

ASN Transitions and COVID 19

Supporting children, young people who require additional support, their families and practitioners

Coronavirus
(COVID-19)

ASN specific issues and signposting to supports.

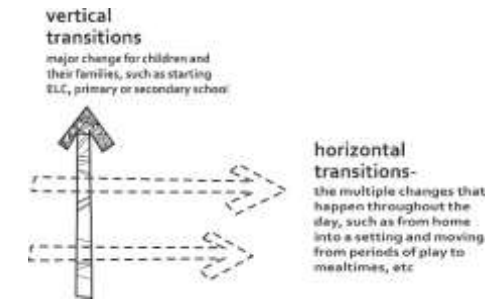
For Scotland's learners, with Scotland's educators

Signposting to supports for teachers, parents, children and young people who have additional support needs

Introduction

Transition is not a single event, such as leaving school, but a process that unfolds over many years and involves significant emotional, physical, intellectual and physiological changes. Transitions can be associated with changes in people, place, or routine (horizontal) or more significant changes such as returning to school after school holidays, changing class, moving to a new school, or leaving school (vertical).

Covid 19 has brought huge challenges and changes to all our lives. It has created a complex blend of these transitions which could have a significant impact on children and young people with additional support needs (ASN) and their wellbeing or ability to learn. Children and young people may find coping with the uncertainty and significant changes to their routines particularly stressful and challenging.



In the context of COVID 19, all children and young people will experience transitions which were not expected such as extended time at home, returning to school after an extended period of learning at home and may have experienced other transitions such as, learning in a different school/centre, changes of address/placement, or, potentially, changes in family circumstances. Children and young people may return to a school which looks very different from that experienced previously. They may not learn alongside their friends, be in the same classroom, or be able to access the same learning experiences as they did before COVID 19. It is also important to acknowledge that the transitions associated with COVID 19:

- may have involved reduced levels of time for planning
- could have a significant impact on whole families or on those who care for a child or young person.

This resource aims to:

- highlight issues and concerns identified as being more significant for those with additional support needs in the context of COVID 19,
- suggests things to consider and/or questions to reflect on; and
- give links to organisations or guidance which may be helpful sources of information.

This resource is not intended to be an exhaustive list of additional support needs. It is recognised that children and young people will need additional support at this time for many other reasons than those listed. This resource is designed to complement the [Supports during Phases of the Pandemic resource](#)

Additional Support Needs

'Additional Support Needs' (ASN) is the standard terminology used in Scotland when children and young people need more – or different - support to what is normally provided in schools or early learning and childcare settings to children of the same age.

Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. There are a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into the four overlapping themes highlighted in the diagram below. The impact any additional support need has on learning varies in degree according to the learning and teaching environment.



Supporting Transitions for children and young people who require additional support.

Universal support and consideration for all children and young people

Covid transition issues	Areas to consider/ Questions to reflect on	Available advice and support
<p>Children and young people: Could require more support, particularly for their mental wellbeing or be more vulnerable due to the impact of COVID-19.</p>	<p>Share information which has been specifically developed to support children and young people understand COVID-19 and support their mental wellbeing.</p> <p>Establish effective communication processes.</p>	<p>Pupils</p> <ul style="list-style-type: none"> • Childline • Young Scot Covid 19 • The BBC Newsround site • CALL Scotland visual support resources • Covibook: In 25 different languages
<p>Parents/carers: Could be under; stress and strain due to concerns about their own or their family's health, the impact of lockdown and restrictions on movement, their children being at home all of the time, supporting their child's learning, potential financial concerns etc. May experience difficulties accessing their child's teacher/keyworker to share concerns about their child's transition.</p>	<p>Consider how can we demonstrate to parents that the new environment is safe for their child.</p> <p>Ensure effective communication processes are established between staff, parents/carers and learners.</p> <p>Reassure parents that we understand they have done the best they can.</p>	<p>Parents/carers</p> <ul style="list-style-type: none"> • NHS Inform • Parentclub • Parenting Across Scotland – Info for Parents/Carers • Free online resources for learning at home (includes ASN)
<p>Practitioners: Could have health concerns themselves, be parents or have concerns about their wider families, and are working in unfamiliar ways in unprecedented circumstances.</p> <p>Are looking for information which can support learner's transition in and out of learning at home to a return to school.</p>	<p>How do we:</p> <ul style="list-style-type: none"> • Know our identification of need processes are effective for COVID-19? • Know our transition planning and processes are effective for COVID-19? • Refresh staff awareness of importance of wellbeing indicators to track and monitor learners? • Acknowledge, facilitate and support appropriate opportunities for learners to tell their story of the time away from school? • Ensure timetabling and options conversations are accessible for all of our young people? 	<p>Practitioners</p> <ul style="list-style-type: none"> • Phases of the Pandemic Resource • Practitioner support for online learning • Health Protection Scotland – Advice and guidance • COVID-19 Supplementary National Child Protection Guidance • Advice: Teacher resilience during coronavirus school closures • Association of Scottish Principle Educational Psychologists – Resources • Autism Toolbox Covid 19 page • Addressing Dyslexia Covid 19 page • COVID-19: School placing requests and appeals

Children and young people who are have specific learning difficulties (This can include disabilities)

Covid transition issues	Areas to consider	Available advice and support
<p>Children and young people</p> <ul style="list-style-type: none"> Require access to appropriate and accessible learning and teaching resources 	<p>Ensure activities/learning and teaching resources are appropriately differentiated to help learning at home. Ensure effective communication is established and maintained with the learner.</p>	<p>Dyslexia unwrapped</p>
<p>Parents/carers</p> <ul style="list-style-type: none"> May have concerns that assessment which was underway prior to school closure will not be completed for their child's transition into a new school year Concern that their child's assessment information will not be available to support post school transition 	<p>Ensure effective communication processes are established between staff, parents/carers and learners (where appropriate).</p>	<p>CALL Scotland information for parents/carers</p>
<p>Practitioners:</p> <ul style="list-style-type: none"> May require or are seeking advice and information on how to process and complete assessments of need which will support transition May be seeking advice on how to ensure all learning and teaching resources are appropriately differentiated and accessible 	<p>Ensure activities/learning and teaching resources are appropriately differentiated to help learning at home. Class teacher/Support teacher/Key worker to contact families to explain changes in the assessment process due to COVID-19.</p> <p>Ensure information is available explaining emergency changes in ASN legislation.</p> <p>Ensure information is available and accessible on the process of identification, support and assessment during COVID-19.</p>	<p>CALL Scotland – Books for All (learners with print disabilities)</p> <p>Scottish education and legislative context</p> <p>Supporting accessibility to learning and teaching resources</p> <p>Addressing Dyslexia Toolkit</p> <p>Autism Toolbox</p> <p>https://enquire.org.uk/</p>

Children and young people who experience disability and or who have complex additional support needs

Covid transition issues	Areas to consider	Available advice and support
<p>Complex ASN</p> <ul style="list-style-type: none"> • Strain on or breakdown of relationships. • Strain due to financial/employment. instability of primary carer • Reduced contact with services to support care routines, moving and handling and/or postural management • Health and/or wellbeing concerns due to prolonged or reduced access to specialist equipment or support • Lack of appropriate resources for learning at home and to explain and support the child/young person's transition, for example, sensory based resources • Lack of appropriately differentiated accessible resources. 	<p>Ensure effective communication processes are established between staff, parents/carers and learners (where appropriate).</p> <p>For learners accessing a Hub during lockdown ensure they are supported to understand the changes.</p> <p>Ensure activities/learning and teaching resources are appropriately differentiated to help learning at home.</p> <p>Ensure activities are shared with families which support their child prepare for a return to school.</p> <p>Ensure all school communication and learning and teaching resources are in accessible formats.</p> <p>Ensure learners have the appropriate IT supports to help them access information and their learning.</p> <p>Customising resources for return to school. For example, some learners may need verbal/visual resources which explain what staff will be wearing (PPE) wise and distancing protocols.</p>	<p>Advice for all:</p> <ul style="list-style-type: none"> • UK Government list of free online ASN resources and Apps for learning at home • Autism Toolbox – new Covid 19 information page • British Academy of Childhood Disability – Resources • CALL Scotland – Books for All (learners with print disabilities) • CALL Scotland – Augmentative Alternative Communication (AAC) • CALL Scotland – symbol and sensory resources • ENABLE Examples of fact sheets for disabled people • ENQUIRE: General advice - ASL • Mencap – ‘Involve Me’ booklet – decision making and PMLD • PAMIS –Support for CYP with PMLD and their carers/parents • The Sensory Projects - COVID 19 educational resources • ES – Additional Support Needs - Resources • ES – Complex Needs Resources for learning at home • Adapted COVID-19 version of Principles into Practice – Planning guidance for young people who require additional support who are about to leave school or college

<p>Deaf</p> <ul style="list-style-type: none"> • Deaf parents may find home-schooling difficult if BSL rather than English is their first language • Limited access to information and online learning suitable for deaf learners (or parents) • Lack of ongoing mentoring/advocacy support as deaf learners often need face to face support • Lack of targeted information in BSL 	<p>Ensure all school communication and learning and teaching resources are in accessible formats.</p> <p>Ensure learners have the appropriate IT supports to help them access information and their learning.</p>	<p>Advice for Parents and Children and Young People</p> <ul style="list-style-type: none"> • Parentzone Scotland support for BSL • BSL video with Coronavirus (COVID-19) guidance • BSL glossary of subject terms • BSL - Coronavirus (COVID-19) Social Distancing You Tube • Covid -19: Be Active and Stay Healthy • COVID-19 Myths: Hot weather / COVID-19 for Life • BSL users access to the online British Sign Language video relay interpreting service (VRS) 24 / 7 • British Deaf Association Mentoring Officer Email: mentorscot.drp@bda.org.uk <p>Practitioners & Parents</p> <ul style="list-style-type: none"> • COVID-19 NHS Inform Vimeo Video (in BSL) • NHS Inform Website: Videos in BSL for - Washing and Cleaning, Wellbeing and Symptoms, Physical Distancing, Shielding, Household isolation, Pregnancy, Helpline and Text message service
<p>Visual impairment</p> <ul style="list-style-type: none"> • Lack of accessible information • Lack of advice around safe sight guiding and social distancing • Reduced access to physical activity • Reduced access to accessible learning resources (including books) • Parents overwhelmed by, or, lack confidence with home learning, for example, using online resources or braille 	<p>Ensure all school communication and learning and teaching resources are in accessible formats.</p> <p>Ensure learners have the appropriate IT supports to help them access information and their learning.</p>	<p>Advice for Parents, Carers and Children:</p> <ul style="list-style-type: none"> • RNIB Email cypfscotland@rnib.org.uk Phone 0303 123 9999 • Video in child friendly language and does not rely on visual information • Sight Advice FAQ – How to guide safely & physical distancing • National Accessible Library – free downloadable books • Perkins School for the Blind - stay-at-home activities • Learn Unified English Braille (UEB) online • Humanware - support for IT products via webinars:

		Practitioners <ul style="list-style-type: none"> • CALL Scotland – Books for All • National Accessible Library – free downloadable books
Children and young people who are highly able learners		
Covid transition issues	Areas to consider	Available advice and support
<ul style="list-style-type: none"> • Appropriate challenge and pace of learning and teaching resources • Parental concerns on regression of learning through boredom 	<p>Ensure effective monitoring is in place during school closure. Over the period of school closure, the level of work undertaken at home may be higher.</p>	<p>Scottish Network of Able Pupils (SNAP)</p> <p>Curriculum for Excellence</p>
Children and young people who are anxious or experience mental health difficulties		
Covid transition issues	Areas to consider	Available advice and support
<ul style="list-style-type: none"> • Raised anxiety leading to distressed behaviours, such as, withdrawal, risk taking, self-harming... • Lack of access to protective factors, such as, familiar places, people, routines... • Lack of confidence or capacity of parents/carers to support their child or young person with their anxiety/mental health or the resulting behaviour • Increase in anxiety or regression in mental health as isolation period progresses 	<p>Individual pre-visits arranged for young people to see new arrangements/meet staff member (observing physical distancing).</p> <p>Ensure quiet spaces designated for those who need to give themselves time out.</p> <p>Ensure all plans and strategies used for a child/young person are shared and used consistency staff involved.</p>	<p>Advice for all:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) information specifically for children • ES- Mental Wellbeing Wakelet • Breathing Space : Helpline 0800 83 85 87 <p>Young People</p> <ul style="list-style-type: none"> • Reach: My Learning and Support during Coronavirus • Young minds - 24/7 text support – Text YM to 85258 • Mind for better mental health Helpline 0300 123 3393 • Young Scot Covid 19 <p>Parents/carers</p> <ul style="list-style-type: none"> • NSPCC – Helpline 0808 800 5000 • Young Minds Helpline for Parents 0808 802 5544 • Scottish Attachment in Action

Children and young people who are Looked After (Care Experienced)		
Covid transition issues	Areas to consider	Available advice and support
<p>Looked After at Home/ in Kinship care or with Foster cares</p> <ul style="list-style-type: none"> • Strain on, or breakdown of, relationships • Strain due to financial/employment instability of primary carer • Breakdown of placement (need to move) • Lack of confidence/ capacity of parent to support wellbeing/ education of child • Lack of parental control and ability to ensure children and young people self-isolates/ stays in • Child protection issues • Lack of confidence/ capacity of carer to support wellbeing/ education of child • Worry about upcoming Children’s Hearing 	<p>Ensure effective communication processes are in place for families to link with school and multiagency partners.</p> <p>Ensure regular contact with keyworker at school is established.</p> <p>Consider child or young person in the context of the family.</p> <p>Explore family welfare as well as the wellbeing of child or young person.</p>	<p>General Advice for all Looked After issues:</p> <ul style="list-style-type: none"> • Local Social Work Offices (email/telephone) • Out of hours Social Work (email/telephone) • Link to Local Authority Children’s Rights Team • SCRA: Coronavirus and your Hearing <p>Specific advice for Kinship and Foster carers</p> <ul style="list-style-type: none"> • Fosterline • Kinship Care Scotland
<p>In a residential unit/school or a secure care facility</p> <ul style="list-style-type: none"> • Group living - higher risk of virus spread • Loss of placement due to unit closure • Strain on or breakdown of relationships. • Breakdown of placement • Lack of stability / unit unsettled due to high staff absence • High levels of anxiety: staff and children • Increased risk of mental health issues such as self-harming and availability of professional support • Worry about upcoming Children’s Hearing. • Increased risk of seclusion (due to illness or lack of staff to safely supervise social time) 	<p>Reassure children and young people that transition plans will not be negatively affected by COVID-19.</p> <p>Ensure transitions in and out of our HUB/school focus on learning as well as wellbeing.</p> <p>Ensure all staff understand the impact of physical limitations placed on young people and explore how to mitigate against the anxiety this causes.</p> <p>Ensure changes to the review process do not impact upon educational outcomes.</p> <p>Share resources and good practice with other similar establishments.</p>	<p>Advice for Care Services</p> <ul style="list-style-type: none"> • COVID 19: Residential childcare • Care Inspectorate: Covid 19 Information for care services

Children and young people who are Young Carers		
Covid transition issues	Areas to consider	Available advice and support
<ul style="list-style-type: none"> • Full time caring responsibilities may increase levels of stress over time • Lack of confidence/capacity of parent to support wellbeing/education of child • Lack of practical support for care of parent/sibling • At risk of anxiety/mental health issues (see below) • Anxiety about lack of qualifications due to absence or poor performance due to effect of caring responsibilities • Lack of connection with or ability to review carer's statement 	<p>Ensure regular contact with keyworker at school is established.</p> <p>Support young person to stay socially connected with peers.</p>	<p>Young Carer's:</p> <ul style="list-style-type: none"> • Young Scot (NB. Young Carer's Grants available) • Video from a young carer to Young Carers <p>Teachers/Parents/Carers/Young Carer's:</p> <ul style="list-style-type: none"> • Supporting Young Carers in Education • Carer's Trust • Carer's UK - Advice and support by local Authority for carers who need practical help <p>Unpaid carers</p> <ul style="list-style-type: none"> • Scottish Government advice about Covid-19 • Coronavirus (COVID-19): unpaid carers providing personal care
Children and young people who from Gypsy Traveller families		
Covid transition issues	Areas to consider	Available advice and support
<ul style="list-style-type: none"> • Financial concerns impacting on care and welfare; families may be reluctant to seek help • Lack of access to appropriate and accessible learning resources • Low parental confidence to support home learning • Physical distancing may be more difficult and culturally less acceptable 	<p>Keep in touch with families.</p> <p>Ask families about what kind of support they need in terms of learning.</p> <p>Renew their familiarity with learning practices and resources.</p> <p>Give practical support in terms of digital technology and connectivity.</p>	<ul style="list-style-type: none"> • Coronavirus (COVID-19): framework to support gypsy/traveller communities <p>Scottish Traveller Education Programme (STEP)</p> <ul style="list-style-type: none"> • STEP Transitions toolkit • STEP Resources for Families • The Travellers Education Network (Scotland)

Children and young people who are affected by poverty or deprivation

Covid transition issues	Areas to Consider	Available advice and support
<p>This may be:</p> <ul style="list-style-type: none"> • Sudden/new family financial concerns due to the economic impact of COVID-19. • Financial impact on the care and welfare of children (ability to provide meals, hygiene products, housing, etc.). • Lack of access to suitable learning resources, including online learning (connectivity/devices). • Low parental confidence to support home learning. • Attainment/achievement/skills gap widening. • Strain on or breakdown of relationships. • No/limited access to play or learning environment, safe space, trusted adults and/or other resilient social relationships, targeted supports normally provided at school (increased risk of behavioural and emotional issues developing). • Potential for wellbeing and safety issues developing or increasing due to additional pressure on family. • Increased possibility for a family member to become ill or die with COVID-19. 	<p>Reassurance to parents that teachers will make sure that no child will be disadvantaged by their period out of school.</p> <p>Consider how to offer enhanced opportunities for physical activity on return to school to support those who have been confined indoors without access to gardens.</p> <p>Are staff aware of organisations offering support to families?</p> <p>How effective are we at signposting parents and carers to organisations offering support?</p> <p>How effective and accessible are our learning offers for home learning for children and young people with limited access to online learning?</p>	<p>Advice for:</p> <p>Pupils</p> <ul style="list-style-type: none"> • CYP's Commissioner – Rights advice <p>Parents/carers</p> <ul style="list-style-type: none"> • Citizen Advice – Money Talk Team (Scotland) • Ask Child Poverty Action Group – Benefits <p>Practitioners</p> <p>ES – CLD, Poverty and Social Justice Wakelet</p>

Children and young people who are affected by bereavement		
Covid transition issues	Areas to consider	Available advice and support
<ul style="list-style-type: none"> • Impact of grief or loss on a child or young person (this could be death of a family member, a friend, or a member of staff from their school) • Impact of grief on a parent which is having an impact on their capacity to support their child or family • Not being able to properly say goodbye to deceased due to restrictions around lockdown 	<p>Ensure child or parent knows they can talk about their feelings if they want to do so.</p> <p>Ensure that the people that they are most comfortable with are available to talk with them.</p> <p>Keep them as informed as possible about 'changes' at school to minimise extra worries.</p> <p>Explore whether they want staff or the class to know about their loss.</p> <p>Find opportunities to give extra support and encouragement.</p> <p>Make a personal plan or prompts to keep with them when they return to school which they can check when they aren't coping as well.</p>	<ul style="list-style-type: none"> • Parentzone Scotland • Cruse Helpline 0808 808 1677 • Coronavirus: Tips on coping with fear of losing a loved one: BBC Bitesize • Grief - The Ball and The Box - Film for understanding grief • When People Die Stories from Young People: University of Dundee Comic Book Resource • NHS advice on coping with bereavement CWP NHS Trust bereavement guide for carers