



The Recovery Curriculum at Nethergate

We are very happy to be welcoming all our pupils back to school. They are returning having experienced huge changes due to the pandemic and with that in mind, we felt it was important to share with you our recovery curriculum approach and the thinking behind it.

We hope that you feel this approach will support your child's well-being as they begin their re-engagement with learning at school.

A Recovery Curriculum: Loss and Life for our Children and Schools Post Pandemic

Introduction

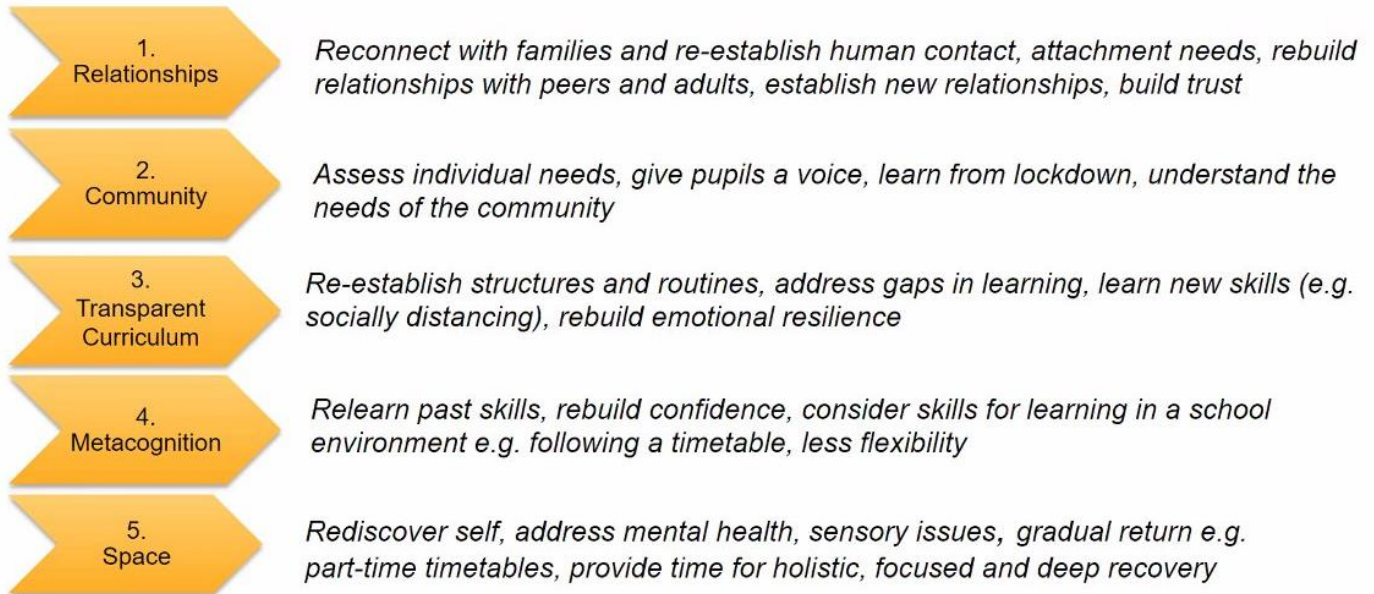
We acknowledge that our children will have had different experiences during their time away from school. However, all change involves loss. Our children have experienced the loss of routine, structure, friendship, opportunity and freedom. These losses may trigger anxiety.

We know that an anxious child is not in a place to learn effectively. This holistic approach will enable your child to reconnect with their learning and their school community. It will recognise their individual needs and experiences and enable them to feel safe to access their academic learning.

What is it?

Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University. He has developed the Recovery Curriculum as a way for us to help children transition successfully back into their school. We believe we can achieve this using the following **5 Levers** as our guide.

The 5 Levers of Recovery



Three layers of recovery support

Holistic Recovery

Child led approach to class learning for all. Transitional activities eg 'happiness boxes'. Themed curriculum with interleaved learning. Key skills revisited across the curriculum. Space for reconnecting and reflecting, rebuilding relationships.

Focussed Recovery

Bubble time to talk about experiences and feelings when children need more support
Additional timetabled interventions where we need to target support.
eg Baxter Time, sensory circuits or transitional support etc

Deep Recovery

The involvement of more intensive therapeutic intervention if needed.
School Counsellor, ELSA support or referral to specialist services where appropriate (eg CAMHS)