

## **ACCOMODATIONS GIVEN:**

- When she started back after Lockdown in Y2 she was doing half days, her teacher even scheduled the most important lessons around her timetable so she didn't fall behind in the core subjects.
- 3 years on she still gets the option to sit out of things when it is too much.
- Is made the PE assistant when she is unable to take part.

## **DIFFERENCE MADE TO CHILD:**

- 3 years on she is back to full time but still with the understanding that there are days that are better than others.

## **ACCOMODATIONS GIVEN:**

- My 10-yo daughter's school was completely supportive of part-time schooling, and when that was too much the school fully and quickly supported her application to Open Access College (online schooling).
- We have had absolutely no issues or pressure from her school. Both schools have been very supportive and willing to be guided by doctor recommendations and our wishes.

## **DIFFERENCE MADE TO CHILD:**

- Her attendance of online schooling has been excellent while allowing her much rest and flexibility each day.
- She is finally getting better after seeing a GP with a strong interest in LC, and we hope she can return to in-person schooling next year.

# JESSICA-MAY

## PRIMARY SCHOOL

### ACCOMODATIONS GIVEN:

- Extra time given to move from class to class, to lunch hall and assembly.
- Allowed a chair in assembly rather than sitting on the floor
- Given a cushion in class to make sitting more comfortable and a footrest under the desk to help make her more comfortable.
- Taking part in nurture group where she can talk about any concerns or worries. Helped with her anxiety levels.
- Access to hot water bottle to help ease her discomfort or pain.
- Given timeout of lesson to do physio exercises even if 5mins a day.
- Access to regular pain relief/medication
- Teacher/student on hand to help carry bag, coat or lunch tray
- Allowed to be class fish buddy - helped make Jess feel important and gave her a purpose to be at school as the fish needed her help each day.

### DIFFERENCE MADE TO CHILD:

- She felt included and part of school, especially after losing friends. Teachers made Jess feel like she was important.
- After months of her feeling like she couldn't get involved with certain tasks she felt much better and wanted to go to school.
- She also got involved with gardening at school - a very rewarding experience. She loves to see her hard work from planting to growing something after nurturing it.

# ROBERT

## SECONDARY SCHOOL

### ACCOMODATIONS GIVEN:

- Supported to take 4 classes instead of the usual 7 (all 4 are core classes).
- He goes for different times each day depending on the schedule.
- Allowing him to skip the non-core classes.
- An aide helps him with makeup work while his classmates are at PE.
- He can turn work in late and takes tests when he's ready.
- He took a summer school class to get ahead (though he'll have to take another next summer to graduate).

### DIFFERENCE MADE TO YOUNG PERSON:

- He is still chronically absent, but it has been manageable.
- Our school has been wonderful. They love him and really care about him and have been very supportive of his journey.

# EVA

SECONDARY SCHOOL - YEAR 11

## ACCOMODATIONS GIVEN:

- Eva now has access to a small classroom where there are no more than 8 in the class no uniform, this is for kids with various medical conditions, this has enabled her to do her Science Biology and she continues to be taught English at home with a tutor.

## DIFFERENCE MADE TO YOUNG PERSON:

- By being back in the adapted classroom setting I have seen a spark ignited back in Eva she's loving it and full of conversation when she comes home of all what she has learnt.

# LUCY

## SECONDARY SCHOOL

### ACCOMODATIONS GIVEN:

- No pressure to attend school physically school (though my daughter is very keen to return to school).
- My child hasn't physically attended school for over 18 months. We have a plan for her to go in at lunchtimes and for 1-2-1 sessions with teachers once she's fit enough. She'll be on a reduced timetable and other accommodations will be made once she's ready to return.
- Changed her attendance record to "sick with educational provision".
- Offered and organised online tuition (without us having to ask for it; we didn't even know these things existed).
- My child now attends e-Sgoil (online school for children in Scotland) and has some 1-2-1 tutoring, all organised by the school.
- My child first reduced her subjects to two and is now doing 4 subjects online.

### DIFFERENCE MADE TO YOUNG PERSON:

- Reassured to hear - "Your child's health comes first" (school's attendance officer)
- The school's actions have take a lot of pressure of an already difficult situation. We, as parents, are still very worried about Lucy's (academic) future but we just have to take one day at the time.

## **ACCOMODATIONS GIVEN:**

- Dropped 2 GCSE's so goes to SEND hub or home during these lessons (leaves 12.40pm one day, arrives late another day).
- Added to SEND register so SENDCo can keep an eye on her.
- Breaks in exams and these take place in a quieter room
- Can leave lessons for breaks if required.
- Suggested giving her written notes from the lesson (so didn't have to copy from the board)
- Allowances for not hitting homework deadlines but once the school day was reduced she was able to meet the deadlines.
- Did need private report to start the ball rolling until NHS long covid service sent some advice and information.

## **DIFFERENCE MADE TO YOUNG PERSON:**

- Once school started making adjustments we could identify a baseline and pace better, and crashes lessened. It's aided her recovery rather than being the catalyst for more ill health.

# HARRY

SECONDARY SCHOOL- YEAR 8

## ACCOMODATIONS GIVEN:

- I have communicated with them after every appointment and they have been grateful for that and the information that I sent from LCK.
- No problems in reducing his timetable, when that was advised, we met regularly with the Attendance Officer who listened carefully to and authorised all of my suggestions, liaising with staff as necessary. She always asked "is there anything else that I can support you with?"
- Attendance officer liaised with staff when issues arose, in particular the reception desk, so that should Harry need to come home at any point, they would allow this.
- Harry was previously a very sporty child and she has authorised his absence on Sports Days, so that he didn't have the torture of watching everyone do what he desperately wanted to do.
- When we were trying to decide on whether he could go on the school Battlefields Trip, the history teacher liaised with the tour company and we spoke at length twice, in order to make an informed decision as to the possibility of him attending. (He didn't attend in the end, his choice, and school ensured we had a full refund).
- He has chosen to study GCSE PE, which has a 40% practical element involving assessments in three sports. Staff have, again, supported us with making choices for accessibility, and authorised horse-riding sessions with RDA as educated off-site, in order for him to be assessed in equestrian skills, as one of his sports.

## DIFFERENCE MADE TO YOUNG PERSON:

- The school, in particular the Attendance Officer, have gone out of their way to understand my son's health.
- I feel believed, understood and supported."



# JONATHAN

## SECONDARY SCHOOL

### ACCOMODATIONS GIVEN:

- Reduced timetable
- Allowed to use lift not stairs
- Hall pass given to leave class when needed
- A quiet room made available when needed
- Literature shared with all staff to ensure they understood the condition.
- When his health deteriorated further he was invited into school just one hour a day for the social aspect as the school believed that seeing friends was important for a teenage boy. They prioritised his mental health over anything else which was critical.
- When Jonathan became completely bedbound he was offered digital support and when it became apparent he could not engage in any learning the school still kept a regular dialogue with me and made him feel like part of the school community. For example, despite not being at school for over 2 years he was invited to prom.

### DIFFERENCE MADE TO YOUNG PERSON:

- This made a huge difference to Jonathan. He felt listened to and supported and there was no additional pressure on him. He knew his only job was to convalesce. In the longer term it was also beneficial that his school experience was positive as it didn't switch him off from education. When he started to recover the first thing he wanted to do was start college to catch up. He now attends 2.5 days a week.

# TODD

SECONDARY SCHOOL - YEAR 10-11

## ACCOMODATIONS GIVEN:

- Supervising him moving class to class
- Carrying his bag (rucksack) until he was able to do it himself
- Starting class a little later and leaving a little earlier
- Access to a lift key when needed
- Regular staff/parent meetings with both head of year and SENDCo lead
- No homework
- Time off for medical appointments (e.g. physio)
- Started back by accessing core subjects only and attending for only two lessons at a time
- Rest breaks, late starts and a smaller venue for exams
- Use of self propelling wheelchair supported under EHCP for days too tired to use crutches

## DIFFERENCE MADE TO YOUNG PERSON:

- Although Todd deteriorated in March to the extent that he was too unwell to take his GCSEs, he was still awarded a statement of recognition by the exam boards.