

The Newbridge School Communication Plan

Effective from 18.01.21

To be reviewed 01.02.21, by Nick Schober and the Care & Guidance Team.

Context

To support public health efforts, from 4th January 2021, schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Rationale

The Newbridge School recognises that during this period of lockdown, effective communication with all students is paramount. We acknowledge that some students will require a greater frequency of contact from the school.

Categorising students according to need

To ensure that all students receive the necessary frequency of contact from the school, at the Newbridge School we use the Continuum of Support (Appendix 1).

The table below identifies the categories as;

- Universal
- Additional
- Targeted
- Specialist

For ease of reference the colours shown below are given to each individual category.

Student with no additional needs (UNIVERSAL)	Student with some additional needs, requiring early intervention (ADDITIONAL)	Student with additional needs that are becoming more complex meaning they require targeted and enhanced support (TARGETED)	Student with complex and/or acute needs that require acute intervention (SPECIALIST)
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The format used mirrors the Leicestershire Thresholds to Access Services.

<https://lrsb.org.uk/policiesandprocedures>

Contacting the Students

All students are expected to join a Virtual Tutor Group (VTG) session on Google Meets, from 8.45am – 9.00am daily (but three times during the week beginning 18th January 2021 inclusive). This will enable their tutors to answer any queries students might have, check that they are ok and give the students a sense of “normality”. During these sessions tutors will give the students the **Childline number, 0800 1111**, and be reminded of it on a regular basis. They will also be told how to access Apollo Radio (www.apolloradio.co.uk), upon which there will be messages regarding safety and wellbeing.

The tutor will register attendance to the VTG on the registers on the Google Drive.

If students do not join a VTG on three consecutive occasions, they will be contacted by the student manager for that year group. This action will be logged in the comments section.

The parents/carers of students within the **Additional** category will be contacted at least once per week by the identified member of staff (usually the student manager, SENCo, Mental Health Professional or Counsellor). During this telephone call there is an expectation that the student is spoken to. The date of the telephone call will be entered in the comments section of the VTG register and a brief summary of the conversation will be logged on CPOMS in the COVID-19 category.

The parents/carers of students within the **Targeted** category will be contacted at least twice a week by the identified member of staff (usually the student manager, SENCo, Mental Health Professional or Counsellor). During these telephone calls there is an expectation that the student is spoken to. The date of the telephone call will be entered in the comments section of the VTG register and a brief summary of the conversation will be logged on CPOMS in the COVID-19 category.

The parents/carers of students within the **Specialist** category will be contacted at least three times a week by the identified member of staff (usually the student manager, SENCo, Mental Health Professional or Counsellor). During these telephone calls there is an expectation that the student is spoken to. The date of the telephone call will be entered in the comments section of the VTG register and a brief summary of the conversation will be logged on CPOMS in the COVID-19 category.

During these telephone conversations, staff are expected to listen for any signs of anxiety or distress in the voice of the student or parent/carer.

Those students with;

- a Child protection Plan,
- a Child in Need Plan,
- active Children and Family Wellbeing Service (CFWS) involvement

or;

- those who have had referrals submitted to the local authority that are going through assessment,
- recently closed agency involvement
- those who are deemed vulnerable by the school professional will be read the following safety plan during the first call, and reminded of it on a regular basis;

“Just to let you know that if you are feeling worried, nervous and/ or scared during this time remember that you are not alone; there are other people who can help you. Remember the Childline number 0800 1111.

If there is anything that’s particularly worrying you at home/ online/ anything and you would like us to help, when I call you, you can use this word ‘blue’ and I will know that you need help/ that you are in danger or at risk without anyone else knowing you are asking for help.

If you are ever in immediate danger call 999 for the emergency services and ask for the police.

If you are ever in danger and cannot speak on the phone to the police you can call 999 and cough or tap in 55 on the keypad and this will signal the call operator that you are in danger, allowing them to send officers to your location.”

Reporting Concerns

All staff must report any safeguarding concerns in a timely manner (within 15 minutes) on CPOMS.

If a student uses the key word given to them in the safety plan, staff must act immediately by ringing Nick Schober, or Danny Birt on the mobile numbers that have been given to the appropriate staff. In the event of not being able to speak with either of these immediately, contact the relevant services straight away.

Parents/carers and students are able to report concerns through the telephone calls, or via the on-line form that is on The Newbridge School, and Apollo websites.

Additional Communication

Further communication will be made with students in the following ways;

- Website
- Leaflets
- Email
- Apollo Radio

Further communication will be made with parents and carers in the following ways;

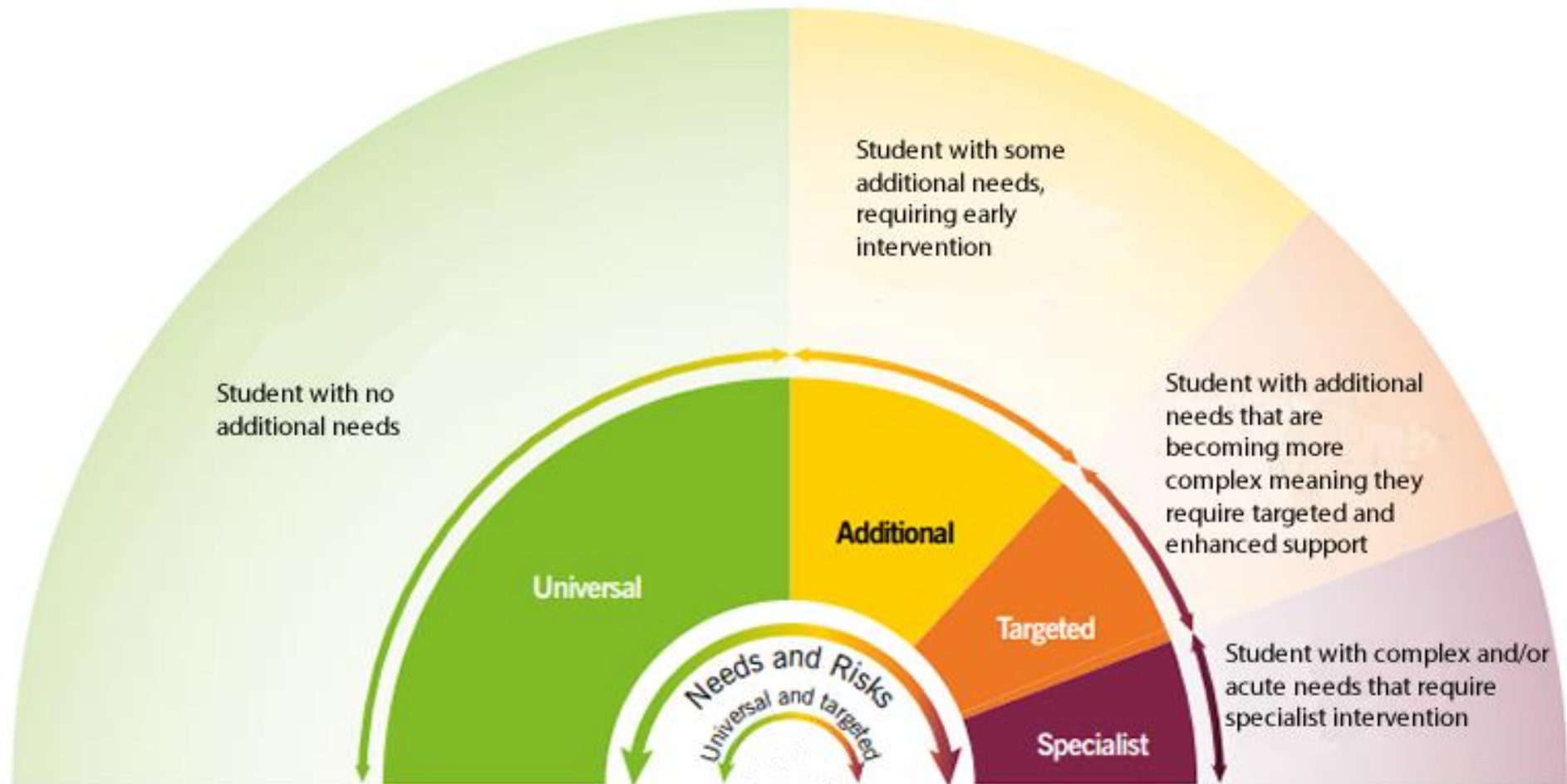
- Website
- Email
- Twitter
- Text

This communication plan will be reviewed on 01.02.21 by Nick Schober and the Care & Guidance Team.

APPENDIX 1

Continuum of Support for Behaviour, Emotional and Educational Well-Being

Must be read alongside THE THRESHOLDS FOR ACCESS TO SERVICES FOR CHILDREN AND FAMILIES IN LEICESTER, LEICESTERSHIRE & RUTLAND



Student with no additional needs (UNIVERSAL)	Student with some additional needs, requiring early intervention (ADDITIONAL)	Student with additional needs that are becoming more complex meaning they require targeted and enhanced support (TARGETED)	Student with complex and/or acute needs that require acute intervention (SPECIALIST)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exhibiting Factors</p> <ul style="list-style-type: none"> • Responds to policies and procedures • Making academic progress • Attendance =>95% • The student is healthy and well • The student can cope with the challenges they face • The student can form positive relationships with adult and peers • The student can manage their emotions with the challenges they face • Parents/Carers are supportive of the school • Parents/carers are engaged with the school 	<ul style="list-style-type: none"> • Responds to policies and procedures inconsistently • Not on track to meet age related/ academic targets • Learning difficulties may be specific to one aspect of learning • Behaviour sometimes prevents themselves and peers learning • Attendance 90 – 95% • The student has received a number of sanctions, detentions after school • At times the student finds it difficult to manage their emotions with the challenges they face • At times the student demonstrates anxieties about difficult situations • At times the student comes into conflict with their peers • At times the student comes into conflict with adults • At times the student appears to be self-contained and struggles with interaction with peers and or adults. • The student is healthy and well most of the time • The student suddenly appears unkempt outside of normal expectations. 	<ul style="list-style-type: none"> • Rarely responds to policies and procedures • Not on track to meet age related/ academic targets and falling significantly behind peers • Difficulties with pace of curriculum delivery and retention of knowledge in all subjects. • Behaviour commonly prevents themselves and peers learning • Attendance 85-90% • The student has received a significant number of detentions, and some isolation room sanctions, and Fixed Term Exclusions • The student has a diagnosed health condition • The student is a bully or is being bullied • The student cannot manage their emotions with the challenges they face • The student struggles to manage anxieties which impacts their ability to function in school. • The student finds it difficult to form positive relationships with adults and/or their peers 	<ul style="list-style-type: none"> • Does not respond to policies and procedures • Not making any academic progress and significantly behind their peers • Graduated response has been ineffective (at least 1 cycle of APDO) • Profound, complex lifelong learning difficulties have been identified that require specialised provision not available on site. • Behaviour consistently prevents themselves and peers learning • Attendance <85% • At risk of permanent exclusion • Student has an acute diagnosed health condition • The students personal care/daily living skills are severely lacking. • Bully or being bullied • Requires more than one layer of support to manage their emotions • Is unable to form and maintain positive relationships with adults/peers • Levels of anxiety prevent the student from attending lessons and is severely affecting their daily life. • Absconds from home

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	<ul style="list-style-type: none"> The student sometimes displays challenging behaviour at home The student sometimes displays challenging behaviour in the community <ul style="list-style-type: none"> Parental engagement is sometimes difficult 	<ul style="list-style-type: none"> The student displays challenging behaviour at home The student displays challenging behaviour in the community <ul style="list-style-type: none"> Parental engagement and support of the school is not consistent and often difficult. 	<ul style="list-style-type: none"> Violent behaviour at home Anti-social/criminal behaviour in the community <ul style="list-style-type: none"> Parental support is non-existent and is a cause for concern
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACTIONS</p> <ul style="list-style-type: none"> Student will be able to access the school's curriculum, respond to care & guidance, enrichment and have no additional need. 	<ul style="list-style-type: none"> Teacher/HOD interventions (teaching strategies, parental involvement, catch-up) Tutor intervention (parental involvement, target setting, report) Refer to Care and Guidance Gather more information Complete SDQ Identify Lead Professional in school Refer to Triage & Navigation SEND learning assessments (if appropriate) 	<ul style="list-style-type: none"> AS ADDITIONAL, PLUS.... Refer to Apollo Care and Guidance Complete Boxhall Complete additional SEN assessments Complete statutory assessment for an Educational Health and Care Plan (EHCP) Liaison with parents Complete an Individual Health and Care Plan (IHCP) Complete a Mental Health Assessment Refer to Inclusion Forum for early help advice Counselling Small group work 1:1 Intervention Personalised curriculum Complete Risk Assessments Refer to Attendance Improvement Officer 	<ul style="list-style-type: none"> AS TARGETED, PLUS.... Refer to Inclusion Forum for Alternative Provision Statutory assessments Mental Health Assessments Refer to Joint Action Group Team Around the Family

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