

Returning To School

Challenges that may arise and support that schools can access from other agencies

- **Change**
- **Anxiety and Worries**
- **Routine**
- **Parental Support**

Available Support from Educational Psychologists

- Consultation advice
- Individual sessions with children on transitions
- Support meetings between SENCOs
- Support for parents to support transition
- Attendance at meetings between Y6/7 teachers
- Attendance at transition review
- Attendance at coffee morning events for parents of new Y7 pupils
- Advice for schools on adjusting curriculum
- Virtual Team Around The Child meetings
- Support schools to develop booklets for new Y7s
- Advice for staff/parents on school refusal
- Advice and signposting re: post-16 options

Available Support from Speech and Language Therapists

- Support re: communication friendly practices
- Support for parents and settings via the LCC Helpline

Available Support from SENISS

- Individualised pupil support
- Individual consultation sessions
- Attendance at transition meetings
- 'Transition- A Pathway Back to Education' booklet
- Attendance at LivPAC coffee sessions

Available Support from CAMHS Partnership

- Support for parents/access to parent support groups
- Staff training on transition
- Specific training from ADHD Foundation on transition for children with ND conditions
- Provide support at school induction meetings
- Information and leaflets on available services
- MHSTs to offer 1:1 support or parents groups on life skills/resilience
- Virtual Summer Schools
- Transition booklets
- Consultations for staff/parents/carers
- Kooth online counselling for age 10+
- Virtual/face to face groups for young people
- Needs-led transition packages from ADDvanced Solutions
- Support from Barnados Action with Young Carers

Change

UNIVERSAL CHALLENGES COMMON TO ALL AGE RANGES

- Children may rebel against the rigid structure of school
- ASD CYP being happy at home and reluctant to come back to school
- Some children's needs may have changed since/because of lockdown
- Children with EHCPs transitioning to a new setting may find this difficult
- Lack of closure before moving on
- Occupational Therapists unable to carry out environmental assessments
- SLCN delays or disorders further delayed through lack of intervention
- Specific equipment needed for seating/toileting may not be ready in time
- Potential increase in demand avoidant behaviour
- Anxieties linked to transition to a new Key Stage or setting
- Lack of closure and celebration when moving to new setting
- Sense of loss (loss of time, learning, achievement, celebration, closure, friendships, bereavement)
- Children experiencing bereavement

EYFS

- Some children may find setting to be too stimulating

KS2/3 TRANSITION

- Disappointment/relief from not taking SATs/no end of Y6 routine

SECONDARY/POST-16 TRANSITIONS

- Disappointment/relief from not taking exams/no end of Y11/13 routine
- Uncertainty regarding future path

Available Support from ASD Training Team

- Supporting parents/carers
- Providing transition information and training
- Guidance to identify most appropriate activities based on need and personal situation
- Virtual Q&A sessions hosted by schools
- 'Drop-in' 1:1 consultations
- Attendance at LivPAC coffee sessions

Available Support from Occupational Therapists

- Carry out an environmental assessment
- Review equipment in setting
- Duty OT to give advice to parents/school
- Facilitate negotiation between special schools for transition of equipment
- Child's OT programme transferred to new school

Available Support from SEN Team

- Attendance at LivPAC Coffee sessions
- Casework officers to attend reviews
- Annual reviews for new presenting needs
- Advice, support, guidance and signposting via email/phone
- Point of liaison between families and schools
- Support with person-centred planning around transitions

Available Support from Sensory Services (VI)

- Meetings or communications with families
- Advice and signposting for families
- Training and advice for settings
- Liaising with new settings- online/phone calls
- Physical environment audit for new setting
- Attend review and transition meetings
- 1:1 teaching sessions/small group discussions
- Adapted resources and concrete examples

Available Support from Educational Psychologists

- Staff information sharing session
- Written advice to parents
- Consultation advice re: separation anxiety
- Coffee morning for parents
- Consultations with teachers on concerns and emotional support
- Group work with children on anxiety
- Support for families regarding school refusal
- Individual therapeutic work with pupils

Available Support from Sensory Services (VI)

- Support to access school counselling services

Available Support from SENISS

- Individualised pupil support
- Virtual, telephone and email advice
- Online staff development
- Attendance at LivPAC coffee sessions

Anxiety and Worries

UNIVERSAL CHALLENGES COMMON TO ALL AGE RANGES

- Increased general anxiety
- Increased anxiety about social interactions or academic demands
- Anxiety about spending less time with family than during lockdown
- Those who haven't engaged with home learning feeling reluctant to return
- Heightened anxiety for those with insecure attachments and ACEs
- Increases in: agoraphobia, OCD, health anxiety, low mood
- Financial concerns around parental loss of employment
- Managing school refusal
- Increases in experiences of trauma, domestic violence
- Possible alcohol/drug use as coping mechanisms
- Impact of exposure to ACEs

EYFS SPECIFIC CHALLENGES

- Separation anxiety (could include regression in toileting, sleep and eating)
- Parental anxiety due to lack of school visits

SECONDARY SPECIFIC CHALLENGES

- Anxiety surrounding GCSE/A-level results

Available Support from CAMHS Partnership

- Consultations and training sessions
- Access to parent support groups
- Resources and leaflets
- Multi-agency drop-in sessions for parents
- Kooth online counselling for age 10+
- Virtual Youth Connect 5 course
- Podcasts of strategies for parents
- Self referral from parents to MHSTs in August/September

Available Support from ASD Training Team

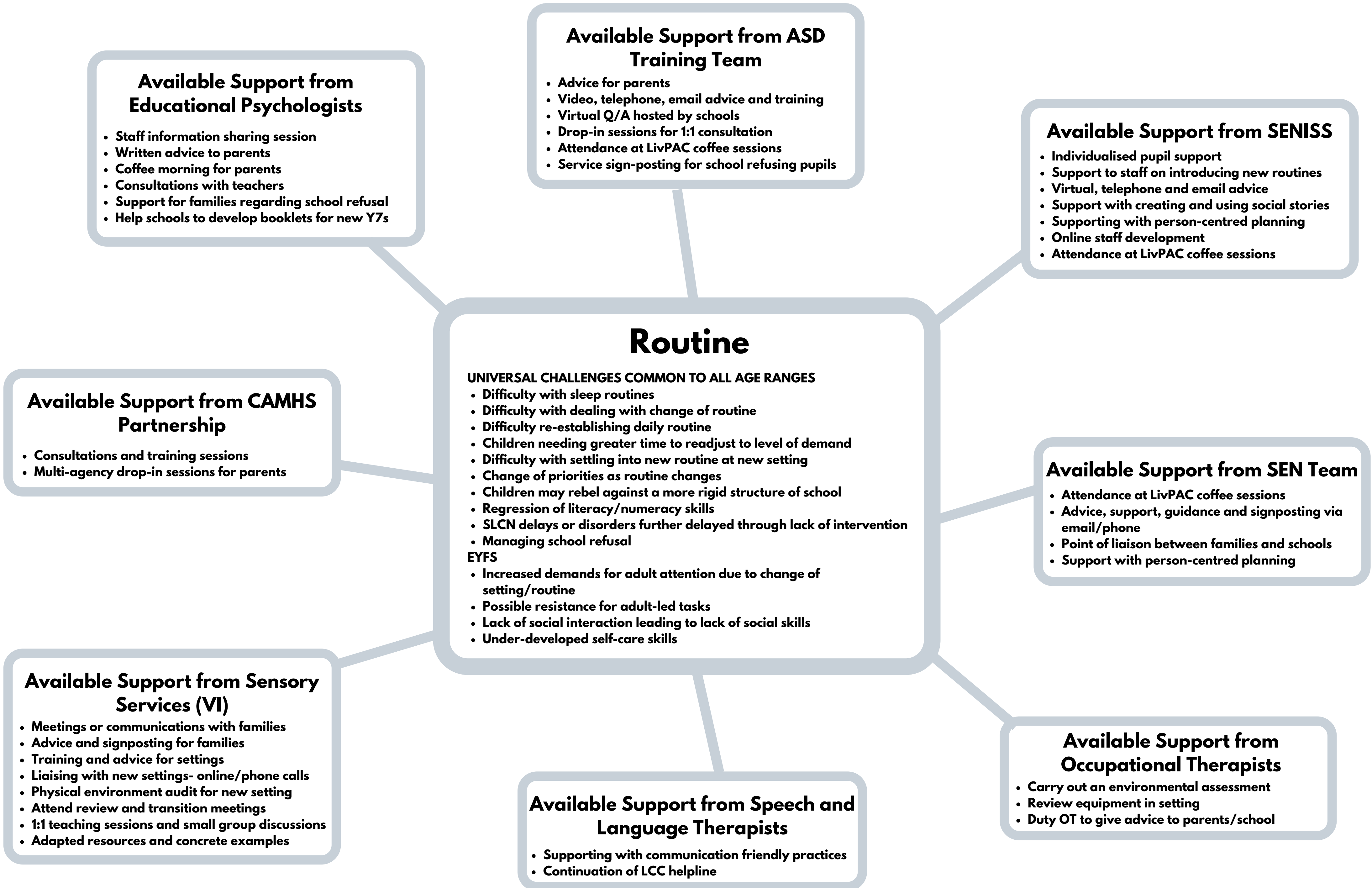
- Advice for parents
- Video, telephone, email advice and training
- Virtual Q/A hosted by schools
- Drop-in sessions for 1:1 consultation
- Attendance at LivPAC coffee sessions
- Service sign-posting for school refusing pupils

Available Support from Speech and Language Therapists

- Parent handouts on SLC strategies
- Support for parents and settings via the LCC Helpline

Available Support from SEN Team

- Attendance at LivPAC Coffee sessions
- Advice, support, guidance and signposting via email/phone
- Point of liaison between families and schools



Available Support from Educational Psychologists

- Staff information sharing session
- Written advice to parents
- Coffee morning for parents
- Consultations with teachers
- Support for families regarding school refusal
- Help schools to develop booklets for new Y7s

Available Support from ASD Training Team

- Advice for parents
- Video, telephone, email advice and training
- Virtual Q/A hosted by schools
- Drop-in sessions for 1:1 consultation
- Attendance at LivPAC coffee sessions
- Service sign-posting for school refusing pupils

Available Support from SENISS

- Individualised pupil support
- Support to staff on introducing new routines
- Virtual, telephone and email advice
- Support with creating and using social stories
- Supporting with person-centred planning
- Online staff development
- Attendance at LivPAC coffee sessions

Routine

UNIVERSAL CHALLENGES COMMON TO ALL AGE RANGES

- Difficulty with sleep routines
- Difficulty with dealing with change of routine
- Difficulty re-establishing daily routine
- Children needing greater time to readjust to level of demand
- Difficulty with settling into new routine at new setting
- Change of priorities as routine changes
- Children may rebel against a more rigid structure of school
- Regression of literacy/numeracy skills
- SLCN delays or disorders further delayed through lack of intervention
- Managing school refusal

EYFS

- Increased demands for adult attention due to change of setting/routine
- Possible resistance for adult-led tasks
- Lack of social interaction leading to lack of social skills
- Under-developed self-care skills

Available Support from CAMHS Partnership

- Consultations and training sessions
- Multi-agency drop-in sessions for parents

Available Support from SEN Team

- Attendance at LivPAC coffee sessions
- Advice, support, guidance and signposting via email/phone
- Point of liaison between families and schools
- Support with person-centred planning

Available Support from Sensory Services (VI)

- Meetings or communications with families
- Advice and signposting for families
- Training and advice for settings
- Liaising with new settings- online/phone calls
- Physical environment audit for new setting
- Attend review and transition meetings
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- Adapted resources and concrete examples

Available Support from Occupational Therapists

- Carry out an environmental assessment
- Review equipment in setting
- Duty OT to give advice to parents/school

Available Support from Speech and Language Therapists

- Supporting with communication friendly practices
- Continuation of LCC helpline

Parental Support

- Accessing FSM on return due to financial difficulties and employment
- Anxiety due to lack of visit to new transition settings
- Anxiety due to limited specialist intervention during lockdown
- Managing their own or children's separation anxiety
- Managing school refusal
- Managing increased meltdowns
- Parents worried about how their children's needs may have changed
- Anxiety about children 'being behind'
- Anxiety about children's GCSE/A-level grades

Available Support from Educational Psychologists

- Written advice
- Coffee morning
- Support for families regarding school refusal
- Support for parents to support transition between settings
- Advice and signposting for parents/carers

Available Support from ASD Training Team

- Advice for parents
- Virtual Q/A hosted by schools
- Drop-in sessions for 1:1 consultation
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Available Support from Speech and Language Therapists

- Parent handouts on speech, language and communication strategies
- Continuation of LCC helpline

Available Support from SEN Team

- Attendance at LivPAC coffee sessions
- Advice, support, guidance and signposting via email/phone
- Point of liaison between families and schools

Contact details:

SENISS

seniss@liverpool.gov.uk
Helpline: 07591 837693

Speech and Language Therapists

christine.taylor@liverpool.gov.uk
Helpline: 07540 707541

Liverpool CAMHS

<https://www.liverpoolcamhs.com/>

SEN

<https://liverpool.gov.uk/children-and-families/special-educational-needs/>

Educational Psychologists

epsadmin@liverpool.gov.uk
Helpline: 0151 233 5978

ASD Training Team

ASDtrainingteam@liverpool.gov.uk
Helpline: 07522 800193
or 07515 501854

Sensory Service

sensoryservice@liverpool.gov.uk

Occupational Therapists

CHOT@liverpool.gov.uk