
Rutland County Council

**Addressing the impact of covid
on the education of Rutland
children and young people**

This report will consider the questions:

- What steps are being taken to address academic recovery?

- What steps are being taken to provide mental-health support for our young people?



Early Years – Lucy Lewin



IMPACT OF COVID ON CHILDREN, FAMILIES AND STAFF
30TH SEPTEMBER 2021

Challenges and successes of the last 2 academic years

Some of these challenges continue as we begin the new school year.



Covid, impact on children, staff and families...



- Disruption to schooling
 - Social
 - Emotional
 - Academic
- Staff
 - Shortages
 - Different approach to teaching/developing new skills
 - Balancing working in school and home learning
 - Leadership changes
- Uncertainty for families, coping with loss and illness, financial pressures
- Curriculum review needed and opportunity to review class groupings
- Lack of sport, trips, extra-curricular and play opportunities for children
- Risk Assessments highlighting new, changing priorities
- Remote learning

Positive Outcomes

- We responded to each challenge to **remain open** and all children accessed good quality teaching and learning
- Resilience and teamwork
- Review and updates of risk assessments
- Safeguarding
- Continued support for SEND and Pupil Premium
- PSHE adapted across the year to the needs of the children
- Provision of equipment and improved IT skills for many
- Supportive communication with local authorities
- Improved hygiene – less every day bugs



Returning to school



- Learning gaps not as significant following 2nd lockdown
- Focus on mental health and well-being including ELSA upon return
- Focus on key skills in lessons on return to school
- Appointment of two head teachers
- Attendance
- 90% uptake of virtual lessons
- Additional sports sessions/coaches and visitors
- Recovery curriculum



Key Priorities for 2021 / 2022

- Mental health and well-being for all
- Continued review of risk assessment
- Pride and respect in school
- Behaviours for learning / Behaviour management
- At least good progress for all groups across the school
- Attendance monitoring and interventions
- Curriculum coverage and gap filling
- Continued analysis of vulnerable groups (gaps)
- Continued use of IT
- Readiness for outbreaks
- Consistency of practice across EYFS
- Community Cohesion and team spirit



Secondary Sector – Lizzie Papworth on behalf of Stuart William (Catmose College)

Academic recovery

- Staff training – focus on good teaching practices and the recovery curriculum
- Students who needed further intervention were identified – this is shown on a tracker system for each student
- Year 7 and 8 English – Year 7 - Assessments completed in first 5 weeks – targeted support through Accelerated Reader Programme (In curriculum time) Year 8 – 35 minutes 1-1 to address gaps
- Year 9 English – Reading intervention programme. Pupil premium students – 15 hours of tutoring through the National Tutoring Programme
- Year 10 English – English team identified students who need further intervention. Tutoring offered for one hour per week by specialist subject teaching assistants.

Year 7 Maths – Assessments given to identify students needing intervention. Additional intervention given for 70 minutes per week.

Year 8 and 9 maths – Students requiring intervention have been identified and accessing 70 minutes intervention per week.

Year 10 maths – Tutoring will be offered for one hour each week who require intervention.

Science – Students identified through assessments and tutoring given if necessary.

Year 11

- Robust interventions including mornings, afternoon and elective sessions
- Re distribution of support staff
- Quality first teaching

Mental-health support

- Staff training (Inset day) – mental health and well being support
- Focus on mental health and wellbeing in tutor time and electives time
- Client services team have identified students who need support with anxiety, mental health concerns, behavioural needs and other barriers
- The college has increased access to relate counselling and a NHS worker is based within college for 1 day per week
- CPD (Continuing Professional Development) has been completed by staff to ensure that mental wellbeing is further supported across the college
- The college is working with external partners to implement well being projects e.g. drop-in pottery sessions
- Student voice has strongly emphasised a desire to return to extra- curricular activities, trips and visits so these will be introduced
- Students who have had to isolate receive one-to-one mentoring for curriculum and well being support

Resilient Rutland actions 2021/22

Project ends July 2022.

Three areas of focus:

- Delivery of remaining workstreams
- Evaluation of project impact
- Implement sustainability plan

**RESILIENT
RUTLAND**



Learning

- Coproduction is key
- Build strong trusted relationships with other organisations
- Be flexible
- Don't reinvent the wheel - learn best practice from others
- Share information and ideas
- Always remember what you are trying to achieve

Rutland County Council

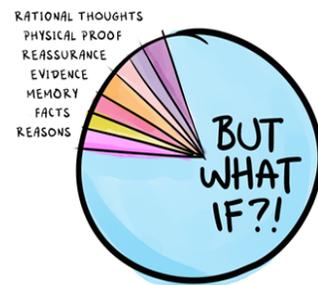
Young People's Services

**Bernadette Caffrey on behalf of Steph Logue
– Young People's Services Lead Officer**

Mental Health and Wellbeing Support - Mentoring and IAPT

Improving Access to Psychological Therapies (IAPT)

- Provides evidence based Cognitive Behavioural Therapy mental health interventions for children and young people aged 8-18 years
- Low-moderate needs relating to common mental health concerns including low mood and symptoms of anxiety
- IAPT provides support on a 1:1 basis while also promoting opportunities for self-directed support and practice activities
- IAPT is designed for children who require early intervention for mental health concerns, it is not suitable for children already open to CAMHS
- Support typically lasts for 6-8 weeks but can be extended depending on need
- IAPT interventions support the Inclusion service offer



Case study

- Referral received February 2021
- Previously identified as struggling with anxiety
- Attendance beginning to decline (44%)
- Lockdown exacerbated feelings
- During lockdown young person did not join any live lessons or complete any work

'My main problem is my low mood and anxious feelings

This is triggered by school and falling behind during the first lockdown in March 2020

I react to this by becoming subdued and I experience racing heart, sweaty palms, dry mouth and shaking and this results in me spending hours crying

This is a problem in my life because I need an education, but I am too scared to go in to school'

Treatment overview

- Normalising feelings, emotions and physical responses
- Thought challenging
- Problem solving
- Strategies tested and implemented
- Collaborative working with the school

Outcome

- Young person understands triggers that impact on mental health
- Strategies to manage and improve mental health
- Re-engaged with education 100% attendance (September 2021)
- Young person's reports increased confidence

'I would like the opportunity to support other YP in school who are struggling with their mental health'

Mentoring

- Assists young people to build a trusting relationship with an adult who can support them towards their aims and goals
- Provides young people aged 11+ with opportunities to talk, share experiences and seek advice
- Can offer support relating to specific topics such as 'healthy relationships'
- Support is free and confidential
- Skilled Youth Workers
- Support typically lasts for 6-12 weeks but can be extended depending on need



Mentoring Case study

- Referral received March 2021
- Young person overwhelmed in year 11
- Worried about the future
- Impact on emotional health with episodes of self harm

‘school stresses me because I am worried that I will not achieve the grades needed for college’

Support and outcome

- Effective goal setting
- Encouraging and outcome focused
- Relationship of trust
- Supported to identify triggers and coping strategies
- Tools to support revision

Contact:

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[Rutland's health and wellbeing offer](#)



Summer Camps – Health and Wellbeing support



Recommendations and Questions