

RESTART PROJECT: An evaluation of ‘Covid-19 New School Day’ document and Recovery Curriculum

AUTISM EDUCATION RESTART RECOVERY
CURRICULUM

Autism Advisory & Intervention Service
EANI

RESTART PROJECT: An evaluation of ‘Covid-19 New School Day’ document and Recovery Curriculum

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Introduction

The recent publication of Covid-19 Northern Ireland 'New School Day' by the Department of Education (August 2020) seeks to provide practical guidance to schools to help staff plan for a safe return for Pupil(s) and staff. A successful return to school for Pupil(s) requires consideration of the school organisation and clear lines of communication. This includes development of risk assessments; blended learning; social distancing; space utilisation; workforce, pupil attendance; hygiene (including personal hygiene); cleaning; workforce planning and catering. Central to the effective delivery of these guidelines as mentioned includes communication. This involves communication to parents/carers, Pupil(s) and staff at every opportunity. Ultimately, these guidelines will have a major impact of effective delivery of the Northern Ireland Curriculum. In consideration of the 'New School Day' guidelines, it is important to consider a 'Recovery Curriculum' (Carpenter, 2020).

In addressing the requirements of a 'Recovery Curriculum' it is important to reflect upon what has happened in Northern Ireland and across the world in terms of the Covid-19 pandemic. It is important to remember that children will not be able to pick up the curriculum at the same point at which they had left off. This is a time to engage in active listening and find out what children have experienced. The pattern of events will have had a profound impact on all children including children with autism. Compassionate leadership at all levels is crucial during this period of change, hence the reason why we need to consider putting a 'Recovery Curriculum' in place. Socialisation of children, much reduced over the past months has been a key component of many lessons in school. As teachers, we need to consider the loss of social interaction and changed structures of a "normal" school day. The outcomes of such are increased anxiety levels; reduced concentration levels; increased frustration; reduced self-esteem; reduced self-image and reduced self-concepts.

Loss therefore is significant and becomes a central focus if we are to design a 'Recovery Curriculum' to support our children. Loss is significant in all our lives



and impacts majorly on the mental health of children – ‘anxiety, trauma, and bereavement’ (Carpenter, 2020). These are a triad of powerful forces resultant of children absorbing the anxiety of their environments. The loss of routine, structure, friendship, opportunity and freedom triggers emotional reactions and overall wellbeing of children. Loss of knowledge is significant, but planning for experiences that provides a space for recovery is paramount. Positive wellbeing and secure development of children becomes the yardstick in which we must consider when planning for a ‘Recovery Curriculum’.

Throughout the remainder of this document, wellbeing of children is being examined in relation to 5 key areas: Relationships, Community, Transparent Curriculum, Metacognition and Space. Barry Carpenter (2020) explains each of these below:

Lever 1: Relationships – we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognize that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

For more information regarding the above 5 levers please see the [Evidence of Learning website](#).



Each of these key areas will consider the recent Covid-19 'New School Day' guidelines, and suggest practical examples you may implement within your schools to assist children with autism and the transition back to "normality" or a new normality within schools. Over the next few pages, a table has been created to provide a quick reference guide with the aim of supporting children based on their needs and government guidelines.

Guide to getting back to school using a Recovery Curriculum within the 'New School Day' guidelines

The table on the following pages lists some of the 'New School Day' government protective guidelines to help decrease the spread of Covid-19 in schools. Individual approaches for every child returning to school are recommended. The positive and negative impacts of these changes should also be taken into consideration. Further suggestions/recommendations listed reflect key requirements of a 'Recovery Curriculum' approach.

<p>The Government’s guidelines for schools on protective issues to reduce the risk of Covid-19 CLICK HERE</p>	<p>Possible impact of the changes on children with autism: Potential positives (+) Negatives (-)</p>	<p>Reasonable adjustments that could be made</p>	<p>Reasons for the changes to be communicated with the pupil</p>	<p>What the ‘Recovery Curriculum’ (RC) suggests/recommends?</p>
<p>1. Initial Year groups - year 7, 12, 14 will start school on 24th August</p>	<p>(+) This will provide a positive transition experience for many Pupil(s) with autism who dislike large groups.</p> <p>(-) Pupil(s) that are not part of these year groups may suffer from increased anxiety due to a change in their school’s routine.</p>	<p>Clear communication between schools (primary & post primary) and parents/carers-SENCo.</p> <p>Arrange a pre-visit to the school if possible to enable Pupil(s) to visualise how the new school will look. Video guide may also be possible.</p> <p>Access AAIS Transition Moving on Up resources and Education Restart Resources on EA website.</p> <p>Allow Pupil(s) transitioning to be with other Pupil(s) they are familiar with.</p>	<p>To help the pupil transition smoothly and reduce anxiety about starting a new school or new class at different times.</p>	<p>Recovery Curriculum (RC) emphasizes the importance of wellbeing for Pupil(s) and parents to be paramount.</p> <p>Staff need to be aware of their own trauma and the increased need for nurture. Pupil(s) need to feel a sense of belonging, predictability, organisation, regulation, differentiation and relationships.</p> <p>Take time for personal greetings to “get the happy back” (Tina Rae, 2020).</p> <p>CLICK HERE</p>

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<p>2. Staggered arrival and pick-up times</p>	<p>(+) This will enable the pupil to enter school in a non-congested way. Pupil(s) led to well-structured demarcated areas. This new routine will be easy for the child to follow.</p> <p>(+) Pupil will feel less anxious about entering school and following new routines.</p> <p>(-) Pupil(s) will have limited opportunities for socialisation when entering school and there will be fewer examples of socialisation (i.e. parents talking to teachers.)</p> <p>(-) Some Pupil(s) may get anxious about having to wait for extended time-</p>	<p>Pupil(s) with autism given the same arrival and pick-up times each day. Provide ‘Wait Cards’</p> <p>Allow parents to collect all siblings at the same time.</p> <p>Allow Pupil(s) to enter the school at an agreed time after everyone else to reduce anxiety from waiting.</p> <p>A similar “sunflower lanyard” identifier could be used to communicate to others that waiting may be an issue and they can have quicker access to school.</p>	<p>Pupil(s) will understand the reasons why they have to wait in advance (i.e. social stories etc.) This will develop their tolerance levels and using positive appraisals and a reward system will reassure them that waiting is OK.</p> <p>To minimise adult-to-adult and child-to-child contact</p> <p>Self-esteem and self-confidence increased.</p>	<p>Focus on non-contact personalised morning greetings - wave, smile, put your hand on your heart.</p> <p>Provide clear organisation - allocated time slots for arrival and pick-up times.</p> <p>Clear communication – using resources such as Social Stories / Comic Strips / CLICK HERE</p> <p>Provide a wait card/lanyard/timer.</p> <p>Provide regular updates to staff and parents.</p>

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	periods (i.e. to collect younger/older siblings.)	A separate entrance may also be used.		
3. Protective bubble strategy in Primary schools and younger pupil(s) in Post-Primary schools will learn in ‘Protective bubbles’	(+) Pupil(s) grouped with a friend or in consistent groups. (+) Limited interaction between groups. 2metres social distancing between adult and pupil. (-) Pupil(s) may not engage well in their group or prefer not being in a group. This may increase anxiety. (-) Pupil may be reliant on 1:1 support in a close proximity to provide reassurance, increase self-esteem and completion of activities.	Allow Pupil(s) to identify who they would like to be in a group with to give a sense of control and reduce anxiety. Pupil(s) communicated about members in their groups beforehand. New ways of working as part of a group explained to pupil prior to starting school. Use special interest/ motivators.	Pupil(s) will know who they are in a group with. Pupil(s) will feel a sense of control and increased self-worth given a choice of peer that they would like to be with. This will help with social distancing and stop the virus from spreading- understanding the 2m/1m expectations.	Use of a Transition Tool Box (NutureUK.org) which focuses on mindfulness, problem solving, organisation etc. Identify pupil’s strengths/area of interest, needs and barriers to learning, important contextual information, advice from external agencies. Completion of Pupil Passport CLICK HERE Increase levels of autonomy to reduce anxiety.

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<p>4. Provision made for remote/blended learning</p>	<p>(+) Pupil(s) who are shielding will feel less anxious about returning to school as this can be a trigger for anxiety.</p> <p>(+) Pupil(s) enabled to engage in online learning which may be a preferred style of learning. CLICK HERE - Online Safety Advice</p> <p>(-) less social interaction</p> <p>(-) the pupil may be in a group away from their friends.</p> <p>(-) Pupil(s) will not have the opportunity to mix with peers throughout the school day.</p>	<p>Arrange Zoom/Skype ‘meetings’ for the pupil to chat with a special friend in another group or a classroom assistant.</p>	<p>Pupil(s) made aware how this will help to avoid larger groups of pupil(s) and lessen the chance of spreading/contracting the virus.</p>	<p>A range of technology and social media platforms should be used to re-connect staff and pupil(s).</p> <p>Reassure Pupil(s) and facilitate peer-mentoring sessions/buddy systems to allow pupil(s) to re-connect and develop a feeling of safety, both in the home and within the school environment. CLICK HERE - Visual cues CLICK HERE - Video CLICK HERE - E Book</p> <p>Encourage the creation of COVID-19 Time Capsules, scrapbooks, short films/clips to record experiences during lockdown, share stories, identify emotions and celebrate successes to develop a sense of wellbeing.</p>
<p>5. One-way system around the school, or corridors</p>	<p>(+) pupil(s) may like the social distancing: other</p>	<p>Put up arrows to show direction to walk; lines</p>	<p>To keep Pupil(s) moving through the school in a safe way.</p>	<p>Develop Risk Assessments - to identify and reduce risks or fear of</p>

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<p>divided in half (two-way ‘traffic’)</p>	<p>children not entering their personal space</p> <p>(-) may have little awareness of personal space, so may unconsciously approach others; may be frustrated if there is a more direct route to where they want to go</p>	<p>down the middle of the corridor or a divider.</p> <p>Allow the pupil(s) to leave class earlier than their peers.</p> <p>Give the pupil a map and identify key areas (i.e. Sensory Area.)</p> <p>Give pupil responsibility as a class leader to help increase self-esteem.</p>	<p>This will help monitor movements if someone gets the virus.</p>	<p>risks while travelling around the school.</p> <p>Use visual cues</p> <p>Provide opportunities for pupil(s) to ask questions allowing their voices to be heard and questions answered.</p> <p>Staff use a re-assuring tone to create a culture of calm.</p>
<p>6. Pupil(s) will use toilet facilities at different times throughout the day and in limited numbers using toilets at the one time.</p>	<p>(+) Pupil(s) will feel safe when having to use toilet facilities where social distancing measures are in place.</p> <p>(+) less social interaction</p> <p>(-) Pupil(s) may find it difficult to follow new</p>	<p>Additional staffing may be in place to allow those pupil(s) who require regular trips to the toilet facilities.</p> <p>Additional toilet trips within daily schedule.</p>	<p>Develop an understanding about changes and enable Pupil(s) to access toilet facilities at particular times to help reduce anxiety and physiological stress.</p>	<p>Reassure Pupil(s) about safety in the school environment.</p> <p>CLICK HERE – EA Advice CLICK HERE – AAIS Resource</p> <p>Schedule frequent Mindfulness sessions and opportunities for self-regulation throughout the day.</p>

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	<p>time structures about when to use toilet facilities if they previously had the autonomy to go to the toilet at different times.</p> <p>(-) may need to suddenly go to the toilet/may struggle to wait</p>	<p>Toilet Pass or Secret Code to help Pupil(s) communicate when they may need to leave the room and give priority when visiting the toilets.</p>	<p>Ensure that toilets do not become crowded.</p>	<p>Use visual cues to communicate when a visit to the toilet is needed (e.g. use of schedules, toilet pass/secret code)</p>
<p>7. Break and lunch-times staggered, or children eating lunch in their classrooms</p>	<p>(+) Less social interaction; fewer people in the lunch hall reduces the level of noise.</p> <p>(-) sensory issues - smell of food lingering in the classroom</p> <p>(-) Not being able to play with friends/peers</p>	<p>If the pupil needs time-out of the room/hall allocate a safe space or alternative room</p>	<p>All children are not in one place or moving around the school at the same time to reduce the risk of the virus spreading</p>	<p>Provide opportunities for additional choices of activities during lunch periods.</p> <p>Motivational activities, opportunities for self-regulation, calm boxes/fidget toys/Sensory Boxes CLICK HERE Buddy system to develop social interaction and reduce levels of anxiety.</p>

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	(-) limited movement (i.e. walking to lunch area)			
8. Increased separation between Pupil(s) and adults - increased spaces between desks	(+) increased personal space (+) reduced sensory sensitivities (+) less social interaction- may be familiar with layout from previous year/class (-) Less social interaction (-) feelings of not being supported	Clear visual markings Visual cues Daily Visual Schedule i.e. on a clipboard. Enable pupil to have their desk in the same place in the classroom as before lockdown.	Reduce the chance of Pupil(s) touching and transmitting the virus from one person to the next.	Provide validation for Pupil(s) and explain to them the reason why there has to be clear separation. Use Social Stories Reassure the pupil why this has to happen and use phrases such as “I’m here”, “I’m next to you”, and “I’m not going anywhere”. Use markings to identify boundaries around seating areas and visual structure .
9. Some lessons may be in alternative areas around the school or lessons outside (weather permitting)	(+) provides additional movement breaks (+) classes may be in larger spaces i.e. gym hall	Identify context/location of lessons on Daily Schedule	Reassure pupil that the changes of contexts are to ensure the health and safety of everyone	Allow pupil to explore these new spaces to allow them to feel safe in the new environments.

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	<p>(+) may prefer learning outside, not confined in classroom with sensory overload.</p> <p>(-) reduced interaction</p> <p>(-) increased anxiety regarding change in routine</p> <p>(-) sensory sensitivities</p> <p>(-) unfamiliar with outdoor lessons; risk of less structure to lessons and may find it difficult to differentiate between lesson time and break time</p>	<p>Inform Pupil(s) of changes well in advance.</p> <p>Facilitate a physical/virtual visit of the new class area</p> <p>Visual cues as reminders - Transition cards/objects</p> <p>Use a pop-up tent for the pupil’s use – a safe place.</p> <p>Provide visualisation of new class/activity area to reduce anxiety and facilitate a smooth transition.</p>	<p>and limit the chances of contracting the virus.</p>	<p>Give additional time (i.e. extra playtime, time to talk to peers.)</p> <p>Organisation - inform about changes and allow Pupil(s) to ask questions.</p> <p>Pupil may decorate new spaces to establish ownership and a sense of belonging.</p>
<p>10. Pupil(s) will not be able to bring some personal items into the classroom</p>	<p>(+) Assist with personal organisation</p>	<p>Identify personal items that may be brought into the classroom</p>	<p>Reassure Pupil(s) that this is for their own</p>	<p>Identify personal objects that may remain in school or an area that</p>

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	(-) Pupil(s) may not have a motivator/personal comforter (-) increased anxiety	Provide a “drop-off” box/area to place item. Provide materials required for activities and sanitisation. Reassure pupil of times or spaces when they can access personal items - identify these in daily schedule. Communicate with parents/carers - equipment lists/checklists	personal health and safety. Use a social story Offer praise Rewards system	can be personalised with images - personal interests, photos etc. Use pictures of motivator/special interests on work desk. Positivity Posters Access to Calm Box Encourage alternative strategies for self-regulation (e.g. worry jars , emotional grounding) CLICK HERE
11. Pupil and teacher movements will be limited	(+) pupil will feel safer (+) decreased anxiety as pupil will not be in close	Daily schedule to indicate movements.	Reduce the number of children in the class and avoid mixing.	Practise mindfulness as a class. Incorporate Movement/Sensory Breaks within the daily schedule

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	proximity to others or have to move as often. (-) decreased opportunities for self-regulation (-) increased stress/anxiety levels	Inform pupil(s) about movements/changes in advance. Reassure Pupil(s) why they cannot move Additional supervision/support to provide additional movements throughout the day for self-regulation.		(i.e. Go Noodle , calming and regulation exercises)
12. A group of children use the same classroom or area throughout the day; sitting at same desk all day	(+) may prefer the familiarity of being in the same place (-) may need movement breaks	Allow the pupil to have (extra) movement breaks Schedule in timetable	To stop the spread of the virus by children sharing classrooms and desks	Provide a map/seating plan for the pupil. Give choice of peer that they would like to sit close to. Visual cues to initiate and communicate the need for movement or break (e.g. ‘Break’ Cards)

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<p>13. Soft changeovers- no bell alarm, flexibility on start/finish times of lessons.</p>	<p>(+) sensory sensitivities decreased due to noise.</p> <p>(-) limited cues to initiate movements</p> <p>(-) increased stress especially for Pupil(s) who have rigidity of thought.</p>	<p>Use different visual cues to identify changeovers.</p> <p>Give the pupil a role as class leader</p> <p>Countdown Timers/Strips</p>	<p>Reassure pupil that small changes are necessary to keep everyone safe.</p>	<p>Engage Pupil(s) in mindfulness and self-regulation throughout the day.</p> <p>Reassure pupil(s) frequently and provide validation about reasons why we have to change times etc.</p> <p>Explain what is happening to the child physiologically – provide reassurance and praise for moving, starting or finishing at different times.</p> <p>CLICK HERE- Anxiety</p> <p>Celebrate success- visual reward system, positive praise and encouragement.</p>
<p>14. Timetabling of the school day will be different i.e. staggered break/lunch/activities/PE</p>	<p>(+) pupil may not be required to be in school every day (blended learning)</p>	<p>Make use of daily schedules to indicate times of activities</p> <p>Use ‘First and Then’ visual</p>	<p>To reduce crowding and risk of virus transmission</p>	<p>Predictability – try to keep the same time each day for each activity</p>

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	<p>(+) additional structure to the school day- limited “surprises”/ad hoc activities</p> <p>(-) Activities may not follow daily schedule as previous</p> <p>(-) additional stress as pupil may not be aware of changes.</p>	<p>Make use of a Reward System</p>		<p>Allow peers who are familiar to the Pupil(s) to have the same timings throughout the day</p> <p>Allow preferred activities to follow less preferred activities to support transitions and changes</p> <p>Countdown to transitions taking place</p>
<p>15. There may be a new timetable – fewer subjects being taught</p>	<p>(+) fewer demands on Pupil(s) throughout the day</p> <p>(+) reduced pressure and anxiety (i.e. if less preferred subjects are not being taught)</p> <p>(-) may not be learning favourite subject which could increase anxiety</p>	<p>Provide the pupil with a visual timetable to communicate what subjects are being taught and when</p>	<p>Some of the new measures (above) to reduce the risk of spreading Covid-19 are likely to use more of the school day – less time available for the curriculum</p> <p>Teachers may not be available due to self-isolation etc.</p>	<p>Reassure Pupil(s) in advance about staff changes and allow Pupil(s) to ask questions.</p> <p>Punctuate pupil(s) day/schedule with additional activities to allow for self-regulation/co-regulation with peers.</p> <p>Enable the pupil to engage in creative/sensory activities to</p>

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				provide a calm environment and opportunities to communicate
16. No more whole school assemblies	(+) Pupil(s) may prefer smaller assemblies; less crowded etc. (+) may enjoy video/virtual assemblies (-) may no longer feel a part of a school community; may find sitting in any assembly difficult	Seat the pupil at the end of the row so that they can feel supported or leave if feeling overwhelmed	To reduce the number of children in the hall in close proximity	Belonging – engage in personal greetings/give child role or job to do Display happy memories around school/on walls Predictability – keep day/time consistent if having assemblies Set clear rules/boundaries Seat child near familiar peer Encourage self-regulation
17. Play equipment will not be shared	(+) may prefer having one object to play with and not having to share it (-) may want to play with something that another child is playing with	Allocate the pupil a particular piece of play equipment for their own use	The virus can be spread by touching the same toy that someone else, who has the virus, has touched	Choice and autonomy – allow child to choose activity/toy for the day CLICK HERE -Choice Board CLICK HERE -Bored Board

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				<p>Allow preferred activity – or follow with a preferred activity after a less preferred activity</p> <p>Self-regulation activities</p> <p>Social Stories about taking turns/sharing.</p>
<p>18. No soft toys, furnishings or toys with intricate parts</p>	<p>(+) may prefer a less cluttered environment</p> <p>(-) may miss a favourite toy and cause anxiety</p>	<p>Allocate pupil(s) a particular piece of play equipment for their own use.</p> <p>Toys/Activities can be alternated.</p> <p>Pupil(s) informed about change in advance</p>	<p>Hard to clean soft toys and toys with intricate parts</p> <p>Explain to pupil that this will keep their toy/item safe throughout the day</p>	<p>Provide pictures/visuals of soft toys or use ‘universal no’ visual cue</p> <p>Drop-off box for soft toys if brought into school.</p> <p>Sensory box on individual desk</p> <p>Busy Book/Art Book instead of soft toy</p>
<p>19. A group of children use the same classroom or area throughout the day;</p>	<p>(+) Pupil(s) may prefer the familiarity of being in the same place</p>	<p>Allow the pupil to have (extra) movement breaks</p>	<p>To stop the spread of the virus by children sharing classrooms and desks</p>	<p>Predictability & Organisation – keep seating in room consistent</p>

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<p>sitting at the same desk all day</p>	<p>(+) increase feeling of safety/reduced anxiety</p> <p>(-) Pupil(s) may need regular movement breaks to stay regulated</p>			<p>Give pupil(s) a choice of where to sit in the classroom</p> <p>Self-regulation – incorporate frequent movement breaks and sensory diets into schedule</p> <p>Visual markers and clearly labelled areas within classroom (p195>)</p>
<p>20. The opening of windows and doors to provide additional ventilation and reduced contact with door handles.</p>	<p>(+) may create a more relaxed environment and reduce sensory overload</p> <p>(+) will provide reassurance to pupil about not catching the virus</p> <p>(-) may prefer doors and windows closed</p>	<p>Seat the pupil away or near to the door/window (depending on preference)</p>	<p>To limit use of door handles and aid ventilation</p>	<p>Provide reassurance to child</p> <p>Clear communication as to why this has to happen using a social story or comic strip</p> <p>Visual signs displayed on windows and doors</p>

<p>The Government’s guidelines for schools on protective issues to reduce the risk of Covid-19 CLICK HERE</p>	<p>Possible impact of the changes on children with autism: Potential positives (+) Negatives (-)</p>	<p>Reasonable adjustments that could be made</p>	<p>Reasons for the changes to be communicated with the pupil</p>	<p>What the ‘Recovery Curriculum’ (RC) suggests/recommends?</p>
	<p>(-) increased sensory sensitivities to noise/light/temperature</p>			
<p>21. Increased cleaning around the school and less cluttered classrooms</p>	<p>(+) Pupil(s) may prefer a tidier, cleaner environment</p> <p>(+) promote and encourage better organisation</p> <p>(-) <u>sensory issues</u>: smell of cleaning products</p> <p>(-) pupils disorientated i.e. personal routine, storage of items etc.</p>	<p>Consider the child wearing a mask, bearing in mind the Government's guidance: <i>‘Face coverings should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.’</i></p>	<p>Cleaning gets rid of the virus; fewer things in the classroom means less chance of touching something with the virus on it.</p>	<p>Provide regular reassurance</p> <p>Clear communication to Pupil(s)</p> <p>Space – allow a safe place to go to if overwhelmed</p> <p>Use of Social Stories/Comic Strips to aid understanding</p> <p>Visual Schedules to include opportunities for self-regulation throughout the day</p>

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<p>22. More frequent washing of hands and PPE</p>	<p>(+) Pupil(s) may find this reassuring that they are able to keep the virus away.</p> <p>(+) may enjoy the sensory experience of water</p> <p>(-) may not like wet/soapy hands</p> <p>(-) sensory sensitivities – Smell - of soap Touch - feeling of water, feeling of hand towels Noise – of hand dryers</p>	<p>Allow Pupil(s) to use a particular (unperfumed) soap.</p> <p>Allow the pupil to use hand sanitiser instead</p> <p>Demonstrate the importance of hand washing using the germ experiment</p> <p>Use visuals to remind pupil(s) of importance of hand-washing (e.g. posters, step by step techniques)</p>	<p>Clean hands do not have the virus</p> <p>Wearing PPE equipment keeps everyone safe</p> <p>Everyone is responsible for personal hygiene to reduce chances of getting the virus</p>	<p>Use pictures, photos or an activity sequence to prompt hand washing (e.g. visual step by step guide for hand-washing)</p> <p>Hand over hand support/modelling may be needed for very reluctant hand washers.</p> <p>Reward System</p> <p>Positive appraisals</p>

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<p>23. Attendance at school may be varied depending on situation of each pupil- shielding or vulnerable Pupil(s) etc.</p>	<p>(+) Pupil(s) may enjoy staying at home as they feel safe.</p> <p>(+) Pupil(s) may want to engage in social interaction with their friends</p> <p>(-) less opportunities for social interaction with peers</p> <p>(-) possible impact on mental health, wellbeing and educational attainment</p> <p>(-) may have concerns with missing out on school and activities</p> <p>(-) may experience difficulties with transitions</p>	<p>Use Social Stories to explain why they may not attend school every day.</p> <p>Use timetables/calendars (p6) to visually indicate days when child attends/doesn’t attend school</p> <p>Use motivators or transition cards to support Pupil(s) to enter the school building.</p> <p>Encourage use of technology to enable Pupil(s) to engage with teachers and Pupil(s)</p> <p>Buddy system</p>	<p>Social distancing and shielding at home helps to keep everyone safe and prevents transmission of the virus.</p> <p>People in class bubbles will have to self-isolate to prevent transmission of the virus</p>	<p>Make use of a visual record of attendance – Pupil(s) sign themselves in on a visual board etc.</p> <p>Celebrate attendance</p> <p>Use descriptive praise</p>

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24. Pupils to wear face coverings in corridors. CLICK HERE CLICK HERE	(+) reduces the risk of infection to pupils and staff (-) pupil(s) may feel higher levels of anxiety (-) pupil(s) have difficulty identifying others (-) pupil(s) may have difficulty communicating	Signage to encourage wearing of masks. Social Stories/Comic Strips Praise and Rewards for compliance Pupil(s) allowed to transition to class earlier than scheduled	We are all responsible for keeping each other safe Reduces risk of infection	Class contract – pastoral lesson on caring and responsibility Use process of inquiry to allow time for pupil(s) to talk about emotions and feel listened to. Use Emotions Scale to monitor mood CLICK HERE

Useful Links

Additional Information about Recovery Curriculum

[Evidence for Learning Podcasts](#)

[Barry Carpenter Education Recovery Curriculum Website](#)

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