

## Covid 19 Catch-up Funding Plan

School name:	Manor Green School						
Academic year:	2020-2021						
Total number of pupils on roll:	274						
Total catch-up budget:	£63,120	First installment:	£15,780	Second installment:	£23,670	Third installment:	£23,670
Date of review:	January 2021 and July 2021						

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>Social Communication Project</b>	<p>Direct SALT intervention for students signed off by NHS caseload to Universal services to therefore compliment rather than conflict with our NHS therapy.</p> <ul style="list-style-type: none"> <li>•Therapy sessions per week (up to a maximum of 20 sessions)</li> <li>•Delivered in school by specialist therapist</li> </ul>	<p>To increase the effectiveness of speech and language therapy for Manor Green students who have pragmatic and social communication problems with or without Autism Spectrum Disorder.</p> <ul style="list-style-type: none"> <li>•To improve EHCP outcomes and progress for students in communication and Interaction</li> <li>•Improved communication</li> </ul>	£32,400	<p>Shelley Thomas</p> <p>Sarah Fraser-Thwaite</p>	<p>Project to begin April 2021 when all students in school</p> <p>Social communication has broadly been the most significant area of development that lockdown and remote learning has impacted on across the whole school.</p>

	<ul style="list-style-type: none"> <li>•One-to-one sessions, provision of whole class and home based activities</li> <li>•Teacher/HLTA/SSA attendance and input solicited throughout</li> <li>•Staff and parent training provided</li> </ul>	<p>skills we predict will also have a measurable impact on Social and emotional progress</p> <ul style="list-style-type: none"> <li>•To promote independence and preparation for adulthood</li> <li>•To complement and build upon an overstretched NHS therapy provision</li> </ul>			
<b>Total spend:</b>			<b>£32,400</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>Increased Well-being Therapeutic Offer</b>	<p>Increased offer of well-being therapies for manor Green students to enable more students access to therapy</p> <p>Drama Therapy</p> <p>Music Therapy</p> <p>Play Therapy</p>	<p>Reduction of anxiety in students</p> <p>Increased emotional regulation in students</p> <p>Progress in social, emotional and mental health outcomes in EHCPs</p>	<b>£19,475</b>	Warren Griffiths	Well-being Therapeutic Offer increased from September
<b>Total spend:</b>			<b>£19,475</b>		

## Summary report

### What is the overall impact of spending?

Following analysis of progress data in January mapped against EHCP objectives, we have evidenced increased progress in Social, emotional and mental health needs. This we are attributing to the wellbeing and nurture focus of Terms 1 and 2 coupled with the increased therapeutic offer.

Social communication has broadly been the most significant area of development that lockdown and remote learning has impacted on across the whole school. There for the social communication project is being initiated from April to address this as our students return from remote education to on-site learning.

### How will changes be communicated to parents and stakeholders?

The Social Communication project was presented to the Governing Body for approval.

Teachers and class teams have been updated about the forthcoming project and the increase in Therapeutic provision. Class teachers discuss student progress with Heads of Department who will select students for social communication intervention. Class teachers also discuss social, emotional and mental health concerns in regard to students with Heads of Department and the Head of Safeguarding and Wellbeing. The Head of Safeguarding and Wellbeing selects the students for wellbeing therapeutic intervention.

Parental permission and consent will be sought from parents prior to any therapy, SALT or Well Being. Strategies used by therapists will be shared with parents and careers.

There are many useful strategies to use with children who have social communication difficulties e.g. social stories, visual symbols. Children with social communication difficulties can often learn the rules of appropriate behaviour for social situations. Understanding the nature of the difficulties is important for families and school staff, so they can understand why a child behaves in a certain way and which strategies are likely to be helpful.

Final comments	
The impact of both Interventions will be analysed in July and reported on in September 2021.	
Final spend:	£51,875