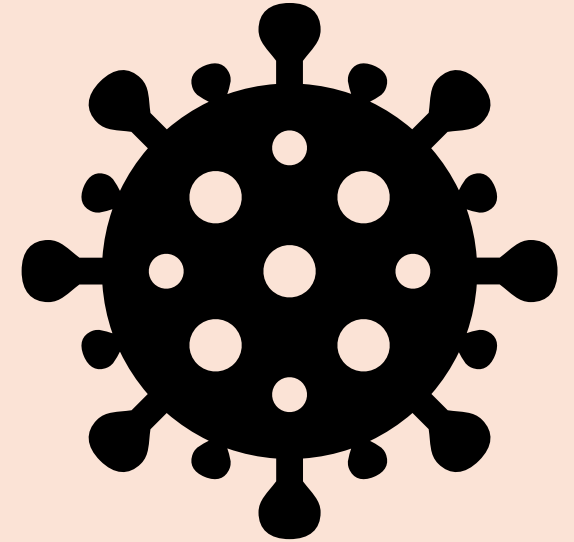
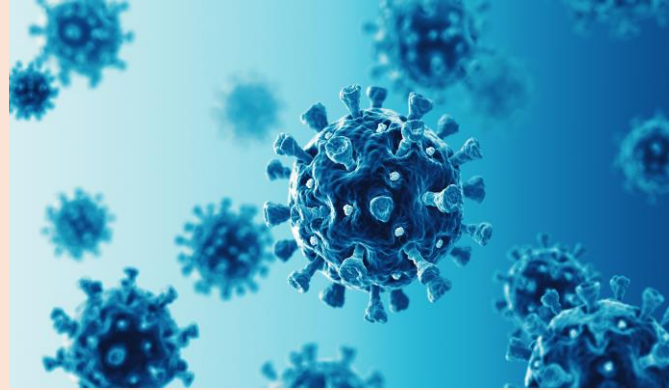




Challenges support staff in schools have faced since Covid19

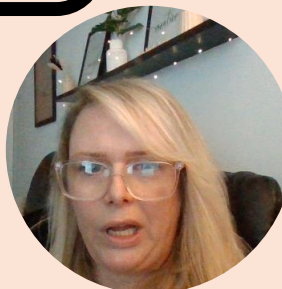
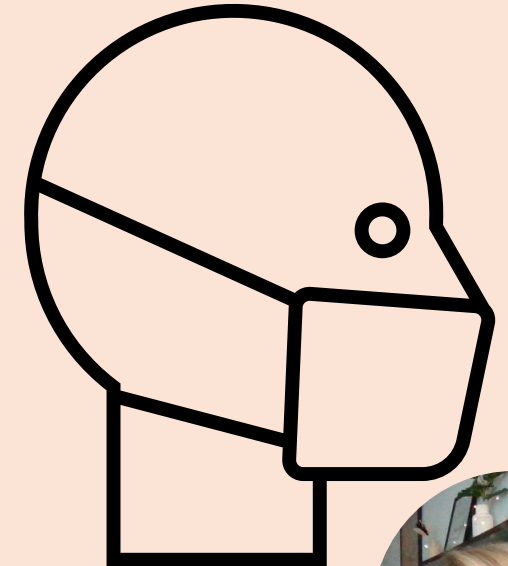
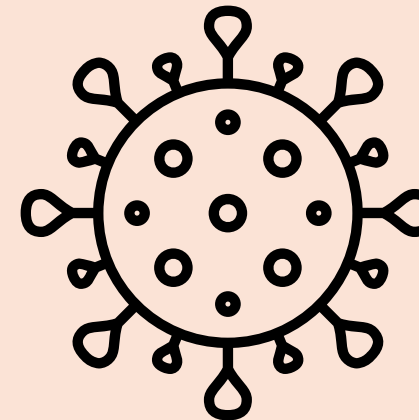
Supporting the Learner by Sarah Mason

Introduction;



- Slide 3 – Effects of Covid 19 in Education
- Slide 4 - Wellbeing Challenges
- Slide 5 – Maslow’s Theory Hierarchy of Needs applied to Covid19
- Slide 6 - Classroom reflection
- Slide 7 – Summary
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Effects of Covid in Education

- Following the Covid 19 pandemic school staff have face numerous challenges. Reasearch suggests (GOV UK 2022) there are gaps in the following;
- Math's
- Phonics
- Reading
- Writing Stamina & handwriting
- Languages
- Speaking & Listening Skills
- Physical Education
- Wellbeing
- Behavior

Gov UK, 2022



Wellbeing Challenges.

- Increased anxiety
 - Small children isolated through the early years of their life
 - Mental Health
 - Lack of social skills
 - More time spent online
 - Increased usage of social media
 - No transition period within schools due to school closure during covid 19.
 - Increased poverty with the community
-
- Bethan Lewis, Sept 2023.



Maslow's Theory Hierarchy of Needs applied to covid19.

During covid our basic physiological needs were compromised. The lower levels of the pyramid were uncertain, job security for parents & health & social interactions were limited to online.

Anxiety & stress caused problems in the household.

Maslow's theory can be applied to covid 19 epidemic

Matt Hudson, 2020





Classroom Reflection

On reflection based on my experience pre covid to the current time there are many additional cases of children suffering with anxiety and needing a safe adult within the school setting.

My role as a teaching assistant is now in a Rainbow Room within a primary school, which is a setting for regulation both in the mornings and the end of the day. We also provide in class provision support for the children with an IEP and provide out of class provision, where we offer play activities, arts & craft, parachute activities & wellbeing support.

There is also an ELSA trained Teaching Assistant in the primary school who provides additional support and who is the bridge between pupils, parents & school, additional Maslow's Theory Hierarchy of needs can be applied to the Covid 19 epidemic of where the lower basic needs of safety and security were compromised during that time.



Summary

Overall, Schools have many challenges to face post covid, pupils need to catch up academically & the national curriculum has been adapted.

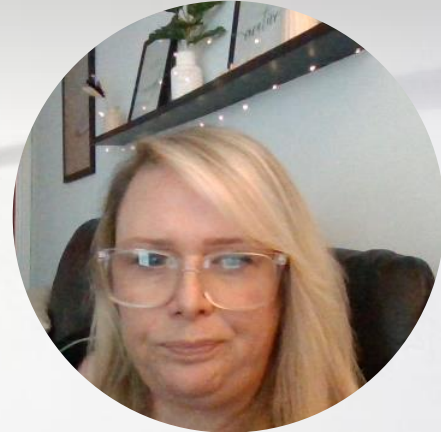
Pupils' personal development has been affected.

There are gaps in all aspects of learning outcomes and one to one interventions are needed.

With the support of new policies within schools including ELSA these areas are of high priority & are the focus of the teaching assistants and teacher's roles post covid.

Signature _____

Date _____



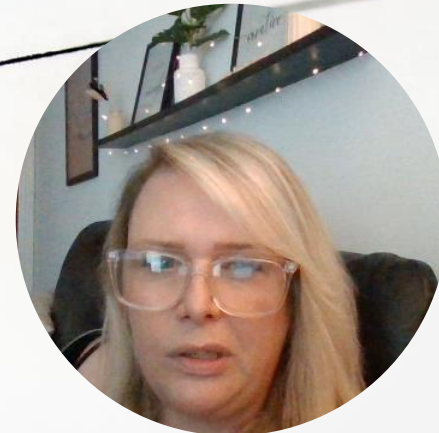
Conclusion;

Upon conclusion pupils have lower resilience confidence & greater anxiety.

Pupils need more support regarding their mental health, There are concerns relating to domestic abuse and there are safeguarding issues.

Interventions are needed to support wellbeing

With ongoing reviews of pupils' wellbeing , increased focus on mental health strategies & the introduction of therapeutic interventions schools support staff will be able to overcome some difficulties caused by the covid 19 epidemic. Applying Maslow's Hierarchy of needs to learning will ensure children basic needs are met before the higher level can be reached.



Reference list ;

Bethan Lewis, BBC Wales education and family correspondent BBC new 28th Sept 2022.

Bob Bates, Learning theories simplified, 2019, p.66.

GOV UK – 2022.

Matt Hudson, 2020.



PowerPoint link -[Covid 19 powerpoint- Sarah Mason .pptx](#)