Coronavirus (COVID-19): support for continuity in learning

Guidance to help local authorities, early learning centres and schools continue to support children and young people's learning during the coronavirus outbreak.

Overview

This guidance is to help local authorities, early learning centres and schools continue to support children and young people's learning during the coronavirus outbreak.

It is also relevant to school partners, such as third sector and youth work organisations, colleges and universities.

The guidance should be read alongside [Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision](#) and [Coronavirus (COVID-19): re-opening schools guide](#).

[Information for parents and carers on the reopening of schools and early learning centres](#) is on the Parent Club website.

Purpose

We know that for some children and young people, learning at home has provided positive benefits and experiences for them and their learning during the closures of early learning and childcare centres and schools.

However, for many children and young people, their experiences have been less positive, and in some cases there have been significant concerns for their wellbeing. Some children and young people may also have developed needs not apparent prior to lockdown, which may require new responses and approaches.

The getting it right for every child (GIRFEC) approach, continues to provide a robust methodology when considering the holistic needs of children and young people engaging with blended learning approaches in school and at home. The Education (Additional Support for Learning) (Scotland) Act 2004, guidance on inclusive approaches to teaching and learning and strategies developed to close the attainment gap, can enable tailored support and provision to be provided for children and young people in a blended learning context.

This guidance offers high-level advice to local authorities as they consider the support required to address the impact of interrupted learning and disconnection from school or early learning and childcare for many children and young people.

It focuses on the support required, through a range of themes, for children and young people, parents, carers and practitioners. It builds upon the advice and information provided by the Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision, and recognises the human rights of children, young people and adults concerned and is aligned to getting it right for every child and additional support for learning legislation.

We know this is a new and challenging situation for all school staff. Strong relationships between parents and the range of professionals who know and care about their children and young people will be even more important on reconnecting with school. By working in partnership with parents and carers and children and young people we can make sure that their return to more formal learning is smooth and successful. This guidance, therefore, also focuses on engagement and communication with parents and carers.

The guidance draws together a number of strands and is structured thematically. It considers a range of factors in turn. Reflecting the national strategy; it begins with health and wellbeing considerations, then focuses on other areas where children, young people and their parents and carers may need support and in some cases, advice specific to the individual child or young person. It also covers transitions and resources and support.

Health and safety

Returning to school will be an anxious time for a number of children and young people, parents and carers and staff. The introduction of measures such as physical distancing will have a significant impact in particular on some children and young people with additional support needs.

To support children and young people with additional support needs back to school, local authorities and schools should ensure that personalised support is in place to meet their physical and emotional needs. This support should be developed in partnership with parents and carers, children and young people and staff.

Physical distancing and personal protective equipment (PPE)

In line with current public health guidance, physical distancing should be implemented wherever practicable. It is recognised that this may not be possible or appropriate for some children and young people with additional support needs, e.g. where close contact with staff is necessary for their wellbeing, to undertake intimate care, or for moving and guiding. Where this is the case bespoke approaches with appropriate PPE should be determined based on an individual risk assessment.

At all times the wellbeing, safety and best interests of child, young person and staff must be paramount in any decision made. The key principles of small group sizes and reducing contact between designated groups should be observed.

In these instances the use of PPE should also be considered in the context of risk assessment. Where the use of PPE is being considered its use must comply with all applicable legislation including the Health and Safety at Work etc. Act 1974, Personal Protective Equipment Regulations 1992 and the Management of Health and Safety Regulations 1999 which outlines the process of, and legal requirements for, risk assessment. It should also comply with ...

Local authorities in conjunction with the relevant trade unions should ensure that an organisational risk assessment is undertaken for all schools in their authority to ensure that where the need for PPE has been identified it should be readily available and provided.

See:
- Coronavirus (COVID-19): physical distancing in childcare settings
- Guide to PPE at work on the Health and Safety Executive website
- Coronavirus (COVID-19): re-opening schools guide

Risk assessment

The use of PPE by staff within schools must be based on a clear assessment of risk and need for an individual child or young person. For children and young people with additional support needs this could be in circumstances where staff are undertaking personal care and they may come into contact with blood and body fluids.

Risk assessments should exist already for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the

additional distress children and young people may be experiencing due to COVID-19.

If a risk assessment is not in place, then it must be undertaken as a matter of priority to ensure the health and safety of the child or young person and any member of staff supporting them in order to assist co-regulation of the child's potential distress.

Administration of medication and intimate care

Where staff are providing support such as administering medicine or intimate care, particularly when supporting children with complex needs, consideration needs to be given as to how staff can increase their level of self-protection. Consideration could be given to whether it is possible to complete duties differently to minimise close contact, increasing cleaning of frequently touched surfaces, and carrying out more frequent handwashing in order to minimise infection risk.

See: Supporting children and young people with healthcare needs in schools: guidance

Handwashing

Handwashing should always be practiced before and after the use of PPE. Further information on hygiene measures and the use of PPE can be found in Coronavirus (COVID-19): physical distancing in education and childcare settings.

Further guidance will be provided for early learning and childcare settings.

Further information

Read quotes from children and young people about how they feel about returning to school at the Children's Parliament website.

Blended learning

The [Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision](#) sets out clearly the factors to be considered in the provision of blended learning for all children and young people and the [Coronavirus (COVID-19): reopening schools guide](#) provides helpful guidance to support these considerations. Decisions relating to delivery will be taken locally, in light of local needs and circumstances.

This guidance considers how children and young people will be offered blended learning approaches, seeking to address the attainment gap and to support the most vulnerable learners such as those with additional support needs, care experienced children and young people, and others identified as being at risk. Dialogue and relationships with parents and carers will be crucial.

In these considerations, and recognising the continued focus on [literacy, numeracy and health and wellbeing in curriculum for excellence](#), thought should be given to [supporting teachers and support workers and early years staff](#) to ensure that they have an appropriate skill set for those children and young people being targeted in order to enhance the accessibility of the blended learning offer to them.

Wellbeing

It will be important to prioritise the health and wellbeing of children and young people when considering their learning within a blended model. The Getting It Right for Every Child (GIRFEC) approach provides a framework for the continued consideration of children and young people's wellbeing needs, including those which have increased, or emerged as a result of the pandemic.

It is likely that there may be a need for increased support for children and young people who are care experienced, those in need of child protection and those who have been affected by domestic abuse, trauma, loneliness, isolation and separation as well as for those living in poverty, including as a result of the economic impact of the pandemic.

It is also expected that there will be a need for increased support for mental health and wellbeing. Tools such as the resilience and vulnerability matrix will be of assistance, alongside local and national data, in identifying these needs. Local authorities will also wish to be mindful of their corporate parenting responsibilities in considering the needs and support for care experienced children and young people.

A rights-based, child-centred approach to assessment, intervention, and planning to meet needs will be essential. Children, young people, parents and carers will be important contributors in the assessment, intervention, and planning process. At all times, the holistic needs of children, young people and their parents and carers should be considered, particularly individuals' family circumstances. During the pandemic, multiagency working has been very successful and there is an opportunity for further development.

It will be essential to draw together support from partners and third sector organisations in order to ensure appropriate support for children and young people. The Chief Officers Groups are considering these matters strategically.

In all cases, professional judgement must be the driver for determining level of support required to keep individual children and their parents and carers safe and well during this time. Health Visitors and Family Nurses exercising the function of named person on behalf of their Health Board/Health and Social care partnership will be available and responsive to children from birth to school age and their parents and carers, to promote child health and development alongside supporting and safeguarding their wellbeing.

It is paramount that school nurses in their targeted role, continue to work in partnership with education authorities to support school aged children and young people with potential increased health needs or risk.

See:
- [Getting it right for every child: understanding wellbeing leaflet](#)
- [Coronavirus (COVID-19): supplementary national violence against women guidance](#)
- [Nurture, adverse childhood experiences and trauma informed practice (Education Scotland)](#)
- [GIRFEC wellbeing resources (SHANARRI)](#) - includes resilience and vulnerability matrix

- [National child protection guidance](#) and s[upplementary national child protection guidance](#)

Mental health and wellbeing

Specific attention to the mental health of children and young people will need to be considered. On re-engagement with learning, it will be normal for staff, parents and carers, children and young people to be anxious. However, some may experience more extreme reactions, exacerbated by their experiences during the pandemic. It will therefore be important to be alert and sensitive to individual children and young people's mental health and wellbeing needs. Relationships will be key to establishing and maintaining positive mental health and feelings of wellbeing.

It is important to recognise that teachers and other staff already have generic skills to support children and young people's mental health. Many of these are informed by the health and wellbeing curriculum. In addition, many teachers and early years workers have specialist knowledge in areas such as nurture principles, and trauma informed strategies, which can be built upon and utilised in these circumstances.

Children and young people's mental health and wellbeing may also be supported by educational psychologists, school nurses, and allied health partners such as counsellors and clinical psychologists. Access to specialist support will be assessed in the normal ways using the Getting it right for every child guidance and informed by the Additional Support for Learning legislation.

Counselling provided through schools should be delivered in line with the joint national agreement. This allows for the provision of counselling using technology where face to face provision cannot be made. For online provision, approaches should be provided in line with professional bodies standards and competences.

In supporting children and young people's mental health, schools and education authorities may wish to signpost parents and carers to sources of support, for example Parent Club which provides information on supporting children and young people's mental health at home across a range of ages and stages of development.

See:
- [Education Scotland: experiences and outcomes](#)
- [Association of Scottish Principal Educational Psychologists](#)
- [Working online with children and young people](#)
- [Supporting your child's mental health during coronavirus: Parent Club](#)

Children and young people affected by shielding

There are particular considerations for children and young people who have been shielding and for those who are living with a family member or carer who is shielding.

[Coronavirus (COVID-19): physical distancing in education and childcare settings](#) provides advice for schools and childcare settings who are providing care to children during the pandemic, including children at increased or very high risk of severe illness from COVID-19.

See also:

- [NHS Inform: shielding](#)
- [Coronavirus (COVID-19): schools re-opening guide](#)

Additional support for learning (ASL)

For children and young people who require support, including those with additional support needs, an emphasis on individual needs and individualised blending of resources and interventions will be important considerations.

The emotional wellbeing of our most vulnerable children and young people as they re-connect with learning will require careful planning, including discussion with them and their parents and carers. Simply attending any formal provision will be a challenge for some.

Inclusive approaches

In thinking about a blended learning approach for children and young people who need individualised support, authorities and school staff will be able to draw on inclusive learning policy and practice. In applying blended learning there is a need to ensure that children and young people are: present, participating, achieving and supported.

Whichever individualised provisions and interventions are provided they will need to be kept under constant review with robust tracking and monitoring of learning and wellbeing.

Assessment of and planning for individual needs

Assessment, planning, action and review for individuals' needs should be consistent with the values and principles of getting it right for every child, and the provisions of the Additional Support for Learning Act. Decisions about how blended learning will be provided for children and young people with additional support needs should made before the child or young person is expected to return to school, or other provisions.

A first step will be to review plans, including co-ordinated support plans, to ensure that planned approaches build upon and recognise any additional needs which have arisen.

In planning these approaches, support may be drawn from other partners such as Social Work Services, or Allied Health Professionals, and agencies such as Skills Development Scotland, and third sector organisations. Practitioners will also wish to be aware of the forthcoming report of the ASL Review, in their developing plans.

Children from disadvantaged backgrounds

The Scottish education system is based on the principles of Excellence and Equity. The Scottish government continues to be committed to closing the poverty related attainment gap and the principle of equity. In line with the principle of equity, learners from disadvantaged backgrounds should be offered specific and targeted support and access to learning as part of the staged re-opening of schools.

As we begin to move into the recovery phase, schools and local authorities will need to assess the impact of the crisis on the health, wellbeing and learning of disadvantaged children and young people. They will also need to consider how effectively they provide an enhanced package of support if required, including the use of, and support for digital learning to support successful engagement and avoid the risk of stigma. See Coronavirus (COVID-19) reopening schools guidance for information on support for digital learning.

See Pupil Equity Funding: national operational guidance 2020 for information on funding available to support learners in the recovery phase including third sector partners and other agencies (e.g. home link workers, counselling services, youth workers.

Access to free school meals and school clothing grants

Free school meals and school clothing grants are a vital measure that can help to support children and young people engage in learning and support attendance at school. As we move toward a blended learning model with children and young people learning in a mix of locations, it will be necessary for the provision of free school meals in this context to be considered as part of local authority development plans, in light of health protection advice and family circumstances.

Authorities may want to consider prioritising provision for children who are eligible for free school meals through their parents and carers being in receipt of qualifying benefits. It is recommended that local authorities provide a clear approach that enables parents and carers who would not ordinarily be eligible to apply for the universal provision in light of their financial circumstances.

See: Guidance on managing and promoting school attendance

Further information

Read quotes from children and young people about learning during lockdown at the Children's Parliament website.

Transition support

It is recognised that all children and young people will be transitioning into the new arrangements and models for learning. All children and young people transition into their next year of early learning and childcare, school or into life after school each year.

This year, in addition to those 'usual changes' the way in which they learn, and where they learn will also change. In the current context making the transition back to a school setting that feels very different will mean that all learners may benefit from transition support upon their return.

There are a range of sources of advice available on supporting learners through points of transition, much of which has been developed or updated in light of COVID 19. Education Scotland has developed a [range of materials to support transition at each age and stage](#).

In line with the Additional Support for Learning Act the transition from early learning and childcare into primary 1 should be planned for in advance, and all appropriate documentation exchanged with the relevant school.

Through formal reviews health visitors explore attainment of individual developmental milestones and where developmental needs are not being met, for whatever reason they will seek to engage relevant and proportionate support to address unmet need. They will work with families and with relevant Education partners to support a smooth transition to school recognising the individual health and wellbeing needs of children.

Transitional support for children and young people with additional support needs

For children and young people who experience barriers to their learning, managing the transitions carefully and sensitively is vital. In particular, additional support for learning legislation requires that education authorities support the transitions of children and young people with additional support needs. These responsibilities apply for the transitions from early learning and childcare into primary schools, from primary school to secondary school, from secondary school into further or higher education, work or other post-school provisions, and include statutory timescales.

See: [Additional support for learning: statutory guidance](#)

In the current circumstances, and as a direct result of the COVID-19 pandemic, some of those plans for transitions may not have been able to be completed. For post-school transition, where planning should begin no later than two years prior to leaving, planning should be well advanced, and should be able to be resumed and completed. For other transitions, where the timescales are shorter, and due to the timing of the COVID-pandemic in the academic year, more work may be required, quickly. In recognition of this, as part of the [Education Continuity Direction](#), any failure of the statutory timescales, will be disregarded to the extent that it is attributable to the direction. This means that the planning should be completed, as soon as practicably possible.

Pupils with additional support needs often benefit from enhanced transition. This is usually provided through extra school visits, to become familiar with the school

building and opportunities to meet staff and other pupils, including where used 'buddies'. Whilst there may be some opportunities to continue with these activities, they may have to be carried out in a different way. For example, using video, phone conversations, and technology to link pupils together, and visits arranged to schools in line with physical distancing guidance.

For some children and young people with additional support needs, who require specific communication supports, for example the use of sign language, Makaton, storyboards and symbols, these should be used as they would usually. Some children and young people may benefit from the preparation of a storyboard, containing photographs of key locations, their teaching, support and transport arrangements, and information to explain how learning will be different at school (for example, where a staff member may require to wear a face covering or personal protective equipment). These approaches, whilst not required, may be beneficial for all young people, and may be a positive learning activity.

Transitions for young people who are shielding

Consideration should be given as to how schools and local authorities support the transitions of children and young people who are shielding. As they will be unable to attend school, consideration should be given to how bespoke transition support can be provided online. This could take the form of videos from teachers, an on line tour of a new school or other such arrangements.

Potential barriers that learners could face

Young people making transitions back into education and across education stages and settings could face a number of particular challenges in the current context, for example:

- limited resource availability – books, stationery, craft materials, digital equipment and connectivity
- lack of engagement with supported on-line and home learning - digital poverty including lack of equipment, adult support, space to work, structure to the day and loss of routine
- wellbeing, social and emotional and pastoral care
- pressure on parents to return to working patterns which will prevent them from being able to supervise or assist with home learning
- families facing hardship and poverty for the first time, may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals
- missing out on rites of passage/ celebrating success
- limited opportunities for induction activities for example, school visits, meeting new teachers, or participating in fresher weeks at college or university
- challenges around transfer of data on progress and support needs
- lack of access to partnership learning such as Higher Education summer schools, and work placements
- different start dates for college or university courses
- helping children and young people with additional support needs to recognise and understand their next steps

Community learning and development (CLD), youth work and adult learning

In considering support for transition, education authorities may wish to also consider the support available through Community Learning and Development services as part of their local delivery plan. CLD, which includes youth work and adult learning is provided by local authorities, other statutory services and the third sector, and the youth work offer is coordinated by local authorities through a statutory CLD plan.

The types of support they can offer include:

- youth workers can provide an alternative trusted relationship for young people through both one to one and group support. Youth work is often targeted to individuals and communities furthest from engagement or inclusion
- CLD services often also include family learning, adult learning and ESOL (English to Speakers of Other Languages). These can be useful in supporting parents and carers to engage with the school and with their children's learning
- many schools have youth and family learning workers working directly in the school but there are also many services which operate out with the school. These services are especially useful in reconnecting some vulnerable children and young people to reconnect with education
- CLD workers can also provide information and practical and emotional support to children, young people and parents and carers through transitions and, in partnership with other professionals, can support a holistic approach to meeting their needs

Principles to support all young people in making transitions

For all young people, regardless of the stage they are at or the challenges they face, there is a common set of 7 principles of good transition that can help with thinking about how to support them at this time.

These are intended to support reflection, and we are mindful that applying them in practice will be challenging in a COVID context.

Communication with parents and carers

Parents are entitled to be partners in their child's education, be kept informed, and actively involved in discussion and decisions. As before, effective relationships with parents and carers will have a direct impact on the success of transition to a blended learning model and will contribute to children and young people achieving their full potential.

Clear communication

In line with the [strategic framework for reopening schools, early learning and childcare provision](#), it is recommended that schools and authorities involve parents early on and throughout the recovery phase and communicate clearly and timeously on the new arrangements and any measures to ensure their child's health and safety. Continuing to take a supportive approach and to focus on solutions to difficulties will be key. At the same time, schools will need to be clear with parents and carers that their duty to secure education for their children remains in place. The [approaches to promoting attendance and reducing absence, which are usually used](#), will also be appropriate at this time.

It is important not to overwhelm parents and carers with information. Key contacts from within the school can provide a single point of contact for parents to get in touch and discuss any issues.

The parent council remains a vital part of the school community and a key link between parents and school leadership. The Parent Council can raise and discuss any matters relating to curriculum, school policies and 'whole school' issues relating to learning.

Reflecting family circumstances

The needs and priorities of parents and carers will continue to vary considerably depending on where they are in the country, their child's specific needs, their household circumstances and their knowledge and confidence. There will be a continued need to support all families but in particular, families affected by bereavement, reductions in household income, unemployment, childcare and other issues, all of which may have become more prevalent during the COVID-19 pandemic.

See: [Sowing Seeds: trauma informed practice for anyone working with children and young people](#)

Opportunities for partnership approaches

Building effective relationships with parents and carers will contribute to children and young people achieving their full potential. The rights of the child should be paramount as outlined in the UNCRC. Parents and carers should be supported to receive any additional support and reassurance that they may need.

ASL Mediation services are still operating and schools and local authorities may wish to use their local provider to discuss what support could be available for staff around potentially challenging conversations. These services aim to prevent distressing and challenging situations emerging. Getting them involved early to defuse potentially

difficult and emotional issues will support staff, parents and carers and, in turn children and young people.

Home learning

Those who have been getting extra help at school may have found it particularly challenging to learn while at home. Structure is important for many children and young people who have additional support needs. The change to their routine and worries about the situation puts additional pressure on parents and carers.

This new model of learning will be for many an additional challenge as their routine of a number of months will change once again. Information should be shared at the earliest stage, respecting parents' views and taking account of the changing circumstances which may affect the ability of some parents and carers to support their children's learning at home.

The reliance on home learning through electronic devices can potentially contribute to digital exclusion, particularly for families experiencing poverty.

Local authorities should look to identify and offer suitable support to these families and carers. The Scottish Government and local authorities have sought to support digital inclusion through the provision of funding to provide devices and connectivity. Many schools and local authorities are also seeking to find alternative solutions such as physical home learning packs.

Engaging with learners and gathering pupil feedback

Schools and settings will wish to build on their established arrangements for good quality dialogue with and communication with pupils about the new blended learning arrangements.

A variety of methods can help to gather pupil views, questions and issues, and can help to clarify and address difficulties prior to return. Pupil Councils, pupil panels and other pupil voice arrangements remain very important at this time. General advice on good principles and methods for learner participation is available from Education Scotland as well as a range of third sector organisations.

Authorities and settings may wish to consider the information and evidence available from available national level survey work with young people on COVID-19. This includes the work conducted jointly by Young Scot, Scottish Youth Parliament and YouthLink Scotland as well as guidance and information from Children's Parliament and Children in Scotland.

Keeping children and young people safe online

The internet is central to our everyday lives and it has become even more so now. Using the internet should be a positive and fun place to interact with others and young people should be able to navigate the online world creatively and fearlessly.

However, it is also important that everyone around the children, including parents and carers, is aware and know how to keep safe online as well as what to do and who to contact if needed. A range of resources and guidance are available and can be found within the Annex under online safety.

Sources of support

The Parentclub website provides [advice for parents and carers on the arrangements for returning to school](). Education authorities may wish to consider signposting this to parents, alongside local and school information.

Related guidance

General information

See:
- [NHS Inform](#) for general health information.
- [Education Scotland](#) and the [National Improvement Hub](#) for information, guidance and resources to support practitioners, learners and parents and carers during the COVID-19 pandemic
- [Scotland Learns](#) provides ideas and suggestions of activities to help parents, carers and practitioners support learning at home

Wellbeing

Support for practitioners
- [CERG 6: Workforce support](#): professional learning and wellbeing support resource
- [Wellbeing supports for practitioners](#): Education Scotland
- [Education Scotland: professional learning activities](#)

Children and young people
- [Wellbeing supports for children and young people:](#) Education Scotland Wakelet

Parents and carers
- [Parentzone: support for parents and carers](#)
- [Solihull Online](#)
- [Outdoor learning during Covid 19 pandemic](#)

Mental Health and wellbeing
- [Children's Mental Health](#): Education Scotland Wakelet
- [Resilience Alphabet](#): To support primary children build inner strength and improve wellbeing
- [Compassionate & Connected Classroom](#) : A health and wellbeing curricular resource for upper primary

Additional Support for Learning

Scotland's education system is designed to be an inclusive one for all children and young people in Scottish schools with or without additional support needs. Learners who were not previously recognised has requiring additional support prior to COVID-19 may require support and are entitled to have their needs identified and met.

[Emergency COVID-19 legislation](#) has extended some time frames for the Additional Support for Learning Act.

See also:
- [Education Scotland: ASN transitions during COVID 19 pandemic phases: emerging practice and resources](#)
- [Education Scotland: ASN specific issues and signposting to supports](#)
- [Education Scotland ASN Transitions and COVID-19: reflective questions](#)
- [Education Scotland: transitions from an additional support needs perspective](#)

- [Reach: Information about children's rights](#)

Inclusive education

Scottish education is based on an understanding that education is a human right and that all children and young people should be supported to reach their fullest potential. Free online professional learning is available to support practitioners to develop and reflect on inclusion.

- [Education Scotland - Embedding inclusion, equity and empowerment](#)
- [Education Scotland - online Professional Learning on Inclusive Education](#)
- [Education Scotland - online Professional Learning to support Inclusive Classrooms – 'Inclusion in Practice: The CIRCLE Framework – Secondary'](#)
- [Education Scotland – Professional Learning resource to support whole school inclusive practice](#)
- [Education Scotland - online Professional Learning – Dyslexia and Inclusive Practice](#)
- [Recognising and Realising Children's Rights](#)
- [A range of Education Scotland webinars are available which include a focus on Inclusion, wellbeing and Equality](#)

Assessment and planning of individual needs

- [Getting it right for every child practice model](#) will continue to support the appropriate assessment of need and planning for individual learners
- [Personal communication passport](#) templates

Support to overcome disadvantage

Education Scotland: [ASN specific issues and signposting to supports](#)

CELCIS: [COVID 19 Coronavirus Information Point for Children's Care and Protection](#) - Information, guidance and advice for practitioners supporting care experienced children and young people.

- [Coronavirus Food Fund](#)
- [Community food contacts](#)

Learning and teaching

A key focus has been on enabling teachers to support learners to engage with remote learning and consideration needs to be given to how learners from the most disadvantaged communities continue to access the support they need.

Support for this is taking many forms, including use of online platforms and apps such as Glow, Google classrooms and [DigiLearn,](#) focusing on the immediate needs of learners, teachers and practitioners.

Digital inclusion - The extent to which teachers and practitioners have access to digital devices, or are digitally connected, will impact on their ability to connect with pupils. The Scottish Government's Connecting Scotland Programme is currently working with industry and other partners to identify and support digitally excluded households, whether that be through devices, connectivity or skills.

Accessibility of online learning and teaching resources. It is important that learning and teaching resources developed for distance learning are accessible for all learners so they can access their learning and demonstrate their knowledge and understanding. For some learners who experience print disabilities e.g. dyslexia, visual impairments and physical difficulty in turning pages in a book they have a legal entitlement to accessible resources.

- Call Scotland have a range of information, guidance and webinars on their websites to support accessibility and learning at home.
- Learning at Home - are Your Learning Resources Accessible?
- Making the most of Inclusive Technology during Covid-19

We know that there are many other learning resources and activities, including books, television, radio, and creative activities that will help with learning at home.

Home learning boxes - A number of local authorities have looked at ways of providing physical resources such as home learning boxes to support those parents and carers who may find it particularly challenging to support their child's learning when at home.

Wakelets have been created by Education Scotland to identify additional external resources for each curricular area. These support practitioners in accessing appropriate materials for learners.

General Teaching Council for Scotland: Guide for online good practice.

Guidance and resources to support digital youth work

Funding

See:
- Pupil Equity Funding: national operational guidance 2020
- Scottish Government policy: pupil attainment

Families and communities

See:
- Scottish Government: benefits for young carers policy
- Scotland Learns
- Participatory budgeting

Third sector

The third sector is particularly well placed to support improvements to health and wellbeing, to improve employability skills and school leaver destinations and in helping engage with young people and parents and carers who may require different approaches.

- Education Scotland: Scottish Attainment Challenge and partnerships with the third sector
- Youth Link Scotland: youth work guide for schools
- Education Scotland: intervention for equity framework
- Education Endowment Foundation (EEF) Toolkit

Leadership

School leadership and making of local decisions is a vital part of the recovery process and is central to our empowered schools system.

Professional learning support is available from Education Scotland's Blether Programme.

Local authorities are also offering their own packages of support for schools to help them support learners from disadvantaged background

Education Scotland Attainment Advisors are an important resource to draw upon in this process, able to provide advice on a local and regional basis. Attainment Advisors can be integral to facilitating good communication between head teachers, helping to share best practice and provide guidance on interventions.

Support for transition

For all children and young people
- resources on transitions in light of COVID 19 are available from Education Scotland
- advice on transitions is also available on the Parent Club website

Young people with additional support needs

The Scottish Transitions Forum provides a framework to inform, structure and encourage the continual improvement of support for young people with additional needs. This has been developed for young people with ASN between the ages of 14 and 25 who are making the transition to young adult life, but can be applied to all young people at a range of transition points. Guidance has been adapted to support transitions during COVID 19.

Education Scotland Additional Support Needs Wakelet signposts materials stored online to support all children and young people with a range of barriers to learning. They also offer webinars to share practical resources and guidance to support the return to educational settings of autistic children and young people in the context of COVID 19.

Guidance and resources are available on the Autism Toolbox to support autistic learners' return to school.

Secondary school to college, university or employment

For queries relating to college or university academic start dates, admissions etc. students should be directed to their specific institution who will be able to offer the correct support.

Please note that the legal provisions for additional support for learning do not extend to 25 years of age. The legal framework applies until the young person is no longer on a school roll.

Student Information Scotland Portal

Information for students can be found at:
- Student Information Scotland website
- Scottish Awards Agency for Scotland: coronavirus information

Scottish Funding Council

See:
- [Scottish Funding Council: information for students](#)
- [Scottish Funding Council: information for colleges and universities](#)

Skills Development Scotland (SDS)

SDS have enhanced their online content and [resources available for all learners](#). They offer a phone helpline for individual learners who have COVID related concerns on the [My World of Work website](#). This includes advice and support on a wide range of issues including support for individuals of all ages whose employment, learning, or career development has been impacted as a result of the pandemic. These enhanced services are complemented by a new career education programme that young people can undertake at home.

School Service Offer

SDS continue to collaborate with school and Local Authority partners to ensure that support for individuals is coordinated to achieve the best outcome for each learner.

Career Education Curriculum Programme

Continued development and delivery of resources, content and workshops to support pupils, their parents and teachers in accessing career education and developing career management skills.

For young people entering work, Modern Apprenticeships or an employability programme

Information and support can be found at:
- [Developing the Young Workforce Scotland](#)
- [Apprenticeships information at Skills Development Scotland](#)

Communication with, and support for, parents and carers
- [Engaging Parents and Families: toolkit for practitioners](#)
- [Learning at Home wakelet (Education Scotland)](#)
- [Family learning](#)

Home learning
- [Parentzone Scotland](#) and [ParentClub Scotland](#) provide advice and support on health information, wellbeing, learning at home and other key matters
- [Enquire - additional support for learning](#)

Keeping children and young people safe online

Get advice on online safety at the following websites:
- [Parentzone Scotland](#)
- [ParentClub Scotland](#)
- [NSPCC](#)
- [Barnardo's](#)
- [Children 1st](#)
- [Internet Matters](#)
- [Stop It Now!](#)

- National Parent Forum of Scotland

To report inappropriate or harmful content online:
- Child Exploitation and Online Protection command
- Report Harmful Content
- Childline
- Internet Watch Foundation
- Report online material promoting terrorism or extremism: gov.uk

Additional support needs

Get ideas for learning at home as well as other resources at the following websites:
- Parentzone website
- Autism Toolbox
- Addressing Dyslexia Toolkit
- Education Scotland: support for ASN