



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

The Prime Minister announcing that schools will remain closed until the 8th March at the earliest means that the whole school community can plan for the next five weeks with at least some certainty. We will be closed to all pupils over February half term but will continue to provide our remote learning package until pupils are once more invited back into school. We are aware that whilst the leaders and staff are doing all they can to be innovative and to enable young people to learn, there is no replacement for the opportunity for the experience of going to school itself.



Lucy Cropper
Head of School



James Haseldine
Executive Headteacher

Head's message continued

Progress Evening is planned for Thursday for Year 11. Full details have been sent to parents so appointments can be booked using our online system. We would like to reinforce the message that staff do not have details of how grades will be calculated in the summer therefore would respectfully ask that such questions are not posed. However, these are useful opportunities to receive updates on mock exams (Year 11), general progress, engagement in remote learning and any wider issues around attitude to learning.

Employee of the Week

Our EOTW is Mr Shepherd. He has been described by staff as being 'super during the lockdown. Such a positive person and would do anything to support our pupils'. He has supported staff with their IT issues and is a dedicated member of the team. Well done Mr Shepherd!



Word of the Week

Benevolent is an adjective that means well meaning and kind

Challenge 1: Can you think of any synonyms for 'benevolent'?

Challenge 2: Write a story about somebody who is 'benevolent'.



Weekly Literacy Challenge

This week is **National Storytelling Week**, which also coincides with Charles Dickens' birthday (7th February). Charles Dickens (1812-1870) is one of the most prolific writers of all time and possibly the most famous author of Victorian Britain.

Dickens was born in Portsmouth and left school young, when his father was thrown into a debtors prison and he needed to financially support the family. Many of Dickens' stories covered the realities of poverty and life for the working classes, which reflected his own early life.

To celebrate, this week we challenge you to **write the beginning of a story** inspired by the opening of one of Dickens' famous novels: *David Copperfield*.

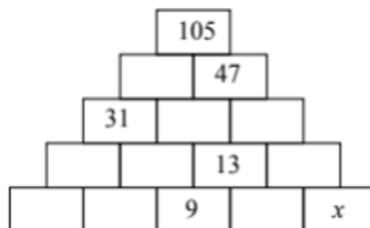
"Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show."

Good luck everyone!

WEEKLY MATHS PROBLEM

Can you solve the maths problem of the week?

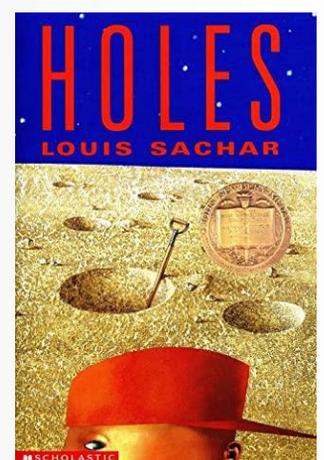
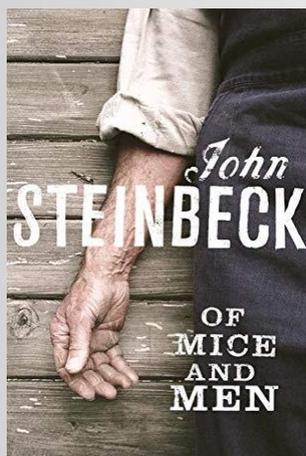
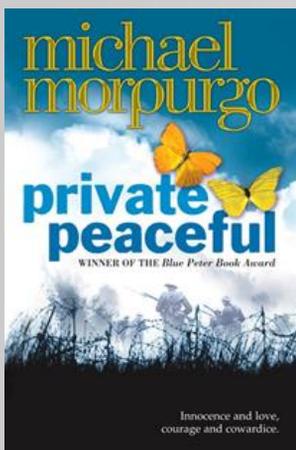
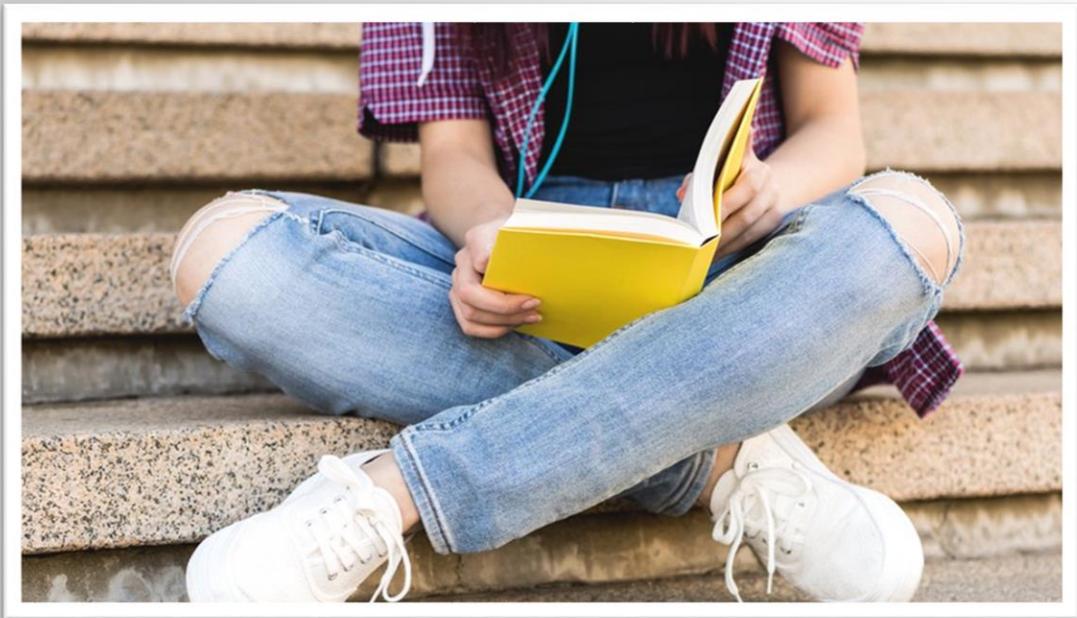
In this partially completed pyramid, each rectangle is to be filled with the sum of the two numbers in the rectangles immediately below it. What number should replace x ?



SEND Top Tips

How can you help your child?

- Try to listen to your child read regularly. 10-15 minutes four times a week is much better than longer sessions once a week.
- Find a quiet place to share books where you can be comfortable.
- Talk about the book. The next page has a list of suggested questions and ideas to encourage your child to talk about the book.
- Ask questions which encourage your child to give their own opinions for example, Do you agree with this/the author's opinion? How do you feel about this topic? Why? What do you think about/is your opinion of...? Can you support your view with evidence from the text?
- Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.
- Share a book with your child. This may involve you reading to them or reading and talking together about the book.
- Play word games.
- Encourage children to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested and reading.



Questions to use when supporting your child's reading and comprehension

Level 1 – Understanding the plot

Who was the character that...?

Show me in the text where you found...?

What is happening at this point/in this part of the story?

Find one/two things that the main character did in this part of the story.

Level 2 – understanding the characters

Why was...important in this story?

Tell me/write about what sort of character/person... was from the things they did/said in the story.

What do you think...thoughts were at this point in the story/play? Use the text to help you think through your answer.

If you were going to interview one of the characters, which questions would you ask and why?

How did one of the characters change their ideas/ attitudes during the story/play?

What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out.

Why is it so important?

If...had not done..., how might this have changed other events in the story?

Level 3 – understanding the structure

How has the author organised the writing?

Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/ each paragraph?

Level 4 – understanding the writer's use of language

How has the author used words/phrases to make this character funny/ sad/ adventurous/ clever/ frightening/ excited/disappointed, etc?

Which part of the story best describes the setting/ characters/action? Which words and /or phrases do this?

Find and copy some words or phrases that show us that this character is special/ helpful/ adventurous/ unsure/worried, etc.

Level 5 – understanding the effect on the reader

How did the story make you feel?

Why did it make you feel like this?

Why do you think the author chose this particular setting for this story?

How has the author started this in an interesting way?

How does this make the reader want to read on?

Non-fiction

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...?

What does this part of the text tell us about?

Which part of the text tells us about ...?

How does this text layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.

Mrs Rennox Head of Year 7 Update

Head of Year 7 Message:- Building Resilience

Resilience can be described as giving things a go and trying your best. It is about not giving up. It is about being strong inside and being able to cope with what life throws at you. It is about standing up for yourself.

You can develop your own resilience by doing the following:

- Think positive thoughts and look for the positives in the situation.
- Look after yourself and find things that help you feel calm.
- Keep trying and don't give up.
- Talk to someone and get help when you need it.
- Learn from your mistakes and accept negative things can happen.
- Work towards your goals and celebrate when you achieve your goals.

Remember to keep safe, stay at home and have a lovely weekend.

Stars of the week:

English -
Millie Fagan
Chelsey Carey
Jamie- Leigh Brennan
Fallan Harvey
Lauren Simms

Reading Plus-

Lauren Simm
Luke Parr
Chloe Watson
Alfie O'Neill
Reegan Lever

Maths -
Luke Taylor
Chelsey Carey
Ibrahim Ahmed
Izaak Hemsley
Fallan Harvey

Science -

Millie Fagan
Lojin Abarra
Harvey Stevens
Jay Adlam
Mia Thompson- Hubbuck

Spanish -
Evan Statham
Rewan Azez
Jasmine Taylor
Marus Allen

Geography -
History -

Ariele Latvenaite
Luke Taylor
Ariele Latvenaite
Ariele Latvenaite

RE -

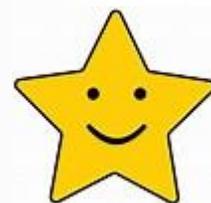
PE -
Luke Taylor
Marcus Allen
Isabelle Douglas
Dylan Murray
Mia Thomas – Hubbuck

Music -
Perf. Arts -
Art -
ICT -
STEM-

Evan Statham
Lucie Birchall
Mia Thompson- Hubbuck
Billy Alker
Rosie Goodwin

Design Tech- Thomas Derbyshire Moseley
Brandon Sherwin

Head of Year: Ariele Latvenaite- Congratulations on your £10 gift voucher for Amazon.



HOY Update

HOY Message:

Just wanted to say a few words of well done to my year group. The way that most of you have been working whilst we have been in this lockdown has been absolutely fantastic. Each week we have been rewarding pupils for the work and dedication that they have shown in each subject in our year group assembly. This can be found on Google Classroom- DTRB Y8. Also on the assembly I choose the winner of the Head of Year Student of the week, a pupil who has really impressed me with their work across the different subjects. To those who are still struggling with Google Classroom, in the DTRB Y8 classroom Mr Latham has uploaded a parent /pupils guide on how to do the most common things you need to do whilst working with Google classroom. Please have a look at this and if you are still struggling please message your teacher on Google Classroom to get some further support. If you need extra help on Google Classroom message Mrs Jackson or myself from m within the DTRB Y8 classroom and we will get in touch as soon as possible. Keep up the great work and have a lovely weekend.

Stars of the week:

Head of Year Award (receiving a £10 Amazon voucher)

Chloe Buckley

Reading Plus Awards

Courtney Whatton

Oliver Francis

Abigail Forshaw

Rhianna Thompson-Prescott

Holly Leonard

English

Kurdo Ameen

Billy Peake

Zoe Williams

Kasey Fillingham

Robert Tudose

Maths

Skye Burney

Camelia Poltavski

Zoe Williams

Kasey Fillingham

Ellie-Lou Welling

Leon Ryan

Science

Skye Burney

Grace Robinson

Courtney Whatton

Ethan Young

Abbie Shaw

Ellie-Lou Welling

PE

Tobey Williams Eccles

Jayne Tattersall

Courtney Whatton

Fabian Iwanisik

Ellie Lou Welling

Olivia Frost

Toshe Peev



MFL

Kurdo Amaan

Sofya Ivannikova

Alisha Barlow

Jake Lawson

Courtney Whatton

Millie Morgan

Zoltan Bakos

Ellie Lou Welling Gracjan Oleszczuk

Robert Tudose

Geography

Kurdo Ameen

Grace Liptrot

Henry Taylor

Ellie Lou Welling

History

Tyra McGuinness

Courtney Whatton

Henry Taylor

Ellie-Lou Welling

RE

Skye Burney

Jayne Tattersall

ART/IT/DT

Art-Iyra Baker

IT-Sadie Suthers

DT-Sofya Ivannikova, Adrian Farrell

Performing Arts

Music-Iyra Baker

Drama-Sophie Ivannikova





HOY Message:

Year 9 what a fantastic week you have had working remotely again. There has been some amazing work produced across all subjects.

In Maths 9Y1 have been doing great with solving currency conversion problems. In Art this week you have been working on the Photography Taster sessions. In ICT year 9 have been studying how to stay safe online and how to avoid online dangers.

Remember to look at the Google Classroom Year 9 DTRB classroom as we will continue to post assemblies, PDC work and tutorials to help you all.

Keep up the great work and have a lovely safe weekend.

Mr Finnegan

Stars of the week:

Nela Adamu
Isabel Fagan
Katie Farrimond-Rosbotham
Alfie Withington
Amy Rourke
Kalel Griffiths
Claudia Kowalska
Emillie Fearn
Madison Jukes



All producing excellent work on Google Classroom. Well Done!

HOY Update

HOY Message:

Hi Year 10,

It's been amazing to catch up with so many of you over this last week, I will be getting in contact with more of you this week. I know it's tough at the minute and it seems like this is never going to end but as a team we will work together until this is all over.

Please make sure that you have joined the DTRB Google Classroom for updates at this current time.

Also, a massive well done to Millie McGroarty who is this weeks winner of the £10 amazon voucher. Some people are working extremely hard at the minute so well done and keep it up! Your efforts aren't going unnoticed. Keep submitting the work and gaining the grades, Well done

Stars of the week:

Top Learners - Core Subjects

Mathematics

English

Science

Maths		English		Science	
x1	Elise Pennington	x1	Alistair Murdoch	x1	millie m/ holly h
x2		x2	Millie MCG	x2	daniel condurache/elise pennington
x3	Demi-Johnson	x3	Isobelle Worswick	x3	
y1	Luke Quinn	y1			
y2	Evo Bennett	y2	Charlie Walker, Simon Doodson-Smith	y1	charmaine burke/ simon doodson smith
y3	Natasha Webster	y3	Mia Eilan	y2	daniel landy/charlie walker

Top Learners - Technology

Art	Khia-Jay Smith
Photography	Josh Woosey
Graphics	

Top Learners - Technology

Technology	
Hospitality & Catering	Ethan Walsh - Good work ethic and responsive to feedback
Hospitality & Catering	Amelia Armstrong - Resilience / Commitment to learning

Top Learners - Humanities

History		Geography		Citizenship	
	E Pennington	10 C1	Holly Howarth		Elise Pennington
	M McGroarty	10 A2	Charmaine Burke		
		10 A1	Brandon Hartley		
		10 B1	Kian Davis		

Top Learners - Performance

PE		Spanish		Performing Arts	
SS - RS	Adam Lloyd	x1	Simon Doodson-Smith		Teoni Parkinson
SS - KW		x2	Eva Bennett		
SS - AC		x3	Charmaine Burke		
		y1	Archie Goodwin		
		y2			
		y3			

Head of Year Award

Millie McGroarty

Millie has been nominated 3 times for the start of the week, amazing effort Millie Keep it up!

Each week the heads of year team will give out a £10 voucher for Amazon to the pupil that is performing the best on Google Classroom



HOY Update

HOY Message:

Year 11,

It's fantastic to see so many stars of the week below. This demonstrates your dedication and willingness to succeed. I want to see new pupils every week, can this be your challenge? HOY Star of the week: Luke Cheetham.

Do not forget to access this week's assembly on the Year 11 Google Classroom. If you are not on it, please join using: xkazxomxk. I will always update information regarding colleges and apprenticeships etc. Thursday 11th of February is our Year 11 Parents Evening. Can I please encourage parents to sign up as soon as possible if you haven't done so already. Information has been sent via email.

Any issues, please contact school and we can support.

Stars of the week:

English	James Davies Sophie Lever Lewis Halliwell Billy-Joe Parkinson
Maths	Bentley Price Sophie Lever Kian O'Brien Lewis Croston Amy Williams MaKenzie Williams
Science	Abi Lancaster Adam Bullen Ethan Whittle Luke Cheetham Sophie Lever Charlie Fern AMY Williams Mackenzie Williams
History	Ellie O'Neil Catherine Rhodes Kian O'Brien Luke Cheetham
Geography	Lauren Barnes Abi Lancaster Lewis Croston Luke Cheetham Catherine Rhodes Amy Williams

RE	Zac O'Leary Morgan Bibby
Spanish	Adam Bullen Michael Melling Elise Derbyshire Kaitlin Halsall Daniel Fairhurst
Technology	Ryan Frost Caleb Leatherbarrow Alfie Morgan Marcus Douglas
PE	Kian Kerr Donald Monks Matt Disley Ellie Brown Mia Hatton
Performing Arts	Daniel Fairhurst Makenzie Williams



Remote Learning Update

We believe that the best approach for our pupils is to log on to Google Classroom each day and complete the lessons assigned to them by their teachers, following their school timetable as closely as they can. We feel this provides structure and routine in a difficult time for many of our pupils.

However we understand and appreciate that not everyone's circumstances are the same. As a result we have asked teachers to set longer deadlines for submissions to help support with barriers such as the sharing of devices within a family. This means that pupils can have more flexibility in their learning and can complete and submit assignments at times that best suits them.

If pupils are struggling to submit work or need any help they can private comment their teachers who will respond to them in a timely manner. We have posted a Google Form into each year group classroom relating to Google Classroom so that pupils can receive bespoke pre recorded support from their Head of Year.

We also have paper copies of 100% Books outside school daily for collection.

In the meantime extra help and guidance can be found here:

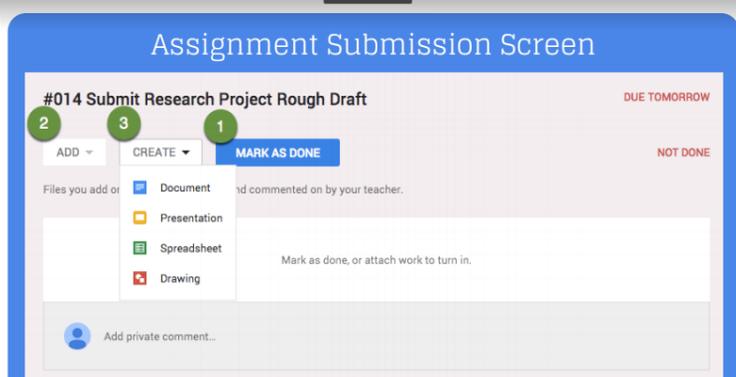
[Hhttps://www.youtube.com/watch?v=o4JeCTfhvnl](https://www.youtube.com/watch?v=o4JeCTfhvnl)

https://www.youtube.com/watch?v=OW_jLtcOSWo

Comments Posted to the Stream are Viewable to Everyone in the Class

Comments Posted to the ASSIGNMENT are Viewable Only by the Teacher

The GOOGLE CLASSROOM Quick-Start Guide



- 1 If the teacher has not attached a template document for you to complete you can simply "Mark as done" by using the blue button if no document submission is needed.
- 2 Submit a collection of Google documents from your Google Drive, video files, links to websites, Office documents or other files. There is not a limit to the number of attachments you can submit for one assignment.
- 3 Create Google documents right from Google Classroom. The file will automatically be shared with the teacher and placed in your Classroom folder in Google Drive.

My Assignment
Click on "My Assignment" at the top of the assignment details to view the submission screen.

ASSIGNMENT DETAILS MY ASSIGNMENT

Unsubmit
After turning in an assignment an unsubmit button appears. Use this to gain back editing rights.

Options Update

Over the next few weeks, you will be receiving vital information to assist you in making the correct choices for the future.

- 1) You will be receiving an information pack through the post which contains all the exciting course details. It will also contain the options form and the details relating to your child's target grade and option pathway.
- 2) Subject videos will be available from Wednesday 10th on www.deantrustrosebridge.co.uk
- 3) On Thursday 25th February we will be holding a Parents Progress and Pathway Evening which will give you an opportunity to discuss all the possible subjects with subject specialist.

Date	Event
Thursday 25 th February	Pupil Progress and Options information Evening
Week beginning 1st March	Pupils to sign up to taster sessions
Monday 8 th March to Friday 12 th March	Taster week for option subjects
Monday 15 th March to Friday 19 th March	Options form to be submitted to Mr Latham
Monday 22 nd March- Wednesday 31 st March	Option discussions with pupils and carers

Are your details correct?

Do we have your correct details? It is very important, especially in the current situation that the school has your correct details such as phone numbers, email addresses and postal address. Please contact school with any updates.

01942 510712

office@deantrustrosebridge.co.uk



We are now a cashless school download our App!!

<https://login.schoolgateway.com/0/auth/login>

DFE Devices

Please be aware that school Chrome Books if damaged/lost or stolen cost £220 to replace and by loaning a device you and your child have agreed to this. Devices need to be kept clean, away from food and drinks and their chargers looked after too. We have been extremely fortunate to be able to loan out these devices to support our families but we need you to take care of them for us. Devices will need to come back into school in the future and pupils will be using them in school. Please look after your device.

Digital Device Support

YOUNG CHILDREN
and Screen Time
– a good start

Use digital devices together

- Get involved in your child's online activities. Have fun, play games and learn together online, just as you would in the physical world. It will then be natural for your child to turn to you if they experience anything upsetting online.
- Talk about what you experience online together – what is good and not so good, and why.

Create clear family rules

- Family rules can help your child have a positive start to their digital life and get the most out of being online. Agree positive family rules together with your child. Should the family have designated screen-free times? How do adults spend time on media and digital devices?
- Which online services is your child allowed to use and which are not allowed? Will the same rules apply when your child is visiting friends or relatives?
- Consider the quality of time spent online, not only the amount of screen time. Is your child playing, learning, creating, interacting and socialising (online and in the physical world)? How is their health and wellbeing overall?

Welfare Calls

As we continue to make regular calls to offer support and guidance to 182 of our pupils and their families on a regular basis. Over the next two weeks we will be making contact again with the rest of our pupils to do the same. These welfare calls may be made from a withheld number between school hours so please ensure you answer these calls over the next two weeks. In the meantime, please take a look at our website and additional information on the newsletter for links to support you or your child. Alternatively, if there is anything, we can support you with please email office@deantrustrosebridge.co.uk

Dean Trust Rose Bridge reporting procedures

**Recognise|Respond|Record
Refer|Support**

Staff/visitor has concerns about a pupil.



Concern or incident reported to the Safeguarding Team.



If referral is not required, school will take the relevant action. This may include Early Help. School monitors the situation.



Referral made if concerns escalate.



Member of the Safeguarding Team makes referral to Children's Social Care (and calls police if appropriate).



All concerns reported are logged on the school's safeguarding recording system (CPOMS).



At all stages, staff should keep the pupil's circumstances under review and re-REFER if appropriate. The child's best interests must always come first.

Useful contacts and online resources

Childline

0800 1111 www.childline.org.uk

NSPCC Helpline

0808 800 5000 Help@nspcc.org.uk

Lesbian, Gay, Bisexual, Transgender
0345 3 30 30 30 www.lgbt.foundation

Young Carers

01942 679352 www.walyc.org.uk

Frank

0300 123 6600 www.talktofrank.com

Mental Health Support

Papyrus

0800 068 4141 www.papyrus-uk.org

Kooth (Counselling)

www.kooth.com

Young Minds

www.youngminds.com

Suicide Bereavement Services

0161 212 4919

www.shiningalightsonsuicide.org.uk

Emergency Services
If a child is believed to be at immediate risk or harm out of school hours call 999.



DEAN TRUST Rose Bridge

iMatter

Parent Pocket Guide to Child Protection and Safeguarding
Contact the Safeguarding Team with any concerns on 01942 510712

Safeguarding Leads



Mrs L Valsender
Designated Safeguarding Lead



Miss H Sturgies



Mr S Walsh
Deputy Designated Safeguarding Leads



Mrs J Raughter

Pastoral/Safeguarding Officers



Mrs M Smith



Mrs J Jackson



Mrs V Johnson



Mrs M Evans



Mrs K Johnson



Mrs M Coulter - Inclusion

What is safeguarding?

Safeguarding is the action taken to promote the welfare of children and to protect them from harm.

Safeguarding means protecting children from abuse and maltreatment, preventing harm to children's development or health and ensuring children grow up with the provision of safe and effective care.

Who can harm a pupil?

Harm to a pupil can be caused by a parent or carer, a family member or friend, another child, a stranger, a member of staff or a Disclosed and Barred Service (DBS) checked adult working closely with pupils.

Regardless of the source of harm you **MUST** report your concern.

If your concern is about a staff member or visitor, you should report this to the Designated Safeguarding Lead (DSL) or the Headteacher.

If your concern is about the Headteacher, you should inform the Chair of Governors.

The four categories of abuse

- Physical
- Emotional
- Sexual
- Neglect

Included in these four categories of abuse are the following acts which are harmful to children and are against the law in the UK.

- Domestic Violence
- Child Sexual Exploitation (CSE)
- Forced Marriage and 'Honour based' Violence (HBV)
- Female Genital Mutilation (FGM)
- Youth Produced Sexual Imagery (YPSI) or Sexting
- Radicalisation and extremism
- Peer on peer abuse



www.kooth.com

Signs we look out for

Significant changes in behaviour such as:

- Self-injury
- Depression or anxiety
- Unexplained injuries
- Extreme anger or sadness
- Withdrawn behaviour
- Attention seeking behaviour
- Increased absence from school and truancy
- Inappropriate use of language
- Weight change
- Noticeable change in hygiene and appearance



0800 1111



0800 77 66 00 talktofrank.com

Useful contacts and online resources

Revision Skills- Revision Hacks.

<https://gmhigher.ac.uk/resources/revision-skills-revision-hacks/>

Pomodoro Technique:

<https://gmhigher.ac.uk/resources/revision-skills-pomodoro/>

Worksheet:

Traffic Light Technique:

<https://gmhigher.ac.uk/resources/revision-skills-traffic-light-technique/>

Revision Timetable:

<https://gmhigher.ac.uk/resources/revision-skills-revision-timetable-handout/>



Choices- HE What and Why?

<https://gmhigher.ac.uk/resources/choices-he-what-and-why/>

Choices- Post-16 options

<https://gmhigher.ac.uk/resources/choices-post-16-options/>

Student Life – HE options

<https://gmhigher.ac.uk/resources/student-life-he-options/>

Student Life – Support at university

<https://gmhigher.ac.uk/resources/student-life-support-at-uni/>

Worksheet:

<https://gmhigher.ac.uk/resources/choices-post-16-options-true-or-false/>

Student Life – Path Finder

<https://gmhigher.ac.uk/resources/student-life-path-finder/>



TOPIC: INTERVIEW SKILLS

Interview Skills – How to get through your interview

<https://gmhigher.ac.uk/resources/interview-skills-your-interview/>

Interview Skills – First Impressions

<https://gmhigher.ac.uk/resources/interview-skills-first-impressions/>

WORKSHEETS:

Interview Skills – Who got the job?

<https://gmhigher.ac.uk/resources/interview-skills-who-got-the-job/>

Interview Skills – What makes you stand out?

<https://gmhigher.ac.uk/resources/interview-skills-stand-out/>

TOPIC: BUDGETING SKILLS

Budgeting Skills – Prudent Student Game

<https://gmhigher.ac.uk/resources/budgeting-skills-prudent-student/>

Budgeting Skills – Mythbusting

<https://gmhigher.ac.uk/resources/budgeting-skills-mythbusting/>

Budgeting Skills – What students spend their money on

<https://gmhigher.ac.uk/resources/budgeting-skills-spending/>

WORKSHEETS:

Budgeting Skills – Budgeting activity Instagram

<https://gmhigher.ac.uk/resources/budgeting-skills-instagram/>

Useful contacts and online resources

Websites and information to support young peoples and families during the Covid-19 pandemic

Children's society

Description – information and support on different aspects of mental health and wellbeing

Website - www.childrenssociety.org.uk/coronavirus-information-and-support

Kooth

Description - Online support for young people up to the age of 19 including chat rooms and advice.

Website – www.kooth.com

MindEd

Description – Support for a range of mental health and wellbeing

Website - www.minded.org.uk

Rise Above

Description - videos with tips on gaining confidence, dealing with anxiety and coping strategies from other young people.

Website - <https://riseabove.org.uk/topic/my-mind/>

BACP guidance around managing anxiety

Description – How to manage anxiety

Website - <https://www.bacp.co.uk/news/news-from-bacp/2020/28-february-coronavirus-anxiety-how-to-cope-if-you-re-feeling-anxious-about-the-outbreak/>

The Child Bereavement Network

Description – support for young people who have or are being affected by a death of a person close to them

Website - <http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx>

National Autistic Society

Description - guidance and helpline for parents', young people and staff.

Website - [www.autism.org.uk/services/nas-schools/vanguard/news/2020/march/coronavirus-\(covid-19\)-advice.aspx](http://www.autism.org.uk/services/nas-schools/vanguard/news/2020/march/coronavirus-(covid-19)-advice.aspx)

Young Minds

Description - Talking to your child about Coronavirus and 10 tips from their Parents Helpline to support family wellbeing

Website – www.youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/

Covibook

Description - an interactive resource designed to support and reassure children aged 7 and under, designed to help children explain and draw the emotions that they might be experiencing during the pandemic.

Website - <https://www.mindheart.co/descargables>

Amaze

Description - information pack for parents about Covid-19

Website – www.amazesussex.org.uk/faqs-about-the-coronavirus-for-parent-carers-of-children-with-send-brighton-hove/

Public Health England have produced an easy read version of their [Advice on the coronavirus for places of education](#). You can download it here:

<https://www.publichealth.hscni.net/sites/default/files/2020-03/V4%20Coronavirus%20advice%20for%20schools%20poster%20020302%20EDU15.0.4%20%2829.pdf>