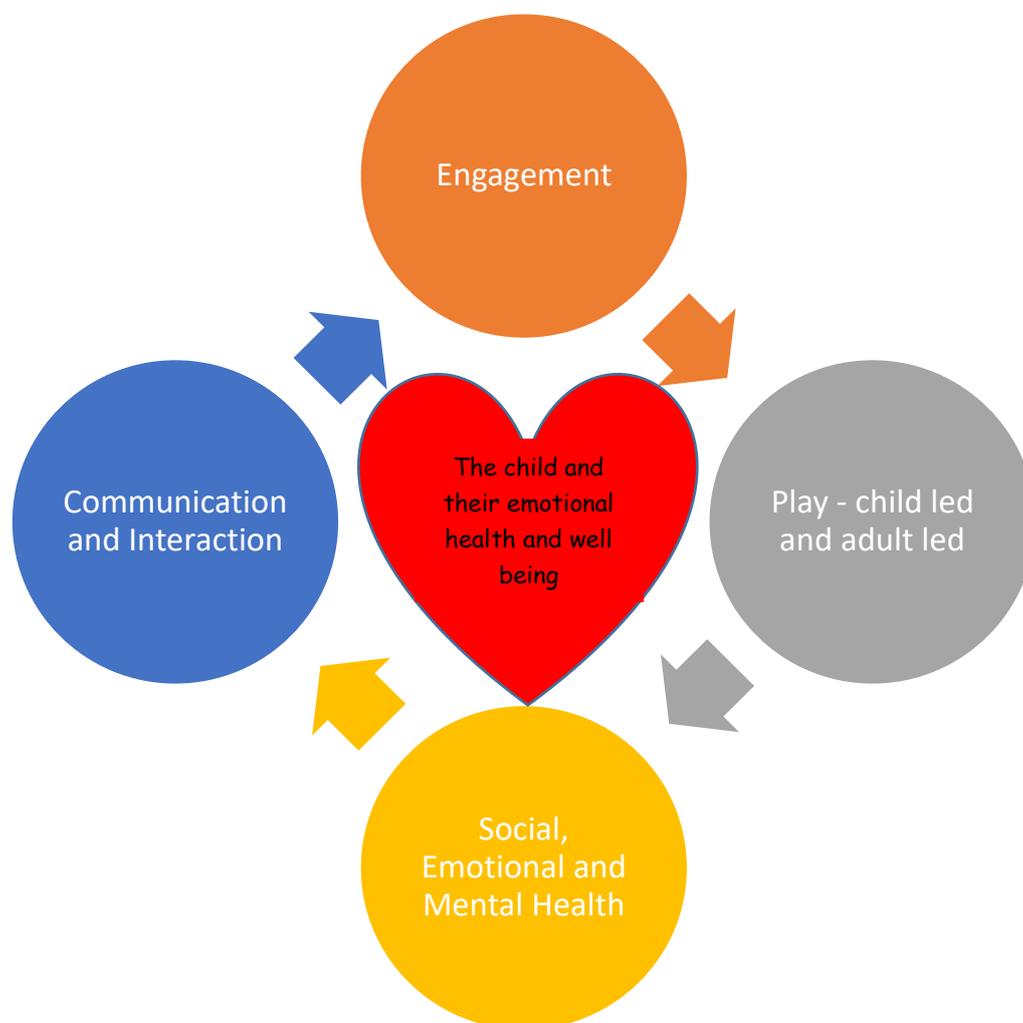
We need to remember that

“School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perception, and show that we are trustworthy” (Barry Carpenter & Matthew Carpenter 2020)

The Rainbow experience will be initially for the first term when we return to school. Some children may need a different time scale but we will personalise that experience as necessary. During the term, time will be used for staff to observe our children and create a 'This is Me' profile focusing on what engages the child, how they regulate, how they communicate and any interventions needed to make them become successful engaged learners.

# Life as a Rainbow

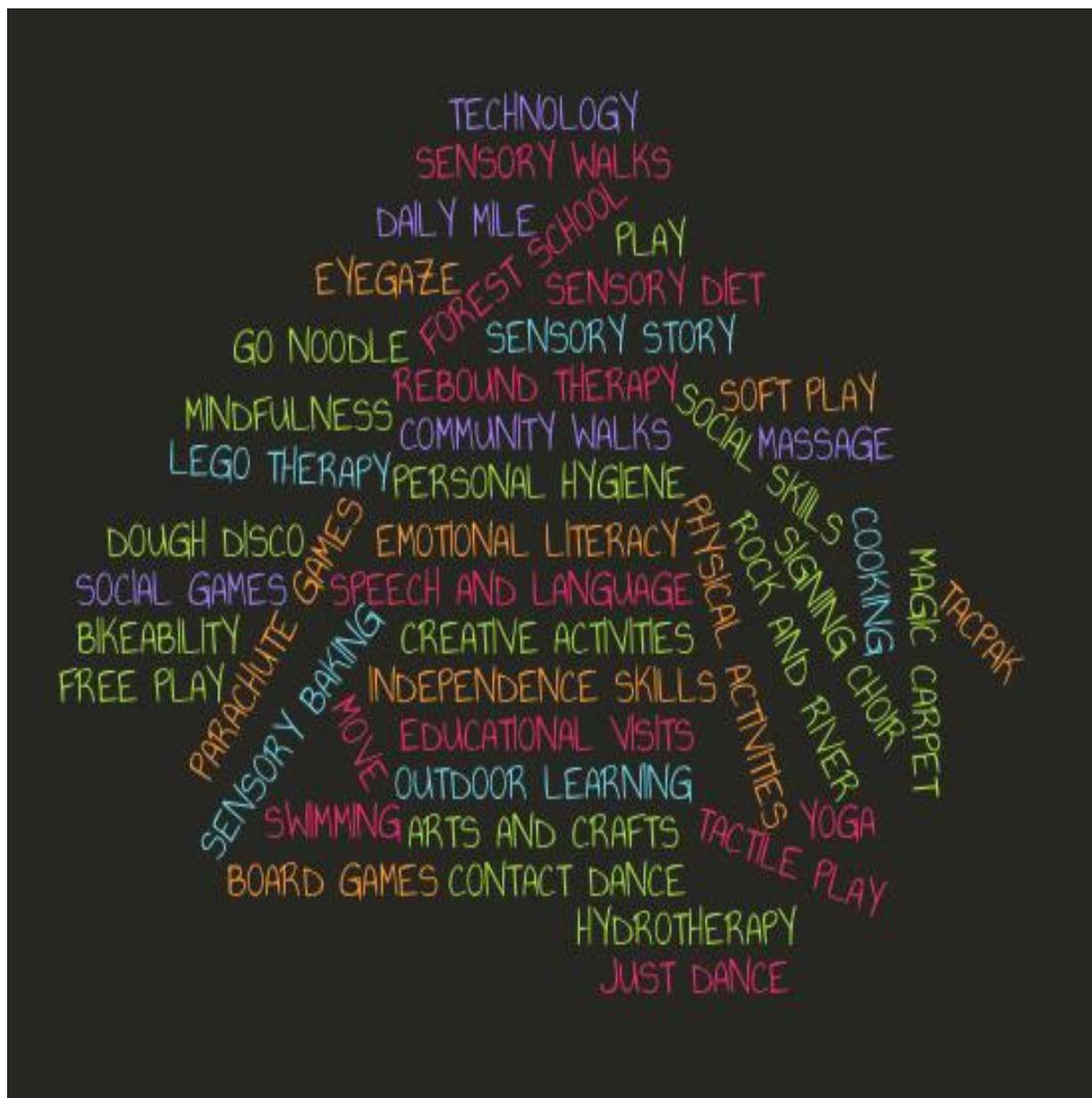
Our main curriculum drivers are .....



We learn through sensory experiences and developmentally appropriate play activities. Our staff work extremely hard to create engaging activities to motivate us to want to learn. We chose to interact and engage in activities for some of the day but also engage in adult led activities when our sensory and self-regulation needs have been met. We love being outside and learn lots of our skills outdoors in all weathers! We need lots of time to just be 'US' and space to how to learn to love ourselves again and how to keep regulated. Our staff teams work very closely together with our SLT, Behaviour/Mental Health Lead, Autism and Sensory Lead to ensure we provide an outstanding

provision for all our children. They work extremely hard to constantly personalise our curriculum and make our experiences in school the best they can be. We have a high staffing ratio so staff can meet all our individual needs effectively.

What we will do as a Rainbow.....



What the staff teams provide for our children -

This quote describes how learning is within Kingsbury no matter what experience you follow.....



(The Rainbow Classroom 2020)

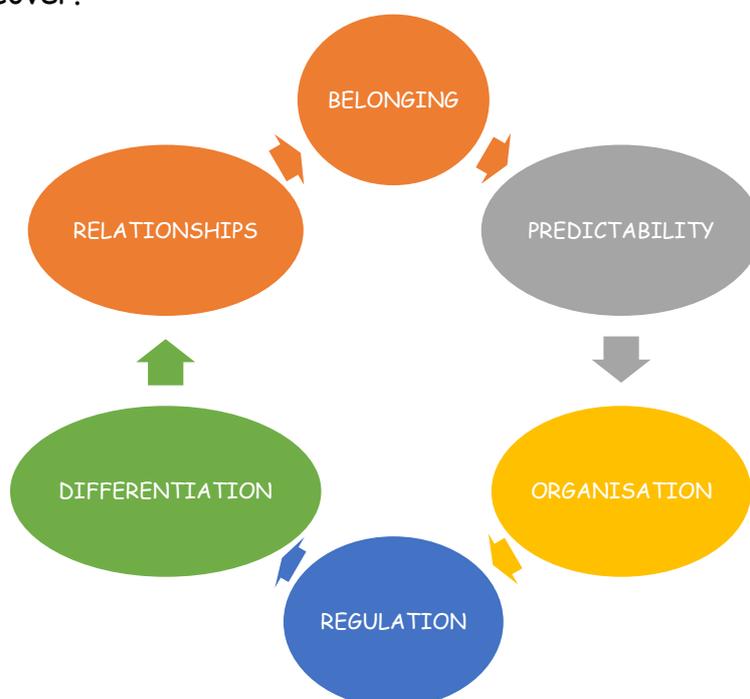
We pride ourselves on being a 'NURTURING' team that provides a NURTURING environment and curriculum for each child in our school. These 6 principles are visible, real and active throughout our school and not just something written on a piece of paper.

### The Six Principles of Nurture

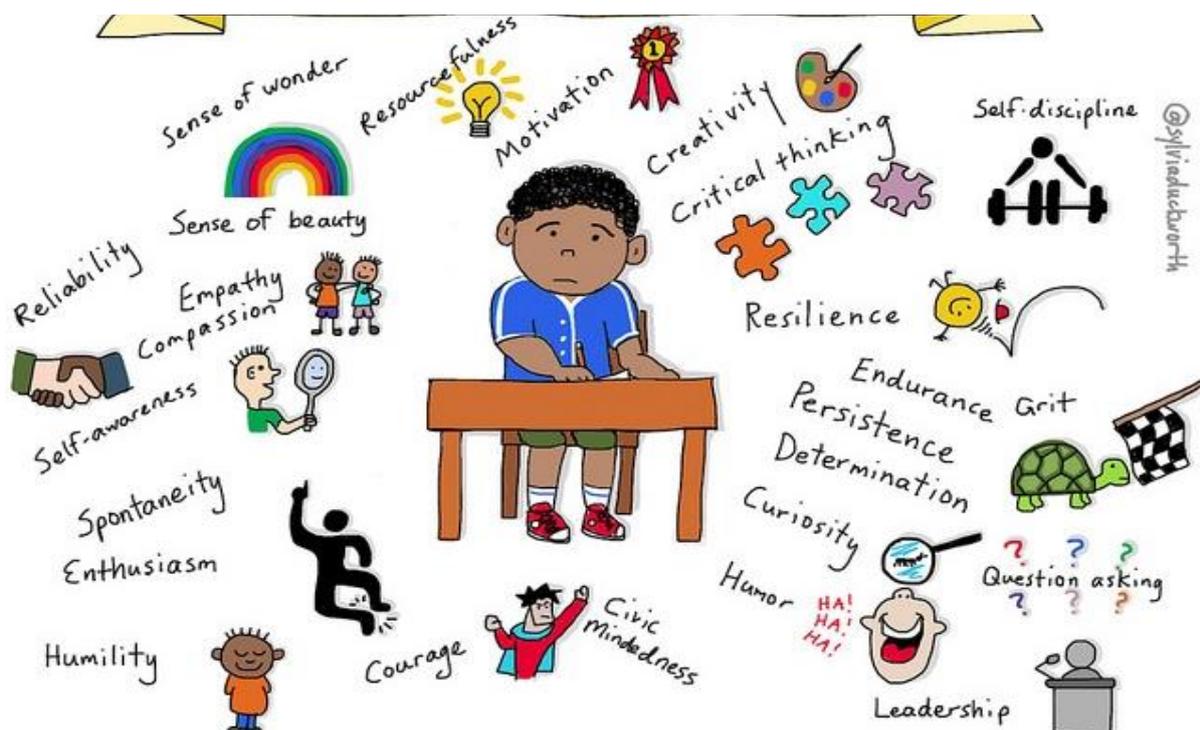
1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

(Lucas, Insley and Buckland 2006)

Every child and adult during lockdown and post COVID 19 is vulnerable and we need to plan carefully and sensitively how to meet individual needs of everyone in our Kingsbury family. It is essential we that create a trauma informed environment influenced by Chris Moore's 6 principles to creating safe place for everyone to recover.



As a collaborative team and family, we need be honest with each and admit vulnerabilities, anxieties and difficulties we have faced. If we are aware of the challenges, concerns, worries, losses etc. then we can take time to listen and provide help and offers strategies and interventions to guide children and adults to help them rebuild their 'soft skills' for living. We all need to press reset and restart to rebuild our resilience, emotional regulation, self-confidence and the skills listed below.



What will the Rainbow Curriculum look like for our children.....

**FUN, CREATIVE, HANDS ON, INFORMAL, OPT IN AND OUT OPTIONS, STRUCTURE AND PACE, LOTS OF SOCIAL, FREE TIME AND SPACE.**

All delivered through **PLAY.**

We strive to use the SMILE Wellbeing approach daily ensuring every child has access to each HIGH 5 to hopefully give them a SMILE each day.

- Socialise (Connect)
- Move (Be Active)

- Interest (Take Notice)
- Learn (Keep Learning)
- Engage (Give to others)

All our School community will need time to adapt to being back in school, routine and reengage. The time taken will be led by the individual and the trusted adults who have a deep understanding their needs.

**A WELL PLANNED, INDIVIDUALISED TRANSITION BACK TO SCHOOL IS ESSENTIAL.**

The 5 levers of recovery outlined in the Recovery Curriculum and Chris Moore's principles of a Trauma informed classroom will be a guide to ensure the transition for children, staff and our families is personalised and sensitive to the needs of the individual. It is essential that our children know that we are still here for them and we still love and care for them, but it is our job to keep them safe.

When planning, personalised transition questions will need to be answered:

What do we need to know?

Communication within school and outside agencies with the family

Have any family members had symptoms or tested positive?

How has lockdown been? Positives and Negatives

Has there been any major changes during lockdown?

Have the family been in total isolation?

How do the parents feel about COVID 19 and returning to school?

How are the children feeling about leaving the house, going back to school, COVID19?

Visual materials and questionnaires provided by Reachout ASC will used to collect this information as well as a completed Kingsbury Passport back to school. This material will be available on One Drive - Teachers. This information will help us create a Post Lockdown database and guide us in ensuring a supportive and personalised transition back to school.

Leaders of staff teams will also have discussions with all their team members before they return to school to ensure their emotional health and wellbeing is being considered and the relevant support and reassurance is provided.

What transition will look like.....

Teachers will take the lead and ownership in deciding how the personalised transition will look for each child.

- 1 Discussion with SLT, outside agencies to be made aware of any issues, concerns and additional communication.
- 2 Text sent by Children's Service manager to let parents know that the class teacher will be ringing.
- 3 Class teacher rings each family and has general catch up to see how things have been and arranges to ring and visit the child.
- 4 Class teacher phones the child or send a social story home telling the child when they are going to visit.
- 5 Social stories or visuals will be sent explaining how to stay safe when their teacher/staff visits.
- 6 Initial home visit - short visit to say hello (staffing appropriate to the needs of the child). If appropriate discuss worries or concerns. Let DSL or SLT know if you have any concerns. Questionnaires with visuals to be left for parents or child to complete.
- 7 Class teacher/staff to visit for a general catch up and to collect the questionnaires, discuss any concerns and add reassurance if appropriate.
- 8 Preparation of visuals, social stories, videos and photos to support the child. SLT to be consulted if any further family support maybe needed.
- 9 In discussion with parents, Class teachers will plan a personalised transition plan depending on which phased approach is required. Class teachers and parents start to complete the initial baseline.

<p>Holistic Approach</p>	<p>Before returning to school each child will need:</p> <ul style="list-style-type: none"> <li>• Photographs of staff and children in their bubble/class.</li> <li>• Photographs/videos of their classroom and areas they use through the school.</li> <li>• Clear visuals of the symbols, signs around school and what they mean</li> <li>• Social stories or videos - handwashing, social distancing, bubbles, PPE, how the classroom will look - chill out places, calming areas etc., Playtimes and lunchtimes, toilets, what is someone coughs, what if someone gets ill</li> </ul>
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	<ul style="list-style-type: none"> <li>• Visual timetable of the structure of the days</li> <li>• Visuals of what to do if they are scared, need to talk or want somewhere quiet to go (A member of SLT will always be available to support)</li> <li>• Visuals must be clearly displayed around the school and classrooms.</li> </ul> <p><b>ALL CLASSROOMS AND CORRIDORS MUST BE LOW DEMAND, LOW AROUSAL AND CLUTTER FREE.</b></p> <p><b>IN SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Clear routine and structure to each day</li> <li>• Zones of Regulation and demand visible (ZED)</li> <li>• Lots of opportunities for self-regulation, social interaction and being outdoors.</li> <li>• Staff must model how to self soothe and use areas dedicated for chill out and space to be alone.</li> <li>• Wellbeing activities, mindfulness and physical activity must dominate each day</li> </ul> <p>Daily communication with parents is vital to ensure class staff have a full understanding of the child's anxieties and worries as this will provide the right support and minimise times of crisis and challenging behaviours.</p>
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Depending on the child and family home visits may continue to rebuild the relationship and trust and 'Focus Recovery' or a 'Deep Recovery' is planned. For children requiring these approaches, their transition back to school will take time and interventions must be ready or in place within the home before the child returns to school. This Recovery process cannot be rushed and must be flexible and compassionate in order to meet the families' needs.

<p>Transition Year 6</p>	<p>We must ensure that all our children are okay and they know that we are still here, still care and love them.</p> <p>Home visits will start for all children Week beginning 8<sup>th</sup> June - these will continue weekly or up to 3 times a week depending on the child.</p> <p>At this moment in time we are unsure if our Year 6 will be returning to school and if this is possible it will only be</p>
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	<p>appropriate (due to anxiety and behaviours) for a small proportion of our Year 6 Cohort.</p> <p>Teachers will take ownership and decide when transition talks can start with each child and how that individualised transition will look: Some children will visit or have zoom calls with their new school. They will be provide with information about their new school that will be provided using visuals, videos and social stories.</p> <p>Some of our complex autistic cohort of children, transition talk will be delayed due to anxieties. This may for some be in the last week in August. The Class teacher from the High school will accompany our teachers on some of their visits (as the teachers friend) to develop strategies and gain an understanding of the child. When the time is right a social story/visuals will be used to explain that their teacher will go back to Kingsbury and this is their new teacher in their new school. Once that has been discussed our staff will say goodbye and will not visit the child again but will remain in contact with parents and the High School.</p> <p>Staff from both schools will hold several virtual transition meetings during the Summer Term and all information will be passed on, documents from EFL will be transferred and all interventions discussed in depth.</p>
<p>Transition New Classes (September)</p>	<p>As the usual class moves, transition discussions, parents evening will not take place, returning to school in September will be a little different this year.</p> <p>Through careful organisation class returns will be staggered over a period of time. The length of time will be determined by the reopening of schools and what that will look like in September.</p> <p>Children will be given a social story and visuals explaining the change in staff and classroom before returning to school. This will be passed on and discussed with parents during home visits.</p> <p>Children will return class by class. This will allow previous staff will spend time with the children in their new class with the new staff. Time will be allocated to ensure staff can hand over and discuss relevant information (although</p>

	<p>this might no longer be accurate) about each child. Parents will be invited in for an informal chat with the first few weeks to discuss how their child has settled in and key skills and engagement baselines will be completed together.</p>
<p>Transition New Starters</p>	<p>We must ensure our children are settled in their new classes before we admit new starters into school.</p> <p>Transition talks with parents, current class teacher and school during the summer term and appropriate visuals and resources will be provided. Our Children Services manager will make regular contact with new families to reassure them, provide information and answer any questions they may have.</p> <p>Once the class have settled the class teacher will arrange a home visit with the Children's services manager and an appropriate transition will start.</p> <p>Placement reviews will be held as normal after 6 weeks of the child starting school.</p>

Our children and Kingsbury family need time and space to recover and our aim of the initial term of Recovery is to have fun, enjoy, feel a sense of belonging, be kind to each other and start to engage in learning.



(The Rainbow Classroom 2020)

## Daily Routine

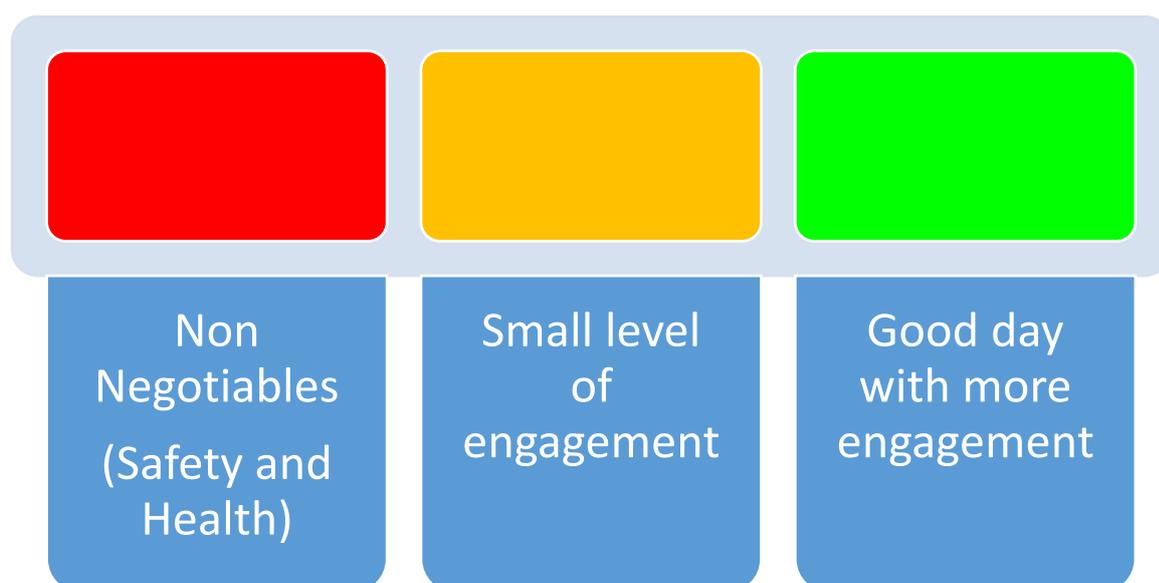
In order to provide time and space to recover

**WE MUST CREATE AN OPT IN ENVIRONMENT FOR ALL**

Everyone in our Kingsbury family must recognise what this will look like for each child and adult and must show empathy and understanding.

It is not being lazy or attention seeking it is called  
**RECOVERY**

Each day every child will be quickly assessed, using communication from home, transport and their general emotional state as they enter school. A judgement will then be made to determine their level of tolerance and the demands placed on them throughout the day. This will be personalised and bespoke for each child and there will be flexibility throughout the day to adjust the demands to develop the level of tolerance. Classes can be creative in how this is presented or explained to the children e.g.: using characters, symbols or words but the colours must remain the same throughout school so every adult is using the same common language and knows what it looks like within the school environment. This will be known as ZED. It is essential in order to maintain the optimal zone of tolerance, preventing shutdown or meltdown (Pooky Knightsbridge 2020), that each team member within each class understands ZED and knows what activities are expected for each colour. This will create an environment that facilitates each child to be able to successfully manage and hold it together throughout the day. This will be personalised and bespoke for some individuals that require a focused or deeper recovery.



(Lynn McCann 2020)

## ANXIETY AND BEHAVIOUR

**MAYBE IT'S NOT  
ALWAYS ABOUT TRYING  
TO FIX SOMETHING  
BROKEN... MAYBE IT'S  
ABOUT STARTING OVER  
AND CREATING  
SOMETHING BETTER...**  
[WWW.LIVELIFEHAPPY.COM](http://WWW.LIVELIFEHAPPY.COM)

Our initial baseline as SLT and then as staff must be that everyone will be anxious and worried but that will present differently in everyone. We must LISTEN, UNDERSTAND, EMPATHISE AND NURTURE. Relevant training and remote learning activities will be delivered before returning to school and will continue as we continuously monitor and review what impact lockdown has had within our Kingsbury family.

We must have tools to support LOSS, BEREAVEMENT, ANXIETY, ATTACHMENT, EMOTIONAL REGULATION AND CHALLENGING BEHAVIOURS.

Our strategies must create a SAFE ENVIRONMENT, that SOOTHES AND SUPPORTS.

As a team we must promote KINDNESS, ACTIVE LISTENING, BEING A POSITIVE ROLE MODEL, SELF CARE, SELF SOOTHE, SELF REGULATION AND HONESTY - will need to accept that like the children this will be bespoke and personalised - we are not all round pegs!

Our environment will provide the tools necessary to make this transition for all supportive, consistent and transparent. The 4 trauma recovery steps: SELF REGULATION, GET MOVING, STRESS MANAGEMENT and DON'T ISOLATE (Tina Rae 2020) will be embedded within our Rainbow Experience for staff and children. We hope that the impact of these steps will be significant and

celebrated through tools like Evidence for Learning, case studies, behaviour data, wellbeing questionnaires and the general 'buzz' around school.

## STRUCTURE AND ROUTINE

Each day will be planned around the ZED Stages:

Example:

Red	Orange	Green
Toileting Sensory diets Snack and lunch Safe hands, safe feet, safe mouth. Regular Hand washing Outdoor and retreat space available at all times	Sensory play Playtime Sensory story Go noodle Yoga Massage	Art activities Messy play Magic carpet Group activities - singing music Attention autism Rebound Therapy Forest School Educational Visits Daily mile Social games Cycling

Our topic for the term is ALL ABOUT ME AND YOU - CELEBRATIONS

Classes will plan activities around the theme; there will be collaborative activities and planning as well as individualised activities.

Topic planners/resource will be on One Drive - staff. EVERYONE IS INVITED to add ideas and be involved to ensure it is creative, fun and wellbeing is at the heart.

Topic planners include:

Mental health and wellbeing

Emotional Regulation

Routine and structure

Physical

Art and Craft

Music

Sensory play

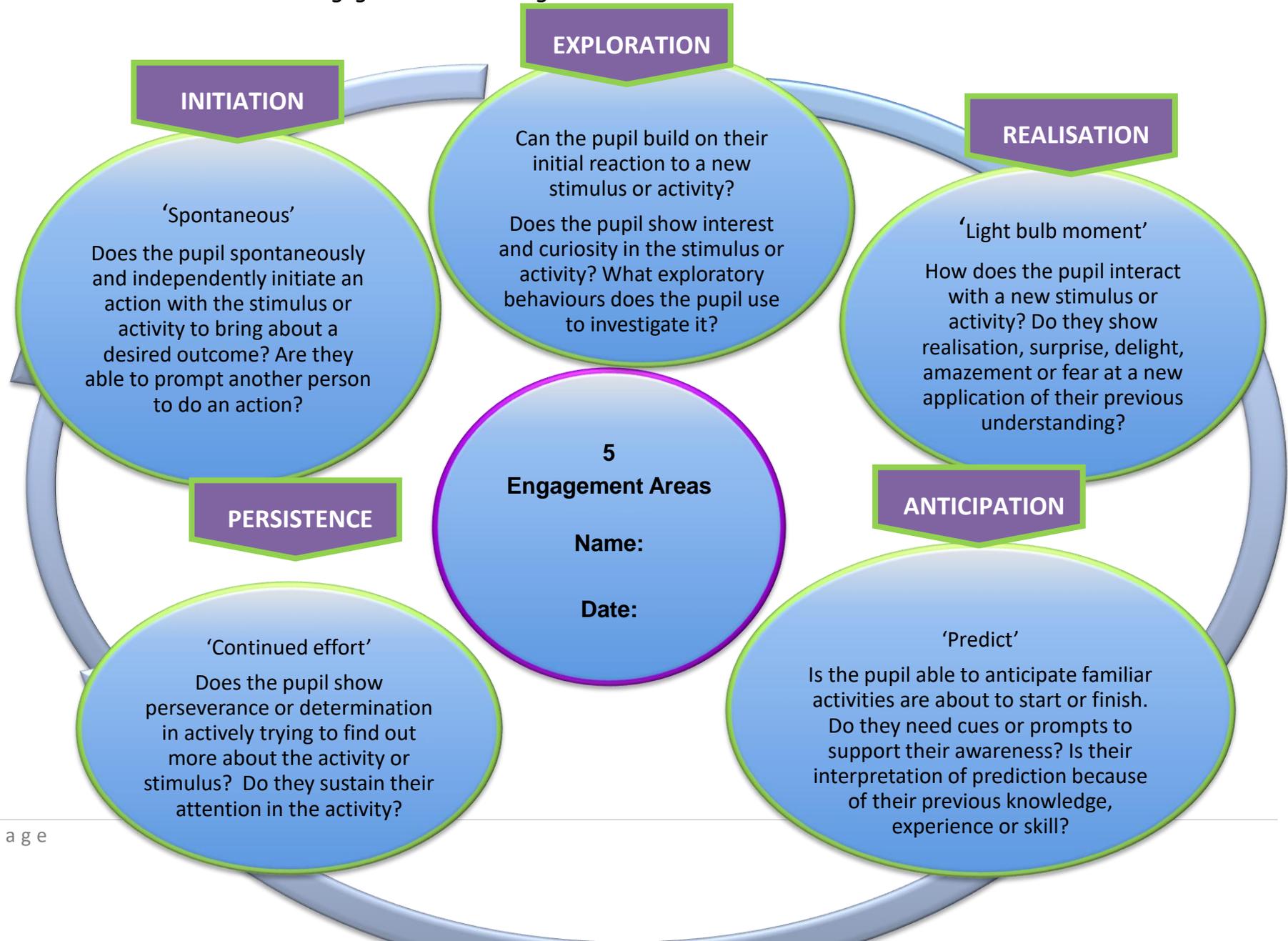
Sensory Stories

Dance and movement  
Outdoor learning  
Building relationships and social skills  
Educational visits and community walks  
Role play  
Language and communication  
Independence and self help  
Whole school projects

## MONITORING AND ASSESSMENT

During home visits, discussion with parents, completion of Passport back to school and Reach out ASC questionnaire, monitoring of activities on the Parent Portal (EFL) and throughout the first couple of weeks in school, every child will be baselined using the engagement model and personalised Rainbow framework. This ongoing assessment using Evidence for learning will help to build a personalised 'This is me' profile for each child and help celebrate progress in the things that matter - Social, emotional, mental health and wellbeing.

The 5 lenses of the Engagement Model (Rochford Review) will be used to baseline, identify and implement the provision required to maximise each child's engagement in learning.



Staff will baseline all children using the scoring scale below and use the scale to monitor regularly the levels of engagement throughout the term.

Key for scoring stages of engagement	0	1	2	3	4
	<b>No focus / Disengaged</b> <i>Inattentive and unresponsive</i>	<b>Emerging / fleeting</b> <i>Low and minimal levels of engagement; some evidence of awareness</i>	<b>Partly engaged</b> <i>Emerging engagement but unpredictable</i>	<b>Mostly engaged</b> <i>Engagement occurring the majority of the time</i>	<b>Fully engaged</b> <i>Completely engaged</i>

Staff will continuously reflect and evaluate the activities they plan and deliver using the Plan, Do, Review approach identified in the Engagement Model (Jan 2020) This is ensure all learners needs are identified and planned for to ensure engagement for learning.





## What, How and Why.....

"Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood."

(Barry Carpenter & Matthew Carpenter 2020)

Rainbows	What?	How?	Why?	How do we measure impact?
Rebuilding Relationships <b>LEVER 1 RELATIONSHIPS</b> "We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored" BC & MC	Making contact with the children and families	Videos sent home weekly, staff team, SLT. Letter sent home in the post. Whole school activities posted on Facebook, email and EFL. Weekly emails from Teachers. Information shared with CSM, CT and SLT Parent questionnaire STAFF TO REMAIN THE SAME AS POSSIBLE IN CLASSES.	Children begin to understand that we are still here and haven't abandoned them. They begin to accept school is still here and we will help them to get back to school in the safest possible way. Trust begins to be re-established Listen to parents as will enable us to understand what support is required to support	Engagement of families through email, text, EFL. Parent questionnaire June 2020 Class letters sent weekly. Not a lot of engagement - Parent Portal explored Katie's weekly Challenge EFL PARENT PORTAL - Whole school activities FUN, ENGAGING - lifted spirits. Increased engagement but other ways need to be explored. Videos from staff teams, SLT sent Whole school video sent to families and staff Evidence gathered on EFL - Katie's Challenge made into videos and shared with

<p>JUNE 2020 CHILDREN AND FAMILIES</p>		<p>Clear procedures in place of how visits should build up. Teacher initially phones and</p>	<p>Rebuilding trust, relationships.</p>	<p>families and staff - Lots of positive engagement and families asking to resend EFL Log ins Parents continue to ask for support through email, phone calls and text messages - we ensure support is put in place and the relevant agencies involved. Staff supporting children within their home impact of that is high. Vulnerable children or families causing concern are visited at least once a week. DSL available at all times and Deputy DSL on standby. Questionnaires completed and analysed - actions put into place.</p> <p>EFL - TAGS Home Visit C19 Bespoke Transition plans Reassured and supported families. Debrief conversations with staff to support their wellbeing</p>
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<p>STAFF</p>	<p>To make face to face contact with child/family who are transitioning Y6 All children to have face to face contact and visits before they return to school</p> <p>To reconnect and rebuild relationships</p> <p>To ensure School is welcoming for all</p> <p>Staff involved in home visits.</p> <p>Staff involved in weekly activities and planning for Recovery activities.</p> <p>Staff requesting specific remote training.</p>	<p>visit, with a member of SLT if needed and then TAs go in twos following up visits.</p> <p>Class messages, class videos, class zoom meetings with those children it is appropriate for. Displays with photos, positive moments</p> <p>Teachers to create a rota to ensure all staff are involved if they want to. (Judgement of their wellbeing and ability to regulated)</p> <p>Emails, texts etc. sent asking for input and ideas.</p> <p>Official weekly meeting to restart - Staff teachers, whole school training</p>	<p>Judge impact of Lockdown on child and families. An individualised transition plan can be developed with the family Wellbeing of staff, children and families can be monitored. Reconnection with the children and Team. Feeling wanted, valued and needed again.</p> <p>Whole Staff wellbeing</p> <p>Clear and open communication</p> <p>Empowering staff</p> <p>Staff understanding that we are all vulnerable and we need to be kind and understanding.</p>	<p>Mental health and wellbeing. Listening and talking about their experiences of the visits.</p> <p>Regular checks from staff teams - to check everyone is okay as staff will engage in various ways</p> <p>Staff recognising and feeling confident to talk, be honest and challenge.</p>
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	<p>To reconnect TEAMS and ensure everyone is okay.</p> <p>To provide reassurance and support to anxious and worried staff</p> <p>To look after staff and their wellbeing.</p>	<p>Staff sent regular texts, emails and invited to meeting to discuss procedures and risk assessments etc.</p> <p>To continue whole staff silly activities and group zoom meetings and quizzes.</p> <p>Ensure contact is made with staff who aren't engaging to check they are okay.</p>	<p>Katie's staff challenges for those who don't dread the ping of the challenge email!!!</p> <p>Year 6 transition activities</p> <p>Friday night Quizzes</p> <p>Zoom staff date nights!</p> <p>Regular whole staff emails/text just a general quote, positive quote or letting them know that it is okay to be finding this tough!</p>	
<p>Initial Baseline</p> <p><b>LEVER 2: COMMUNITY</b></p> <p>"We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school" BC &amp; MC</p>	<p>Baseline children</p>	<p>Observation.</p> <p>Discussion with Parents/Families</p> <p>Information from outside agencies and information shared with staff during Lockdown.</p>	<p>Appropriate phase for individual children.</p> <p>Signpost appropriate interventions and support.</p>	<p>Observations</p> <p>Discussions with all stakeholders.</p> <p>Ongoing working phase document</p> <p>Parent's questionnaire, Facebook and EFL has helped us get a basic understanding of our families and their experience of lockdown.</p> <p>Weekly SLT meeting effective in discussing those who are struggling and the</p>

	<p>June 2020 To begin to understand how each child has coped with Lockdown and rebuild those relationships</p> <p>To ensure a successful transition for all.</p>	<p>Class messages, class videos, class zoom meetings with those children it is appropriate for.</p> <p>Child Passport back to school to be created and sent to parents</p> <p>Reachout ASC back to school resources.</p> <p>Whole School activities to re-join our Kingsbury Family</p> <p>Transitions to new classes and new school need to be planned effectively</p>	<p>Everyone needs to be listened to and understood</p> <p>Some children, families and staff need the time and the gradual drip feed approach to life beyond COVID 19</p> <p>Children, families and staff can be identified as what Phase of Recovery they will need and the appropriate support is put in place.</p> <p>Pandemic Database will be devised so staff are aware of the impact and DSLs are able to effectively support families who need it.</p> <p>Effective transitions mean reduced anxiety and stress for all.</p>	<p>strategies that need to be put in place.</p> <p>Ongoing conversations with Social workers and outside agencies ensuring needs are being met.</p> <p>Clear analysis of passports and a comprehensive action plan.</p> <p>Children and staff successfully transitioned to their new class or school.</p> <p>Children and staff have the correct support and strategies to enable a focused or deeper recovery.</p>
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STAFF	To understand the impact of COVID 19 on all our Kingsbury Family	Staff passport back to school to be created and completed	Signposts to further support can be advised Through understanding of staff needs and compassion for all.	Pedagogy of staff improved. All walking the walk as well as talking the talk! Deep understanding of why!
	To ensure a successful transition for all	Online Training, Whole Staff training. Recovery Curriculum Emotional Regulation Engagement Play Bereavement Attachment/PDA Behaviour Sensory Diets and input Mental Health and Wellbeing	All staff have a deep understanding of the Rainbow Experience and the principles behind it and Why we are doing what we are.....	Shared understanding and professional language Culture of evidence based/Inquiry based learning Kingsbury Professional Learning Community KPLC
	To ensure staff emotional health and wellbeing is prioritized.	Transitions to new classes and new school need to be planned effectively  Whole school activities to promote wellbeing. Kingsbury mile challenge Morning Yoga Daily mile lunchtime walks Lunch club Afterschool running club Netball club	Time to say goodbye to staff, children and families need to be sensitively managed  EVERYONE NEED TO BE A POSITIVE ROLE MODEL AND MODEL SELF CARE AND REGULATION	Wellbeing questionnaires Staff attendance Staff managing an effective work life balance General 'Buzz' Happy, motivated and engaged Staff

		<p>Reflective time and area                  Open door policy                  Supervision and Well-being meetings                  Well done Wednesdays                  Wellbeing board                  Random acts of kindness                  Well-being Fairies</p> <p>Staff leading sessions for staff and children</p>	<p>Time to say goodbye to staff, children and families need to be sensitively managed</p>	
<p>5 Losses  <b>LEVER 3: TRANSPARENT CURRICULUM</b>                  "All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss." BC &amp; MC</p>	<p>Teachers/Staff focus on 5 losses</p>	<p>LOSS OF ROUTINE, STRUCTURE, FRIENDSHIP, OPPORTUNITY AND FREEDOM....</p> <p>WHAT do these mean for EACH of our children .....                  WHAT DOES IT LOOK LIKE..., HOW DOES IT PRESENT IN THE CHILD?</p> <p>STAFF TO REMAIN THE SAME AS POSSIBLE IN CLASSES.</p> <p>Parents who are struggling with routine will be identified</p>	<p>Inform planning and interventions required to ensure a successful transition back to school and to learning.                  Developmentally appropriate strategies and interventions.</p>	<p>Observations                  Discussions with staff and parents.                  Rag rating behaviours and engagement.</p>

<p>June 2020</p>	<p>Loss of routine and structure</p> <p>MICRO ADJUSTMENTS - to reduce anxiety</p>	<p>and support will be put in place ... weekly zooms, text messages, visits</p> <p>Weekly class letters will be replaced with a Monday morning Video and week timetable of 5 short fun activities. Parents to post evidence on EFL Parent Portal. Friday Video to be sent celebrating the activities completed. Expectation is that at least activity will be completed once a week by those families who aren't engaging.</p> <p>Those children returning to school clear visual and schedules will be sent or given to parents to prepare them for regaining structure and routine.</p> <p>CLEAR STRUCTURE AND ROUTINES ARE ESSENTIAL WHEN</p>	<p>Reduce anxiety and stress and challenging behaviours. Maintain the optimal zone of tolerance, preventing shutdown or meltdown</p> <p>Supports self-care and wellbeing</p> <p>Increasing engagement with parents</p> <p>Staff can use the evidence to plan activities when returning to school.</p>	<p>Clear routines and structure established.</p> <p>Behaviour data and ZED data</p> <p>Engagement and classroom management</p> <p>Peer to peer coaching and learning champions drop ins</p> <p>Increased engagement of EFL.</p> <p>Parents informed and less anxious</p> <p>Successful transitions working closely with families.</p>
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	<p>FRIENDSHIP</p>	<p>CHILDREN RETURN TO SCHOOL.</p> <p>Part time schooling and reduced hours will be freely available.</p> <p>School refusers or those who struggle will need a careful transition plan working together with parents.</p> <p>Compassionate Leadership recognising that staff will have difficulties regaining structure and routines especially if they have a child with additional needs or vulnerable family member.</p> <p>See Relationships and community</p> <p>Home visits, zoom calls, class messages, letters, photos, phone calls, EFL parent portal, Facebook,</p> <p>Ensuring home/school communication is priority.</p>		<p>Staff feel supported, valued and less anxious.</p> <p>HAPPY CHILDREN, PARENTS AND STAFF!</p> <p>ALL engaging in PLAY</p>
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	<p>OPPORTUNITY</p>	<p>Time to say goodbye and have closure for those who need it - Especially YEAR 6 Leavers</p> <p>Activities in school that allow for friendships to reform, outdoor play, lots of free play time, mixing classes, whole school activities</p> <p>Staff activities as listed above.</p> <p>YEAR 6 must have an opportunity to say goodbye and have closure for some children this maybe the parents that need this and it will not be appropriate for those with high anxiety and challenging behaviours.</p> <p>Parents need the opportunity to be listened to, involved and consulted.</p> <p>R reassurance</p> <p>A achievements</p> <p>P plan</p> <p>(Lynn McCann)</p>	<p>We all need to feel wanted, loved, valued and cared for.....</p> <p>They need closure to enable the next stage on their journey is successful</p>	<p>Successful Leavers Transition and celebration</p>
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	<p>FREEDOM</p>	<p>All staff need the opportunity to be involved, consulted and have a 'toolbox' of skills ready to return</p> <p>Teacher staff to take the lead on what returning to school looks like for each child</p> <p>Informal, low demand curriculum.</p> <p>Opt in environment</p> <p>Chill out, calm and listening stations available</p> <p>Lots of Free time and play</p>	<p>Parents need that grieving process as some of our parents have been part of our family for many years. We have been their support network.</p> <p>Staff must be valued and feel confident they have the understanding of what our children will need.</p> <p>Empowering teachers, feeling of valued and respected.</p> <p>Many of us haven't step foot out of the house... returning to the freedom to do venture out will be daunting and scary for most (Shutdown) but for some will be overwhelming and that may produce challenging behaviours (Meltdowns)</p>	<p>Staff engaged in training and able to apply their knowledge.</p> <p>Behaviour data Levels of Engagement</p>
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<p>Inquiry based learning  <b>LEVER 4:</b>  <b>MEGACOGNITION</b>          "Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners"          BC &amp; MC</p>	<p>Themed based topic that engages and motivates all children.          Play and fun practical activities.          ZED (Zones of emotional regulation and demands) support each day</p>	<p>Time to observe and be reflective about teaching - coaching (staff)          Peer to Peer coaching          Discovering what really engages each individual.          Time to play, build trust, relationships.          Time to learn how to be ...          Time to rebuild confidence, self-esteem, resilience, how to interact.          Time to understand emotions</p>	<p>Reengagement of learners          Professional development for staff          Co or self-regulation secure          Behaviours managed safely          Relationships rebuilt          Trust          Wellbeing of all considered and supported.          Staff confident that they understand the engagement of each child.</p>	<p>Passport back to school This is me profile          Key skills document completed by parents          Sensory Diet plan          Behaviour Plan          SALT Plan          Physio/move Plan          Updated EHCP Best Intended Outcomes.          PLOs for Spring Term set and baselined - Expected outcomes set.          Termly report completed showing progress in Kingsbury Rainbow Framework.          Inquiry and evidence based learning culture          Collaborative learning community - developed through peer to peer coaching.</p>
<p><b>LEVER 5 SPACE</b>          "To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity</p>	<p>Plan do review          Good understanding of how each child develops.          Listen to staff and how they are learning and understanding</p>	<p>Plan do review each week - Staff and Team meetings          Regular checks with staff that they are all okay.          Daily wellbeing activities for children and staff</p>	<p>Everyone is given the time and space to recover and reengage.          Celebration of successes.          Everyone feels valued and understood          Everyone feels supported          Everyone children, staff and parents are ready to move</p>	<p>Readiness to proceed on the appropriate individual pathway with highly skilled, reflective and confident staff</p>

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<p>and exploration alongside the intensity of our expectations" BC &amp; MC</p>	<p>Well Being activities for staff and children</p> <p>Regular meetings with Parents</p> <p>Questionnaire for staff and parents at the end of the term to reflect on the impact of our "Rainbow Recovery experience"</p>	<p>All classrooms and communal areas to have chill out places.</p> <p>Classes to have a whole class wellbeing Journal</p> <p>Listening stations and reflective calm spaces to be created</p> <p>Maximum opportunities to form good habits - mindfulness, self-soothing, exercise etc.</p> <p>School environment to be welcoming and inviting and celebrate our wonderful children.</p> <p><b>MAXIMUM OPPORTUNITY TO BUILD RESILENCE "ARMOUR FOR LIFE" (BC)</b></p> <p>Monitoring EFL and Rag rating to ensure all children's needs are being met.</p> <p>Peer to Peer Coaching</p> <p>Learning Champions to support the development of 'This is me' profiles</p>	<p>forward and be effective learners.</p> <p>All individuals SEMH needs are being addressed and interventions are successful.</p>	
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	Effective communication with staff, parents, governors and children if appropriate	
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**Our 5 lever approach is a systematic, relationship based approach to reigniting the flame of learning in each child.**

## How will engagement be captured and measured?

Evidence for Learning is an essential tool within Kingsbury. Evidence is captured using this multimedia App and relevant learning moments demonstrating progress in reengaging are shared with parents and families. Parents and families engage by commenting on their child's learning in school and actively share learning and activities from home which demonstrates engagement, motivation and fun.



Evidence for Learning will capture evidence throughout the term that will support the writing of Personal Learning Outcomes and Best Intended outcomes for the child's Education Health Care Plans. Evidence is shared with parents and families throughout each term and creates a 'This is me' profile of engagement and learning including sensory diets profiles and videos, Behaviour and Wellbeing plans, MOVE and physio plans and videos, SALT plans and videos, as well as Next terms PLOs with baseline evidence and expected outcomes.

Evidence for Learning will provide the tool to support Peer to Peer coaching and developing understanding of engagement and how individual children learn. Evidence gathered through EFL will support whole staff training and families.

# How do we know we are doing the best we can?

All our children have a Learning champion that is responsible for monitoring their reengagement of learning. The Learning Champion Team consists of members of our Senior Leadership Team and Middle Leaders. Learning Champions monitor the impact of our curriculum and our progress to being ready to learn and engage in many different ways. Teachers and support staff will also develop their knowledge and understanding of learning through Peer to Peer coaching focusing on the learner and how they learn.

## The role of the Learning Champions during Our Rainbow Experience



**“Our quest, our mission as educators, should be the journey with a child through a process of reengagement, which leads them back to their rightful status as a fully engaged, authentic learner”**

**(Barry Carpenter & Matthew Carpenter 2020)**

**“Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.”**

**(Barry Carpenter & Matthew Carpenter 2020)**

Katie Fielding - May 2020

## **Acknowledgements**

Before developing 'The Kingsbury Way' Recovery Rainbow curriculum, extensive research on Engagement and the Recovery Curriculum took place.

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Our Kingsbury Team for supporting each other through the Pandemic and always putting the needs of our children first.

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Learningshared podcasts - Episode 1 - 8: The Recovery Curriculum

Recovery Curriculum Facebook Group: a wonderful group of people who willingly share expertise and resources, as we all want to do the best for our children and young people.

Diane Rochford - The Rochford Review and Engagement Model

Team ASCL Webinar 6 - Vulnerable Children

Butterfly Print - Mental Health Documents

**SchudioTV - Inspirational Online Courses for Teachers - Preparing Autistic & SEND Children for going back to school - *The Big Transitions for Autistic and SEND Pupils after Lockdown* courses**

**Isabella Trust: PDA training - Lynn McCann**

**Tina Rae: You Tube Coffee Sessions**

**Child Bereavement UK**

**Pooky Knightsbridge - Promoting Emotional Regulation in Autistic children**

**Dean Beadle - My Lockdown experience interview**

Complex Learning Difficulties and Disabilities Project and the Engagement Profile

Engagement 4 Learning <https://engagement4learning.com/>

The Rainbow Classroom

SMILE

Forest Oak School

Churchward School

Mango School

The Spiral Playbook - Linda Kaser & Judy Halbert

Restoreourschools.com

*Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, nurtureuk.*

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