

Education Directorate Covid-19 Transition Action Plan

Introduction from Shelley Davies, Interim Director of Education

Dear Colleagues,

The last few months have seen Education radically redesigned to support all our children in Croydon in the light of the Coronavirus and I have been humbled by the energy, commitment and care our whole educational community has shown – from devising resources and sharing them with one another, to creating ways of feeding and supporting our most vulnerable, to ensuring that we provide a safe place for the children of key workers so that they can carry on contributing to life in Croydon.

Throughout this period, the Education Directorate has sought to walk alongside school leaders in these testing times – not directing, not demanding, but being there at whatever level or need is required. I hope you have welcomed this approach. In the spirit of continuing this dialogue I have enclosed some extracts from our early draft action plan for supporting schools, teachers, leaders and children and young people back to school. I would welcome your thoughts.

The guidance and this document will also be shared with the Local Professional Associations to ensure that the initial thoughts on supporting schools is as transparent and as open as possible. While we all have differing national priorities the most important focus should be on the wellbeing of all.

None of the actions contained in the following pages are devised as a way of monitoring performance but to continue our efforts in walking alongside you during the next phase of Government policy towards Covid-19. Inclusion and Opportunity for all remain our watchwords.

| DRAFT ACTION PLAN: Education Directorate schools reopening | | | | |
|---|---|--|---|--|
| <ul style="list-style-type: none"> Schools reopening in the near future. Planning assumption is for some year groups to return in June/July and all year groups to return in some from September onwards with a possible 'eyes on' day for all year groups at some point in the summer term. This can be flexed in response to scientific advice and political decisions. We need to put in place systems/structures that are ready to go from the reopen to ensure children resume school in line with the re-open plan and can sustain their school place. | | | | |
| Priority areas | Actions/tasks | Outcome/success criteria | Lead (& support staff) | Completion date: |
| Standards, Safeguarding & Inclusion | | | | |
| Ensuring pupils do not become children missing from education. | <p>Implement process by which the LA can account for all pupils on roll at shutdown (include PEx/FAP/IYA in process)</p> <p>Provide supplementary guidance to schools around CME and absence arrangements</p> <p>Include within daily return headline figures to account for every pupil</p> | <p>Process devised and agreed</p> <p>Guidance written and circulated</p> <p>Daily headline reporting of headline data from all schools agreed</p> | <p>CR</p> <p>CR</p> <p>SD/MKY</p> | <p>7th May 2020</p> <p>15th May 2020</p> <p>12th May 2020</p> |
| Identifying vulnerable pupils who are at risk of becoming CME or do not resume attendance | <p>Use daily return figures to cross reference with CSC priority 1 pupils.</p> <p>Establish process for pupil level reporting for vulnerable pupils who are still missing from education 10 days after the re-open.</p> <p>Repurpose Missing Monday to focus on vulnerable pupils who are still missing from education 10 days after the re-open.</p> | <p>Daily reporting from all schools in place from point of re-open</p> <p>Weekly pupil level reporting of vulnerable pupils in the returning cohort who do not resume attendance</p> <p>Multi-agency oversight in place through Missing Monday from 1/6/20</p> | <p>CR/ JR/ MKY</p> <p>CR/JR/MKY</p> <p>CR/MMa</p> | <p>15th May 2020</p> <p>7th May 2020</p> <p>9th May 2020</p> |

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| Interventions when pupils do not resume attendance – in conjunction and agreement with schools. | Provide advice to schools around the interventions to take in respect of pupils who become CME or do not resume attendance. Ensure schools can have systems in place following up on CME and pupils who do not return. Agree the appropriate use of enforcement powers, if any , in the event of pupils not returning to school. Advise schools and implement any changes to enforcement work. Provide targeted intervention work with schools who agree additional support to secure pupils return to school. Agree provision (and threshold) for pupils unable to attend school (i.e. shielding) | Schools are aware of the advice and any changes to procedures LA providing support to schools. Use of enforcement powers agreed. Schools/EWS providers made aware of any changes/advice. Changes implemented. schools receiving additional support to secure pupils' return. Offer and threshold agreed with schools and SVC. Provide guidance to schools on alternative arrangements. | CR/ MKY MKY/CR/MMa MMa (CMc) MMa (AIOs/MJ) CR/MKY/MMa CR (AG) CR | 5 th June 2020 5 th June 2020 20 th May 2020 22 nd May 2020 From 1 st June 2020 22 nd May 2020 29 th May 2020 |

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| Ensuring children without a school place can obtain one | <p>Review arrangements for pupils without of a school place (COOS) including complex cases & agree steps necessary to secure places.</p> <p>Identify complex admissions cases that need to secure places through FAP.</p> <p>Identify Y6-7 transition pupils without a Y7 school place</p> <p>Consider if/when we can restart FAP (12th June) for IYA and whether we need to do it virtually or need alternative arrangements.</p> <p>Consider options for current Y10s (going to Y11) for COOS</p> | <p>All schools recommence admitting new IYA pupils</p> <p>Complex cases identified for FAP. Referral paperwork completed.</p> <p>Pupils identified and plan agreed</p> <p>Arrangements for FAP in relation to IYA agreed and implemented.</p> | CR/MA VBW/MA (JA/MJ) VBW/NA CR/VBW/MA MKY/JR (CR/MA/AG) | 29 th May 2020 29 th May 2020 29 th May 2020 29 th May 2020 Timescales TBA |
| Supporting pupils when they do resume attendance | Ensure schools are aware of the support service offer around bereavement. | Agreed package of support for schools, families and children around handling bereavement in place. | Educational Psychologists (AM) | |

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| | <p>Trauma awareness (conference)</p> <p>Put in place arrangements to provide on-going advice and support to school leaders</p> <p>Ensure schools are aware of the offer from other service such as Early Help and Youth Engagement.</p> <p>Review available support for schools and commission further services as required.</p> | <p>Move conference date to November /date in New Year are in place –Fairfield Halls and keynote speakers in process of being notified. Theme of conference will be refined to reflect current situation</p> <p>Inclusion Advisor and SEPs working with schools in supportive role</p> <p>Schools made aware of the wider offer from the council.</p> <p>Services reviewed and commissioned where required.</p> | <p>MH et al</p> <p>MKY/ SEPs</p> <p>Extended SLT</p> <p>Extended SLT</p> | |
| Managing exclusion and referrals to FAP | <p>Consider if/when we can restart FAP (12th June) for risk of PEx managed moves and whether we need to do it virtually or need alternative arrangements.</p> <p>Series of one-off ‘team around the school’ meetings in priority schools to provide multi-agency support around vulnerable pupils.</p> | <p>Arrangements for FAP in relation to brokering managed moves for pupils at risk of PEx agreed and implemented.</p> <p>TAS meeting held with priority schools.</p> | <p>MKY/CR/VBW</p> <p>MMa</p> | 29 th May 2020 |

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| | Providing advice to schools around conduct of socially distanced exclusion hearings and ensuring statutory processes are followed | Guidance provided to schools on managing exclusions | CR/MMa | From 8 th June 2020 29 th May 2020 |
| Curriculum | Document sent to all schools to support staff online training (including curriculum development). Schools signposted to online learning and resources for pupils Provide schools with information and support re how to adapt curriculum for reintegration e.g. signposting to recovery curriculum Provide guidance for schools re reporting to parents at the end of the academic year 2019-20 | Teachers continue to be well equipped for curriculum delivery Schools are able to successfully adapt their curriculum for a phased return to school with a particular focus on pupils' well-being and mental health Schools are able to provide parents with information about their pupils that is measured and appropriate to the current situation | School Effectiveness team in conjunction with EP team AL | 19 May 2020 May 2020 13 May 2020 |
| Support and communication for school leaders | Regular update from Directorate with key messages from government and LA | Central point for communication of key messages to headteacher | Interim Director of Education School Effectiveness team | Ongoing during Covid-19 crisis |

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| Priority areas | Actions/tasks | Outcome/success criteria | Lead (& support staff) | Completion date: |
| | <p>Link advisers in regular contact with headteachers in order to provide guidance, support and a listening ear to head teachers, including for new heads, interim heads and small maintained schools</p> <p>Continued support for any schools causing concern</p> <p>Continue to support recruitment of head teachers</p> <p>Continue to source and communicate relevant information to key leadership groups in order to support best practice:</p> <ul style="list-style-type: none"> • SENCOs • Primary assessment leaders • Primary core subject leaders (English and maths) | <p>Head teachers feel supported and know that there is a point of contact for their many and varied enquiries</p> <p>Link advisors report regular contact with schools through Officer's and Advisers' meetings.</p> <p>LA representatives on HT recruitment panels were possible</p> <p>Regular email updates to headteachers and senior leaders including SENDCOs</p> | School Link Advisors | |
| Helping school staff to manage their emotional resilience over a return to school | <p>Prompt whole staff meetings</p> <p>Offer work discussion groups</p> <p>Provide guidance</p> | Schools able to adequately staff settings | All | |

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| Managing the workforce, knowing who can return | Pastoral care to see who can return Planning deployment Covid testing to aid return to work | Rates of staff absence return to pre-Covid levels | Schools and link advisors | |
| How to establish a safe school, classroom, playground | Clear H & S guidance Work with unions Provide information at school level to parents | Schools able to accommodate growing numbers of pupils | Schools and link advisors | |
| Providing advice and guidance to parents about arrangements but also their children's well-being | Provide written guidance Support Schools to offer parent briefings if required. Offer telephone consultation | Inclusion Advisor supporting SENCOs in liaising with parents and answering queries and allaying anxieties and concerns Good attendance in year groups returning to school | MH Schools and link advisors | ongoing |
| Plan how manage the return of limited year groups whilst continuing home learning | Clarify expectations for parents and supporting headteachers. Consolidate home learning offer | School staffing arranged to accommodate year groups attending and remote learning for others | Schools and link advisors | |
| Managing children's emotions in preparation | Clear messages from school with LA guidance Written guidance | Good attendance in year groups returning to school | Schools and link advisors | |
| Training for staff in preparation | Offer a suite of training on bereavement and loss, emotional resilience, keeping safe, dealing with traumatised children etc. Offer | Colleagues feel well supported and their revised CPD needs are met | Schools and link advisors | |

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| | specific DSL support for potential disclosures. Highlight the need to identify vulnerability | | | |
| Planning the activities of return: 1. Acknowledging fears, loss, separation anxiety, loss of confidence and skills 2. Marking the transition 3. Rebuilding relationships 4. Re-establishing routines 5. Managing behaviour | Offer guidance on areas to consider, activities at class, year group and individual level. | Schools to liaise with Inclusion Advisor and EP Service as well as SENCO Cluster Groups to identify need and support for traumatised pupils Support offered to all schools who require it. Link advisors work closely with schools during their recovery planning phase | MH Schools and link advisors | Ongoing |
| Plan welfare support for those in need and not able to afford the essentials | Continue food poverty approach Consider school clothes issue, offer guidance in relaxing rules | Schools refer into 'family support' service for emergency food parcel deliveries or onward referrals to Gateway. | LF/ZB Gateway | Ongoing |

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| | | <p>Gateway assess families (referred by schools) and support with vouchers or food bank referrals.</p> <p>Schools with high levels of FSM pupils sign up to FareShare surplus food collection at 1 of 5 local collection points.</p> | LF/ZB Education leads LF/Gateway | 22 nd May |
| Managing transitions | Input guidance from other work flows | Full transition guidance issued | Link Advisors | May 20 2020 |
| Helping schools to provide emotional support for children & staff returning from lockdown | <p>Working group created to look at using the mental health aspects of the RHSE curriculum to support the return</p> <p>Provide guidance and resources for schools</p> <p>Link to more specialist work eg bereavement support or trauma-informed schools *</p> | <p>Group “meets” from 14th May and creates package of advice and support</p> <p>Package as above plus other resources eg new RHSE primary resource pack; link to work delivered in secondary schools, and support/training for staff</p> <p>Use existing Health and Wellbeing professionals mailing list to share work or to ask for further help (eg from EPS or MHST)</p> | ZB | Mid-June 2020, although could provide year-group specific materials if these ages go back to school earlier |

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| | Signpost schools to further sources of advice such as Anna Freud Centre, NSPCC and CEOP | Continue to use existing Healthy Schools network and mailing lists | | Ongoing |
| | | | | Ongoing |
| Supporting successful transition for pupils (including those with SEND) starting Reception, year 7 and post 16 destinations | <p>Link advisers to lead 'task and finish' groups with head teachers and relevant LA colleagues to develop guidance for early years, year 6-7 and years 11-12 transition</p> <p>Link advisers provide support to schools in delivering transition plans.</p> | <p>Guidance documents for schools which supports them in providing effective transition arrangements for their pupils. Document to be an annex to the whole borough guidance.</p> <p>Pupils in these year groups are well supported in transition to new education settings.</p> <p>Inclusion Advisor currently working with SENCO Cluster Leads and schools to plan for transition arrangements and in school</p> | <p>Link advisers Early years JW 6-7 & 11-12 MS SEND to be included in all groups</p> <p>MH</p> <p>MH</p> | May 31 2020 May and ongoing |

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| | | support for SEN pupils particularly in the sharing of information Transition Afternoon for SENCOs June /late August/September Possibility of having to split event into two groups due to social distancing | | 3 possible dates booked and one/two to be confirmed |
| Ensuring adequate and appropriate food provision is available for pupils and families. | Provide advice and guidance to schools with concerns around food provision. Plan the future of the 'family support' referral and advice service. Review current support and plan a hand-over to other internal/community services. Review periodically to decide when the service should be withdrawn. | Advice/guidance provided to schools raising concerns Plan is in place for the short-term continuation of the service and the support being offered. Plans are communicated with schools and alternative support services are promoted. | LF LF/ZB LF/ZB | Ongoing Ongoing Ongoing |
| Croydon Music and Arts | | | | |
| Children and young people's well-being | Create well-being course based on the Children's Society five ways to well-being and parental guidance Launch as part of Croydon Music and Arts online offer which can be completed using | Other services refer young people to the course to supplement their interventions / support 1,000s complete the online course and are offered additional online | GS and CMA staff | 9 May 2020 (course created) 18 May 2020 |

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| | CMA Seesaw home learning app supported by CMA staff; circulate pdf version which can be printed and used without IT, supported by a parent / carer or other trusted adult | and in person arts courses as part of CMA's ongoing blended learning arts offer Any additional needs revealed through the course are referred to appropriate service | | (course launched) |
| Education Compliance, Commissioning & Post -16 | | | | |
| Ensuring risk of NEET Yr. 11 – 13 leavers are identified and aware of support available | Collation of Yr. 11 September Guarantee information, i.e. what current Yr. 11s intend to do in Sept 2020 (including KS4 provision in FE colleges). Any Yr. 11 with no / few plans can be identified and offered support. Notify schools and colleges of support available from caseworkers, namely virtual 1:1 or group information sessions for any Yr. 11 – 13 leavers or their parent / carer that needs support for Post 16/18 transition in addition to the already standing email / 'phone enquiries. | Process completed, support ongoing. Notification circulated to schools and colleges (careers leads) | JJK / CBE JJK | 30.04.20 <i>(small number of schools being chased for data).</i> 20.04.20 |

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| | Liaise / negotiate and confirm with providers re their provision for Yr. 11s (ordinarily support commences after last Friday in June). | Online provision confirmed. Online provision for Yr. 11 – 13 leavers confirmed and shared with schools / colleges (careers leads). | JJK JJK | 30.04.20 01.05.20 |
| Special Educational Needs and Disabilities | | | | |
| Children & Young People with an EHC Plan are supported back into school | If CYP in specific year groups are identified to 'go back to school', in order to maintain social distancing and provide adequate staffing, it may be necessary to prioritise which CYP with EHC Plans return in advance of others. Schools would be expected to do so using the risk assessment that has been undertaken or by prioritising known vulnerable groups (e.g. CYP with CP or CIN Plan). LA action: Provide guidance for education settings accordingly. EPs, therapists and SEN Teams to identify CYP with EHC Plans for whom additional support is likely to be needed to re-establish attendance and engagement | All CYP with EHC Plans are attending school at the expected levels (i.e. no worse than prior to COVID-19 by the end of September 2020 (guidance permitting). Updated guidance to be developed in response to emerging issues (e.g. EP advice regarding school refusal to be amended and made appropriate for current circumstances). Daily reporting of attendance of CYP with EHC Plans to be maintained during defined | JL/MH/AF/SVV/RB/DC/AM Inclusion Advisor liaising with SENCOs to ensure effective transition practices are in place to support pupils with EHCPs Models of good practice are identified and shared to develop practice across the LA | 15 th May – Sept 2020 as above and ongoing |

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| | with learning. Liaise with school SENCo and parent/carer as appropriate to build support for transition back into school and monitor need for on-going support. | 'recovery period' to support joint working across Education and Children's Social Care Directorates. | | |
| Ensuring support for all children on SEND support | Identify most vulnerable children (PMLD/SLD) who may return to settings. Ensure risk assessments in place. Process for monitoring and updating – allocated to team members to support and monitor Provide guidance and support for all children on caseloads, update support plans and provision maps, review inclusion funding Support transitions to reception for all children on EY SEND caseload | All children with PMLD/SLD accounted for and team members responsible for weekly updates Weekly reporting of caseloads from all team members All schools contacted | PS/RB/KC PS | 22 nd May 2020 31st May 2020 |
| Virtual School | | | | |
| CLA | Separate guidance will be issued | Issued | SB | |
| Pupil Place Planning, School Admissions & Early Years | | | | |
| Children out of school | Primary Schools: | Primary Schools: | MA JPM | Ongoing |

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| | <p>Applications are being sent as normal to schools who process their in-year admissions. Offers are being made by admissions team for all other schools pending re-open dates. Details of offers made will start to be sent to schools prior to them re-opening.</p> <p>Secondary Schools: Applications are being sent as normal to all secondary schools, outcomes for these are being chased with the schools. In readiness for the reopening of schools, a report is being updated weekly of a list of children to be sent to each school who are eligible for the low attainment funding.</p> | <p>Offers have been made and accepted for almost all children out of school, start dates to be arranged upon schools re-opening.</p> <p>Secondary schools: Responses from secondary schools have been minimal with some informing they will not be processing admissions until after they have returned to normal practice.</p> | MA TG | Ongoing |