**Multi-Sensory**

Having our memory table in place, we constantly were in dialog with the family as respectfully as we could be to make sure that we kept their views and wishes as part of that plan.

Something very important to the family was that our pupil's name was talked about within the school, particularly in those few weeks following her death. And we came together as a community, where we allowed young people to see images of her again, full of life and doing activities that they could relate to. We followed that with the narrative around making those comparisons. So when we showed video footage of her enjoying a music therapy session, we could highlight with people that you enjoy music therapy as well, don't you?

That they had something in common together. We did individual work in classes as well, which enabled us to really get to the heart of where our young people were at at the time. So at Oakview School, we have young people who have language and a certain cognitive ability to understand what is happening around them. And we found that the news of the death of a pupil in our school impacted those young people. There were questions, there were queries, there were emotional responses that we felt we had a responsibility to support as well.

And we did that through individual small group work and individual one-to-one work. We recognised that there was an outpouring of emotion for young people that you wouldn't necessarily have related to knowing the young person on a very personal level. And that's because the concept of death and the words and the language and the emotion that young people were experiencing at that time, because we were a heartbroken community, triggered other feelings in those young people and that became really interesting for us as a school. We had young people that sometimes it evoked an emotional response because they had experienced death; they may have had a grandparent who had died or someone they knew. And it was triggering for them and other young people where it wasn't necessarily that close contact of experience of death.

However, they've listened to their families talk. They may have heard families talking very positively and with fond memories of family members who may have passed before that young person was even born.

However, those emotions were triggered at the information that we had at the time, and we needed to support that.

And we did that through all sorts of things, again, around allowing young people to express themselves in a way that they wish to. One of our classes wrote a song for our student, and in it, they wrote about things, their favourite things about that young person. And for some, it was things like their smile. Some of our young people wrote things like, I enjoyed pushing your wheelchair and things like that, which was lovely. Other young people drew artwork and kind of that real free exploratory artwork where we just let them be.

And that was quite interesting to see the results of some of that work as well. But most of all, that message of we are sad as a school community, but we come together to share our memories and our memories make us happy was really, really important.