

Planning for the Return of Vulnerable Pupils to Settings, following COVID-19

Possible Beginnings	Resources	Evidence-Base-Neuroscience links
<p><u>Welcome Back:</u></p> <ul style="list-style-type: none"> E-mail or post directly - photographs of the key people, places and activities; reminders of routines Identify children Walking passed the setting on walks Social Stories Staff supervision time 	<p>Social Stories: https://www.tes.com/teaching-resource/covid-social-story-school-closing-and-virus-12270054</p> <p>Going Back to School Makaton.org.uk</p>	<p>Visual aids are effective in introducing, developing and embedding the routines and transitions. The strategy is proven to reduce anxiety.</p> <p>Staff time to share anxieties and to be able to create a plan of how best these anxieties can be minimalised.</p>
<p><u>Monitor Well-being</u></p> <ul style="list-style-type: none"> Organise planning meetings with parents via telephone/ video conference call) Daily Emotion check-in Leuven Scales Transitional objects from home/setting 	<p>Leuven Scales: https://www.twinkl.co.uk/resource/t-c-6863-the-leuven-scales-for-well-being-and-involvement-display-posters</p> <p>Thrive: whole group profiling available on completion of the practitioner course</p>	<p>Thrive: A systematic approach to early identification of emotional developmental needs that provides differentiated provision – provides age-appropriate developmental tasks https://www.thriveapproach.com/</p>
<p><u>Incorporate Emotional Regulation Diet</u></p> <ul style="list-style-type: none"> Relaxation Mindfulness Exercise 	<p>Movement and mindfulness videos created by child development experts. Available for free at school, home https://www.gonoodle.com/</p> <p>Breathing Buddies is a mindful breathing exercise created for children under the age of 6, in order to help them feel calm https://breathing-buddies.org/</p> <p>Breathing exercises, games and videos to help children to feel calmer. https://www.childline.org.uk/toolbox/calm-zone/</p>	<p>Porges Polyvagal theory – evidence-backed strategies https://www.youtube.com/watch?v=ec3AUMDjtKQ</p>
<p><u>Puppetry</u></p>	<p>https://www.geteduca.com/blog/why-early-learners-love-puppet-play/</p>	<p>Opportunities to externalise internal voices, finding ways to order, sequence and make sense of events and experiences</p>
<p><u>Music</u></p>	<p>https://www.youtube.com/watch?v=Gvs4gicRg28</p>	<p>Music releases mood-enhancing chemicals in the brain – dopamine increases in response to music and is known to produce ‘feel-good state’ <i>Yahaya A. ‘The role of Music and Young Children: The brain development’</i></p>
<p><u>Story</u></p> <ul style="list-style-type: none"> Sensory stories Story sacks 	<p>Colour Monster by Anna Llanes How are You Feeling Today by Molly Potter (2014), All Kinds of Feelings by Emma Brownjohn (2003), The Great Big Book of Feelings by Mary Hoffman and Ros Asquith (2016), My Many Coloured Days by Dr Seuss (1973) The Huge Bag of Worries by Virginia Ironside (2011) with children 4 +.</p>	<p>Story-telling is a powerful tool for helping children to make sense of the world and their experiences. Siegel & Payne Bryson (2011) emphasise the need to pay attention to SIFT (sensations, images, feeling and thoughts) to support the development of the ‘whole brain child’)</p>
<p><u>Sensory Activities</u></p> <ul style="list-style-type: none"> Sensory Circuits Sensory Diet 	<p>http://www.earlyyearsresources.co.uk/blog/2018/02/sensory-play-activities-and-ideas/</p>	<p>Sensory circuits/diet to tune into their environment, to refocus and re-centre.</p>

Planning for the Return of Vulnerable Pupils to Settings, following COVID-19

<p><u>Play: Games, Painting and drawing, Modelling, Role Play</u> ...</p>	<p>https://www.pinterest.com/funlearningforkids/ https://www.pinterest.com/imaginationtree/ https://teaching2and3yearolds.com/awesome-preschool-rainbow-activities/ https://hungrylittleminds.campaign.gov.uk/</p>	<p>Building emotional vocabulary through play will contribute positively to enable better access to relaxation, calm and ease; and provide opportunities for all to safely express and explore feelings that may get in the way of learning. Shared fun actively contributes to healthy brain growth through the production of GABA – a chemical in the brain that induces relaxation, reduces, stress and anxiety.</p>
<p><u>Sign-posts</u> Home-Start: http://www.home-startdoverdistrict.org.uk/ Early Help: EHAAT@togetherforchildren.org.uk www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services Health Visiting: www.kentcht.nhs.uk/service/kent-baby/health-visiting-service/ Kent County Council Inclusion Team: www.theeducationpeople.org/ Portage: www.portage.org.uk NHS Care Coordination Team: www.kentcht.nhs.uk/service/childrens-integratedtherapy-and-care-co-ordination-service/ Victim Support: https://www.victimsupport.org.uk/</p> <p><u>Resources</u> Public Facebook Page: The Thrive Approach - supporting the community to weather the storm – includes weekly activities for parents, free to share with all Sunderland M (2006) What Every Parent Needs to Know: The remarkable effects of love, nurture and play on child's development Free training different subjects and levels: http://www.complexneeds.org.uk/</p>		