



Re-opening September 2020: Response to DfE Guidance & Associated Risk Assessments

This response to the Government's guidance and the associated risk assessment, is based on the DfE document, Guidance for full opening: Special Schools and other Specialist Settings published on July 2nd 2020 (<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>) and the DfE document. Guidance for full opening: Special Schools and other Specialist Settings updated on September 8th (<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>). **This risk assessment does not directly comment on the level of risk, but rather how the school has implemented the protective measures recommended by Government. This is because of the variable nature of risk resulting from changes in prevalence and replication rates, an absence of sufficient clear evidence regarding levels of risk or the direct impact on reducing risk that any mitigating actions may have.**

Introduction:

Welcoming children and young people back to education:

The Government has stated that returning to school or college is vital for children and young people's education and for their wellbeing. Time out of an education setting is detrimental to cognitive and academic development, particularly for disadvantaged children and young people. This impact can affect both current levels of learning and children and young people's future ability to learn, and therefore we need to ensure all pupils and students can return to their setting sooner rather than later.

The Government believe that risk to children and young people themselves of becoming severely ill from coronavirus (COVID- 19) is very low and there are negative health impacts of being out of school or college. They have stated that education settings are a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children, young people and families.

The Government has stated that a child or young person's time spent in education is key to their preparation for adulthood. This affects the standard of living that today's pupils and students will have over the course of their entire life. For many households, the closure of education settings has also affected their ability to work. As the economy begins to recover, Government needs to remove this barrier so parents and carers can return to work.

In relation to working in education settings, whilst it is not possible to ensure a totally risk-free environment, the Office for National Statistics analysis on coronavirus (COVID-19) related deaths linked to occupations (<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/bulletins/coronaviruscovid19relateddeathsbyoccupationenglandandwales/deathsregistereduptoandincluding20april2020>), suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the Government believes that the balance of risk is now overwhelmingly in favour of children and young people returning to school or college. The Chief Medical Officers and Deputy Chief Medical Officers of England, Scotland, Northern Ireland and Wales recently set out the evidence of risks and benefits to health from schools opening (<https://www.gov.uk/government/news/statement-from-the-uk-chief-medical-officers-on-schools-and-childcare-reopening>), concluding that the risk of long-term harm from coronavirus (COVID-19) due solely to attending school is low while the risk of long-term harm from not attending school is high. Therefore for the vast majority of children and young people, the Government believes that the benefits of being back in an education setting far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps we need to take to reduce that risk still further. As a result, we can plan for all children and young people to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children, young people and families.

Government are therefore asking all education settings to prepare to welcome all children and young people back this autumn. While coronavirus (COVID-19) remains in the community, this means making judgements at a setting level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Settings should use their existing resources to welcome children and young people back. There are no plans at present to reimburse additional costs incurred as part of that process.

The measures set out in this guidance provide a framework for education leaders to put in place proportionate protective measures for children, young people and staff, which also ensure that all pupils and students receive a high quality education that enables them to thrive and progress. In welcoming all children and young people back this autumn, settings will be asked to minimise the number of contacts that a pupil or student has during the day as part of implementing the system of controls to reduce the risk of transmission. If settings follow the guidance set out here, they can be confident they are managing risk effectively.

While our aim is to have all children and young people back to their education setting in the autumn, every school and college will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

Purpose of this guidance:

The first section of this guidance sets out the public health advice which special educational settings must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process which should be followed if anyone develops coronavirus (COVID-19) symptoms while at their

setting. This guidance has been developed with advice from PHE. In developing this guidance for special settings, our partners have been clear that special education settings face some specific challenges, with social distancing and the use of consistent groups (bubbles). Coproduction and consultation with families is crucial.

This includes the PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised setting-based risk assessment, these measures create an inherently safer environment for children, young people and staff where in which the risk of transmission of infection of coronavirus (COVID-19) is substantially reduced.

The system of controls provides a set of principles and if settings follow this advice effectively, they will effectively minimise risks. All elements of the system of controls are essential. All settings must cover them all, but the way they implement some of the requirements will differ based on individual circumstances. If something is essential for public health reasons, as advised by PHE, we use the word 'must'. If there is a legal requirement, we have made that clear. This guidance does not create any new legal obligations.

There cannot be a 'one size fits all' approach where the system of controls describes every scenario. Education setting leaders are best placed to understand the needs of their settings and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if they follow this advice, they will effectively minimise risks.

The Government expect special settings, trusts and local authorities to work closely with parents, staff and unions, as they normally would when agreeing the best approaches for their circumstances and discuss any concerns. We want all children, young people and staff to be back in settings, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

Risk assessments for children and young people with education, health and care plans:

Following the partial closure of educational and childcare settings from 20 March 2020, we asked local authorities to consider the needs of all children and young people with an education, health and care (EHC) plan and to carry out a risk assessment. These risk assessments may prove useful now and over the autumn term to help identify any additional support that children and young people with EHC plans need in order to make a successful return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting. Risk assessments may also prove useful if:

- children and young people have to self-isolate
- a local outbreak of coronavirus (COVID-19) requires you to limit attendance or temporarily close

Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and should incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

Whether individual risk assessments are used to help plan for the autumn term or not, settings should, in the spirit of co-production, contact parents and involve them in planning for their child's return to their setting from September. They should also contact and involve young people over 16 who have EHC plans. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

For more information on what needs to be done in relation to risk assessments for EHC plans, see annex A.

SEND legislation:

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19) (<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>).

The Government remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND.

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed.

Section I: public health advice to minimise coronavirus (COVID-19) risks:

We are asking all education settings to prepare for all children and young people to make a full return from the start of the autumn term. Special schools and other specialist settings should not put in place rotas.

Settings must comply with health and safety law, which requires them to:

- thoroughly review health and safety risk assessments
- draw up plans for the autumn term that address the risks identified using the system of controls

The system of controls is an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- the requirement that people who are ill should stay at home robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in the setting and, wherever possible, minimise the potential for contamination as much as is reasonably practicable

Reducing contact will depend on individual circumstances and will include, as much as possible:

- grouping children and young people together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Health and safety risk assessments:

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Special schools and other specialist settings have remained open to some children, young people and staff and will therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils or students.

As part of planning for a full return in the autumn term, it is a legal requirement that settings revisit and update existing risk assessments (building on the learning to date and the practices already developed), to consider the additional risks and control measures needed to enable a return to full

capacity. They should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile, considering the implications of coronavirus (COVID-19). Special education settings should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control, to reduce the risk to the lowest reasonably practicable level.

Employers should have active arrangements in place to monitor whether the controls are effective, working as planned, and update them appropriately if any issues are identified and if changes in public health advice are announced.

For more information on what settings need to do in relation to health and safety risk assessments, see annex A.

The system of controls: protective measures:

Having assessed risk, settings must work through this system of controls. They should adopt protective measures in a way that:

- addresses the risks identified in the assessment
- works for the setting and the individual, often complex, needs of the children and young people they teach
- allows settings to deliver a broad and balanced curriculum, including full educational and care support for pupils and students

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all settings, all the time.

Number 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

- 8) Engage with the NHS Test and Trace process.
 9) Manage confirmed cases of coronavirus (COVID-19) amongst the setting's community. 10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.

Prevention:

I. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Ensuring that pupils, students, staff and other adults do not come into the setting if they have coronavirus (COVID-19) symptoms (https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the day is sent home, are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.</p>	<p>Families and staff informed of isolation protocol should they or one of their household become unwell with Covid-19 symptoms.</p> <p>Transport services informed of any child who should be self-isolating and the duration for which they should not be attending school.</p> <p>If a child presents at school whilst they should be self isolating, then they will be treated as if they became unwell whilst in school and isolated from the school community by staff wearing appropriate PPE whilst awaiting their collection.</p>	

If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>)', which sets out that they should self-isolate **for at least 10 days** and should arrange to have a test (<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>) to see if they have coronavirus (COVID- 19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.

This only applies to those who begin their isolation on or after 30 July.

Other members of their household (including any siblings) should self-isolate for **14 days** from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and in strategic locations to ensure ease of access.

Isolation will take place in the nearest suitable empty room which will be cleaned once the pupil has been collected.

PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.

The bag will then be dated and locked in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.

Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.

Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.

<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>	<p>If a bathroom is required, a single occupancy bathroom will be prioritised and cleaned after use.</p> <p>For some pupils, the need to go to the bathroom may necessitate sustained close contact from more than one member of staff. In these situations, PPE, including face mask and goggles will be used.</p>	
<p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of PPE guidance (https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care).</p>	<p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all in use classrooms and in strategic locations to ensure ease of access.</p> <p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and locked in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless the clinical waste will not be collected for at least 72 hours, in which case it can go straight in the clinical waste bin.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p>

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.

The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.

Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.

Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.

Signage in place throughout the school to promote enhanced hygiene by both pupils and staff.

Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.

2. Where recommended, use of face coverings in schools
(<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The government is not recommending universal use of face coverings in all settings. Settings that teach children in years 7 and above, and which are not under specific local restriction measures, will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained. This could include areas such as corridors and communal spaces if deemed appropriate by settings for their particular circumstances. Primary-aged school children will not need to wear a face covering and, older children and young people in specialist settings may be exempt, depending on their needs.</p> <p>In particular, settings that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p>	<p>Due to the nature of the pupils' requirements, the school will take a developmental approach to the use of face coverings by pupils in school. The use of face coverings by pupils will be kept under review.</p> <p>All staff, irrespective of the Key Stage they work in, who feel that they would benefit from wearing a face covering, either to reduce the general risk to themselves, or to reduce the risk associated with particular task, roles or responsibilities, will be welcome to wear one. Staff will be asked to consider the impact of face cover wearing on the delivery of education, general communication or the support of complex behaviour and wellbeing, and where necessary put in place alternative protective measures such as sitting side by side or increasing the distance between themselves and the pupils as an alternative to wearing a face covering. Face coverings will be worn by staff who regularly circulate within the school, such as the Senior Leadership Team.</p> <p>Visitors to the school will be requested to wear face coverings</p> <p>Staff will be sensitive to the emotional impact that the use of face coverings within the school may have and will take the time to discuss their use with pupils.</p>	<p>Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use, or use them appropriately.</p> <p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>

<p>In primary settings where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p>	<p>Staff will be requested to wear a face covering if they are unable observe social distancing when in the presence of staff from other bubbles or visitors.</p> <p>Staff who circulate around the school, such as SLT, will wear face coverings when moving around the school</p>	
<p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p>	<p>All staff, irrespective of the Key Stage they work in, who feel that they would benefit from wearing a face covering, either to reduce the general risk to themselves, or to reduce the risk associated with particular task, roles or responsibilities, will be welcome to wear one. Staff will be asked to consider the impact of face cover wearing on the delivery of education, general communication or the support of complex behaviour and wellbeing, and where necessary put in place alternative protective measures such as sitting side by side or increasing the distance between themselves and the pupils as an alternative to wearing a face covering. Face coverings will be worn by staff who regularly circulate within the school, such as the Senior Leadership Team.</p>	<p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>

<p>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</p> <p>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.</p>	<p>Due to the nature of the pupils' requirements, the school will take a developmental approach to the use of face coverings by pupils in school. The use of face coverings by pupils will be kept under review.</p> <p>The school will operate a consistent approach to the use of face coverings so that pupils become familiar with their use around the school.</p> <p>In the event of local restrictions resulting in the need for all staff and pupils who are able to wear a face covering to do so, a message will be communicated through the school's Parentmail system.</p> <p>The school will be sensitive to the fact that there will be members of our community who are unable to wear face masks for a variety of reasons.</p>	<p>Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use.</p> <p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>
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Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

The school will secure a supply of disposable face coverings that can be used to support those families who find it difficult to access face coverings, or where a face covering has become soiled or unsafe. These will be for use during the school day.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

Safe wearing and removal of face coverings

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled where appropriate. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

<p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p>	<p>Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.</p> <p>The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.</p>	<p>Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.</p>
<p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	<p>Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.</p> <p>The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.</p>	

Separate guidance is available on:

- face coverings in education settings (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)
- preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>)

3. Clean hands thoroughly more often than usual

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. Special settings should support pupils and students to clean their hands regularly, including when they arrive at the setting, when they return from breaks, when they change rooms and before and after eating.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

<p>Special education settings will want to consider what frequency of hand washing is best for which pupils, students and staff, and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may need more opportunities to wash their hands than children and young people who do not.</p> <p>Specialist settings will typically have handwash basins in or adjacent to classrooms, so may be able to use these to maximise hand washing.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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<p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the setting has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 	<p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Pupils will be closely monitored in their use of hand sanitiser in order to ensure that it is used appropriately.</p> <p>Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>If individuals have a particular sensitivity to repeated hand cleaning, they will be supported with alternative products to ensure enhanced hygiene is maintained.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need.</p> <p>Those who require close supervision in order to use cleaning materials appropriately, will be identified by staff and supported as necessary.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The ‘catch it, bin it, kill it’ approach continues to be very important, so settings must ensure that they have enough tissues and bins available in the setting to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, settings must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</p>	<p>Tissues located in all classrooms and other key locations. Bins to be emptied daily as minimum, but more frequently if there are high levels of use.</p> <p>Signage in place to promote enhanced hygiene.</p> <p>Pedal bins deployed to all classrooms and main shared areas.</p> <p>Staff support pupils to both understand the importance of, and complete, good respiratory hygiene dependent upon level of need.</p> <p>Pupils directly instructed to use tissues in response to pupil specific need, such as having coughed or sneezed. This will be supported by highlighting the importance of hand hygiene.</p> <p>If pupils develop a desire to spit uncontrollably or use saliva as a sensory stimulant then a risk assessment will be put in place to determine whether any further mitigations are necessary.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal 	<p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>Emphasis has been placed on the need for cleaners to complete additional cleaning of frequently touched areas such as handles and hand rails.</p> <p>Communal doors and those with numeric door locks to be cleaned with anti-bac wipes before and after use.</p> <p>Due to the complexity of need of the pupils, it is likely that doors will need to be closed for safeguarding reasons. Staff will need to remember to wipe doors before and after use.</p>	<p>The volume of movement through numeric locked doors, necessary for safeguarding purposes will create additional risk. Staff will need to be vigilant in order to ensure that enhanced hygiene protocols are maintained.</p>

<ul style="list-style-type: none"> Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it 	<p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>Classroom staff to clean toilet surfaces and handles between use by different groups of pupils.</p>	
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Public Health England has published revised guidance for cleaning non-healthcare settings (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>) to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.

6. Minimise contact between individuals and maintain social distancing wherever possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and education settings must consider how to implement this. Settings must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum.

We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual.

a. How to group children and young people

Consistent groups reduce the risk of transmission by limiting the number of children, young people and staff in contact with each other to only those within the group. They have been used in special settings in the summer term in recognition that children, and especially the youngest children and those with complex needs, cannot socially distance from staff or from each other and this provides an additional protective measure.

Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and to keep that number as small as possible.

However, the use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching and therapies. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings should assess their circumstances and look to implement ‘bubbles’ of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists.</p>	<p>Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.</p> <p>No more than one part-time arrangement in each class.</p> <p>Classes will be combined to create six bubbles based on EYFS, KS1, KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.</p> <p>Outside equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced.</p>

<p>Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p>	<p>With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than three classes have use of it at any one time. Use of outside space will be limited to two groups at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>One way systems and the use of alternative entrances and exits will be implemented where possible.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which may not be appropriate for all pupils during inclement weather.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced.</p>
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<p>When using larger groups, the other measures from the system of controls become even more important to minimise transmission risks and to minimise the numbers of pupils and staff who need to self-isolate. We recognise that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p>	<p>There will be an emphasis through staff briefings and day to day monitoring on the establishment and sustainment of the recommended systems of control:</p> <ol style="list-style-type: none"> 1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting 2. Clean hands thoroughly more often than usual 3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach 5. Minimise contact between individuals and maintain social distancing wherever possible <p>Where possible, pupils and staff will be encouraged to sit a greater distance from one another</p>	<p>Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p>
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<p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom, such as therapists or social workers, will be kept to a minimum and social distancing observed where possible.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p>	<p>Some class groups will not be safe to operate without a full complement of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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b. Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. We know that this is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care. Educational and care support should be provided for these children and young people as normal, with other increased hygiene protocols in place (as set out above) to minimise risk of transmission

There will be an emphasis through staff briefings and day to day monitoring on the establishment and sustainment of the recommended systems of control:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting
2. Clean hands thoroughly more often than usual
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. Minimise contact between individuals and maintain social distancing wherever possible

Where possible, pupils and staff will be encouraged to sit a greater distance from one another. Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.

Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.

<p>Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow. Settings doing this where they can, and even doing this some of the time will help.</p>	<p>Staff will work with pupils on an individual developmental basis to support those for whom it is appropriate to develop and apply their understanding of maintaining additional distance.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing consistently and may unexpectedly seek close contact.</p>
<p>When staff, children or young people cannot maintain distancing, the risk can also be reduced by keeping pupils and students in the smaller, class-sized groups described above.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom will be kept to a minimum and social distancing observed where possible.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>

<p>Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	<p>Class teachers will evaluate on an individual basis what proportionate adjustments can be made to further reduce risk, based on the specific requirements of the children within the class.</p>	<p>The educative and communicative requirements of many pupils within the school means that face to face interaction is necessary.</p>
<p>c. Measures elsewhere</p> <p>Groups should be kept apart, meaning that settings should avoid large gatherings such as assemblies or collective worship with more than one group.</p>	<p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than three classes have use of it at any one time. Use of outside space will be limited to two groups at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>Assembly will be delivered remotely.</p>	

<p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, settings should avoid creating busy corridors, entrances and exits. Settings should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>	<p>With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.</p> <p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than three classes have use of it at any one time. Use of outside space will be limited to two groups at any one time on the EYFS play ground.</p> <p>One way systems and the use of alternative entrances and exits will be implemented where possible.</p> <p>Lunch in the hall will be limited to three well spaced groups in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p>	<p>The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which will not be appropriate for all pupils during inclement weather.</p>
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Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other.

Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

Staff tea making facilities have been relocated to the teaching kitchen and bubble specific kettles. Tea Towels are not to be used.

No more than two people to be in the kitchen at any one time to maximise space between staff and face coverings to be worn

Social distancing to be observed during lunch times and no more than one bubble is to be present. Outside space to be used where possible.

d. Measures for arriving at and leaving the setting

We know that travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing or staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Settings should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the gates and otherwise coming onto the site without an appointment is not allowed.

Class groups will collect from, and return pupils to, the buses on a phased basis, but within the normal time window, with each bubble going out at five minute intervals.

Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.

Parents who are dropping off their child will arrive no earlier than 9:30 and remain in their vehicle until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.

The physical limitations of the school's site mean that there are significant challenges with getting vehicles and people on and off the site without creating clustering or pinch points. The school will be partly dependent upon the wider community self policing the observance of social distancing.

Settings should also have a process for removing face coverings when pupils, students and staff who use them arrive at the setting and communicate it clearly to them. Pupils and students must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils and students), dispose of temporary face coverings in a ‘black bag’ bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children’s social care (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>) provides more advice.

The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled where appropriate. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

e. Other considerations

Some children and young people with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories.

Staff will work with pupils on an individualised basis in order to identify any pupils in need of additional support. Where necessary this support will be integrated into wider routines and learning opportunities.

<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings.</p> <p>Such specialists will be aware of the PPE most appropriate for their role.</p>	<p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30. All visitors will be logged, with additional details secured for test and trace purposes.</p>	<p>There may be some confusion for staff and pupils where clinical staff are required to wear face coverings as part of their role, even if they are fulfilling a similar function.</p> <p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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<p>Settings should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the setting and across different groups. This will require close cooperation between settings and the other relevant employers. Settings should have discussions with key contractors about the setting's control measures and ways of working as part of planning for the autumn term. Settings should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors.</p>	<p>Visitors to the site will be expected to operate in a socially distanced manner where at all possible and wear a face covering unless exempt from doing so.</p> <p>Catering staff have their own direct entrance and exit to the kitchen and will observe social distancing where possible.</p> <p>Staff will collect meals from the kitchen to provide to pupils reducing the number of interactions with catering staff.</p> <p>Cleaning staff will predominantly work before the pupils arrive and after they have left, with classroom staff supporting the enhance cleaning protocol during the school day. They will be required to wear a face covering when on site.</p> <p>Details of the schools systems and processes will be provided on arrival to ensure adherence with school risk assessment.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>All visitors will be logged, with additional details secured for test and trace purposes.</p>	<p>Due to the specific requirements of the pupils within the school, some visitors may need to have sustained close contact in order to fulfil the purpose of their visit, for example fitting mobility equipment. School will support visitors in observing their own protective measures, even where these are different to our own.</p>
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<p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p>	<p>Discussions have taken place about how to accommodate immunisation programmes. These will take place in the school hall to maximise space and NHS staff will change PPE between bubbles.</p>	
<p>Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person. Pupils should be able to continue attending both settings.</p> <p>While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.</p>	<p>Inclusion partnerships will be maintained as a virtual arrangement in order to reduce the risk of groups of children from more than one setting mixing. This will be reviewed in line with the guidance and in discussion with partner schools in order to determine at what point it may be safe to reinstate physical visits.</p>	

<p>Equipment and resources are integral to education. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>Staff will be advised to remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts), unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.</p> <p>Where pupils within a distinct group are sharing toys or resources, these will be cleaned regularly with anti-bac spray and wipes.</p> <p>Staff will be advised to minimise the storage of resources and equipment within the classroom in order to maximise available floor space and circulation space.</p> <p>Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different groups.</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p>	
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<p>Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example. physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use.</p> <p>Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.</p>	<p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different groups.</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p> <p>Equipment will be audited in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.</p>	
<p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different groups.</p> <p>Children will be encouraged not to bring things in from home, unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.</p>	

7. Where necessary, wear appropriate personal protective equipment (PPE)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and strategic locations to ensure ease of access.</p> <p>Isolation will take place in an empty classroom which will be cleaned once the pupil has been collected. Staff will be requested to familiarise themselves with the information in the document “Donning and Doffing Standard Personal Protective Equipment (PPE)”</p> <p>Staff have been provided with access to an instructional video regarding the donning and doffing of standard PPE. PPE will be sourced through our normal suppliers and through the OCC Emergency PPE facility.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p> <p>Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.</p>

<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic rubbish bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and locked in a secure location before being placed in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.</p>	
<p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID- 19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>Read the guidance on safe working in education, childcare and children’s social care (https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p>	

8. Engage with the NHS Test and Trace process

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms - staff and pupils must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them when at the setting - all children and young people can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#employer-referral</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>All visitors will be logged, with additional details secured for test and trace purposes.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>

<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS website (https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p> <p>The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children.</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>
<p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with settings so they understand what the quickest and easiest way is to get a test. At the start of the autumn term, settings have been provided with a small number of coronavirus (COVID-19) home testing kits (https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers) that they can give directly to parents/carers collecting a child or young person who has developed symptoms at their setting, or staff who have developed symptoms at work, where they think providing one will significantly increase the likelihood of them getting tested. Advice is provided alongside these kits.</p>		
<p>Settings should ask parents and staff to inform them immediately of the results of a test: if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating (they could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better - other members of their household can stop self-isolating)</p>	<p>Staff will maintain contact with the families of those children whom they teach. The outcome of the test result will be shared with SLT as soon as it is available.</p> <p>Where the test outcome is expected over a weekend or during the school holidays, the families will be requested to email the outcome to either the class teacher or Headteacher account.</p>	

If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>) and must self-isolate for at least 10 days from the onset of their symptoms and then return to the setting only if they do not have symptoms other than cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

If a child presents at school whilst they should be self-isolating, then they will be treated as if they became unwell whilst in school and isolated from the school community by staff wearing appropriate PPE whilst awaiting their collection.

9. Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p>	<p>PHE South East Health Protection Team flow chart located in the Headteachers’ office.</p> <p>DfE Symptomatic children action list poster located in the Headteachers’ office</p> <p>Thames Valley Health Protection Team phone number is 03442253861</p> <p>Thames Valley Health Protection Team email is TVPHE@phe.gov.uk</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>As such the implications of a confirmed case on the ability of the school to continue to function could be significantly compromised. PHE and DfE have been approached to secure some hypothetical recommended actions based on a number of realistic scenarios.</p>

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self- isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, settings must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)
- proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend settings keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section below for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.</p>	<p>Template letter will be supplied to families via Parentmail in order to be able to communicate with all affected families simultaneously.</p> <p>Members of SLT will be available to field any questions or queries from families and provide support to any families who may need it.</p>	

<p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period - this is because they could still develop the coronavirus (COVID-19) within the remaining days 	<p>Families will be supported to access testing where required, including support with transportation and conducting the test where appropriate, through the Oxford Health Trust home testing team for vulnerable families.</p> <p>ouh-tr.covid@nhs.net</p> <p>The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children.</p>	
<ul style="list-style-type: none"> • if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period) - their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) 		

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

In the vast majority of cases, settings and parents will be in agreement that a child should not attend the setting, given the potential risk to others. In the event that a parent or guardian insists on a child attending the setting, you can take the decision to refuse the child if in your reasonable judgement it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Any decision would need to be carefully considered in light of all the circumstances and the current public health advice.

Further guidance is available on testing and tracing for coronavirus (COVID-19) (<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>).

10. Contain any outbreak by following local health protection team advice

If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.

Section 2: school operations

Transport

Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from education settings from the autumn term. Further guidance is set out in the transport to school and other places of education: autumn term 2020 (<https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020>)

We are making a distinction between dedicated school transport and wider public transport:

- by dedicated school transport, we mean services that are used only to carry pupils to school or college. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry pupils or students only
- by public transport services, we mean routes which are also used by the general public

Settings should encourage staff, parents and pupils to walk or cycle to school if at all possible. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.

Where children and young people rely on public transport to get to school or college, and cannot walk or cycle, the coronavirus (COVID-19): safer travel guidance for passengers (<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>) will apply.

Children and young people must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19) (<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#part-1-people-who-develop-symptoms-of-coronavirus>).

Dedicated school transport, including statutory provision

Local authorities remain under a statutory duty to provide free home to school transport for all eligible children and young people (<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>). Local authorities will need to work with special settings to ensure that children and young people can get to their setting. If a child or young person needs transport to get to the setting named in his or her EHC plan, the local authority will normally have to pay for it.

Although the provision of transport for post-16 students is not a statutory duty for local authorities, it is often critical to those learners being able to access college provision. We ask local authorities to continue to provide transport if they had been doing so previously.

Pupils and students on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated school transport. However social distancing should still be maximised within vehicles wherever possible between individuals or 'bubbles'. What is practicable is likely to vary according to local circumstances.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider:</p> <ul style="list-style-type: none"> • how mixing might be minimised on school transport. Where possible it is recommended that children and young people either sit with their ‘bubble’ on school transport, or within the same constant group each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • maximising through ventilation of fresh air (from outside the vehicle), particularly through opening windows and ceiling vents 	<p>The majority of pupils are transported to school as a result of their complexity of need or the distance which they live from the school, a significant number will still need to use county transport.</p> <p>Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19.</p> <p>Families who wish to bring their children to school will be accommodated.</p> <p>Class groups will collect from, and return pupils to, the buses on a phased basis with each pair of bubbles going out at five minute intervals.</p> <p>Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.</p> <p>Parents who are dropping off their child will arrive no earlier than 9:30 and remain in their vehicle until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.</p>	<p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p>

In the event that school transports a pupil and/or members of their family who are symptomatic, for example to support access to Covid-19 testing, then a sixteen seater minibus will be used, with the driver wearing PPE and the pupil/family wearing face masks if they are able to do so. The family will be seated at the back of the vehicle in order to maximise the distance between them and the driver.

School's own transport route has aligned its hygiene protocols with Oxfordshire County Council's fleet transport systems.

Dedicated school services can take different forms and the precise approach taken will need to reflect the range of measures that are reasonable in the circumstances. It will require a partnership approach between settings, local authorities, trusts, dioceses and others. In particular, it is imperative that settings work closely with the local authorities that have statutory responsibility for 'home to school transport', as well as a vital role in working with local transport providers to ensure sufficient transport provision.

Local authorities, working with education settings and transport operators as necessary, should identify the risks arising from coronavirus and must then work through the system of controls and adopt measures in a way that addresses the identified risk, works in the local circumstances, and allows children and young people to attend their educational setting. Local authorities should take account of the particular needs of children and young people with SEND and, where necessary, be informed by the views provided by the parents and the setting.

The transport guidance for schools acknowledges that implementing bubbles will still bring benefits even if implemented partially, and that settings may need to allow mixing into wider groups in certain circumstances, including on transport. However, we know that vehicle capacity and the complexity of some home to school transport arrangements mean there will often be limits to the extent to which mixing can be minimised. Where it is not possible, the other measures in the system of controls become even more important.

In order to maximise home to school transport capacity, some local authorities have asked some parents to accept personal travel budgets or mileage allowances to take their child to their school or educational institution. This is permissible with the parent's consent but not something parents can insist on. Local authorities should not expect parents to commit to accepting a personal payment or mileage allowance for a specified period of time, particularly in the current economic climate, and participation will not impact future eligibility on dedicated school transport. The local authority will need reasonable notice to put home to school arrangements back in place for the child or young person when required again.

Face coverings and PPE on dedicated school transport

In accordance with advice from PHE, from the autumn term, we recommend that local authorities advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to those who are exempt from wearing a face covering (<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings>). We are making this recommendation in light of all children returning to education full-time, and the fact that '1 metre plus' social distancing measures will not uniformly apply on dedicated school or college transport.

A face covering is a covering of any type which covers the nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment.

Face coverings should not be worn by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Additionally, some children and young people may need to be able to lip-read, or see people's faces, in order to communicate, while others may be distressed if the people around them wear face coverings. Children and young people will need to understand how to handle their face covering properly to ensure that any additional risks associated with their use are identified.

Transport operators should conduct a risk assessment for all their operations including dedicated school transport services. This will determine the most appropriate safety measures to put in place such as for social distancing and face coverings. The guidance for operators (<https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#face-coverings>) provides further advice for staff.

Fluid-resistant surgical masks, gloves, aprons and eye protection used by healthcare and other workers as part of personal protective equipment (PPE) should continue to be reserved for people who need to wear them at work. Drivers and passenger assistants will not normally require PPE on home to school transport, even if they are not able to maintain a distance from the children and young people on the transport. However, where the care a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. For more information, read:

How should I care for children who regularly spit or require physical contact? (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact>) guidance on the specific steps that should be taken to care for children with complex medical needs, such as tracheostomies (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#what-specific-steps-should-be-taken-to-care-for-children-with-complex-medical-needs-such-as-tracheostomies>) (this includes aerosol generating procedures)

Attendance

Attendance expectations

From September it is vital for all children and young people to return to their education setting. This is to minimise the longer-term impact of the outbreak on their education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils or students falling further behind. Pupil attendance will be mandatory again from the beginning of the autumn term. The usual rules on attendance will apply, including:

- parents' duty to ensure that their child attends the education setting where they are registered regularly at their education setting where the child is a registered pupil at school and they are of compulsory school age
- settings' responsibilities to record attendance and follow up absence

Sanctions, including fixed penalty notices, in line with local authorities' codes of conduct, can be issued.

Pupils who are shielding or self-isolating

Now that we know more about coronavirus (COVID-19), fewer children and young people will be advised to shield whenever community transmission rates are high. Most pupils and students will be able to return to their setting. However:

- a small number of pupils and students will still be unable to attend because they are self-isolating or because they are a close contact of someone who has coronavirus (COVID-19) shielding advice for all adults and children paused on August 1, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19)
- if rates of disease rise in local areas, children and young people or family members from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend
- some pupils and students who are no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional at their next planned clinical appointment - more advice is available from the Royal College of Paediatrics and Child Health (<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>)

Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list.

Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. If a child or young person is removed from the shielded patient list, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. Where necessary parents and carers of clinically vulnerable children should discuss this with their health professional.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>If pupils or students are unable to attend their setting because they are complying with clinical or public health advice, we expect settings to immediately offer them access to remote education. Settings should monitor their engagement with this. In these cases, their absence will not be penalised.</p>	<p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child. How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent through shielding.</p> <p>The attendance of pupils who are defined as ‘clinically extremely vulnerable’ or ‘clinically vulnerable’ will be determined in consultation with colleagues from the NHS and families in line with the guidance set out in https://www.rcpch.ac.uk/sites/default/files/generated-pdf/document/COVID-19---%2527shielding%2527-guidance-for-children-and-young-people.pdf</p>	<p>The school is insufficiently resourced to be able to provide the necessary equipment and technology to families whilst maintaining in school provision for those who remain in school.</p>
Pupils and families who are anxious about returning to their educational setting		
<p>All other pupils must attend their setting. Settings should bear in mind the potential concerns of pupils, students, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include:</p> <ul style="list-style-type: none"> • pupils who have themselves been shielding • those living in households where someone is clinically vulnerable, • those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. 		

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>If parents of pupils with significant risk factors are concerned, we recommend settings discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Settings should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, if the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>	<p>A summary of the protective measures will be shared with all families and staff.</p> <p>School will discuss what specific concerns families may have, in partnership with colleagues from Health, in order to determine whether additional protective measures may be necessary for specific children to be able to attend.</p>	
<p>Some children and young people with EHC plans will need preparation for their return to full provision. This preparation might include visits to the setting, social stories, and any other approaches that they and local authorities would normally use to enable a child or young person with SEND who has spent some time out of education, to return to full time attendance.</p>	<p>Staff will identify, on a pupil specific basis, any children who they feel may need an individualised approach to supporting their return to school. Any adjustments will be enacted on the basis of evidence of need and in partnership with families.</p>	

A reasonable adjustment for a child or young person with SEND who has found lockdown exceptionally difficult socially and emotionally may involve a brief phased return to school but this decision should be taken in discussion with parents or carers and in response to the needs of an individual child, not applied as a blanket policy for all children or young people at a setting. Any phased return or part-time learning arrangements should always be temporary measures which are agreed with the family in advance, kept under review and removed as soon as possible. This will ensure that children and young people with SEND benefit as quickly as possible from a full return to school and access to the support services that they need.

Staff will identify, on a pupil specific basis, any children who they feel may need an individualised approach to supporting their return to school. Any adjustments will be enacted on the basis of evidence of need and in partnership with families.

Action for all settings and local authorities

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings and local authorities should work with families to secure regular school attendance from the start of term as this will be essential to help pupils and students catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We are asking schools and local authorities to: Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year.</p>	<p>School staff, in partnership with colleagues from Health, will work with families in order to determine any social, emotional, educational or health related changes that may have occurred during their time away from school, in order to ensure that the reestablishment of expectations are well matched to individual need.</p>	

Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic.

Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.

Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.

There is separate school attendance guidance for advice on how to record attendance and absence including in circumstances due to coronavirus (COVID-19) for use in the 2020 to 2021 academic year.

School staff, in partnership with colleagues from Health, will work with families in order to determine any social, emotional, educational or health related changes that may have occurred during their time away from school, in order to ensure that the reestablishment of expectations are well matched to individual need.

Workforce of settings

We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow when planning for a full return in September.

Where settings implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children, young people and staff where the risk of transmission of infection is substantially reduced.

As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures have been paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school and you should consider what is feasible and appropriate with regards to home working for your individual circumstances.

All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 6 of the 'Prevention' section.

Managers should explain to staff the measures put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to settings. If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend managers discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures have been paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school and you should consider what is feasible and appropriate with regards to home working for your individual circumstances.</p>	<p>Where staff fulfil a function within the school that does not require them to be located full time on the school site, an informal assessment will be conducted to determine whether it is feasible or appropriate for some or all of their role to be conducted from home. This will consider the impact on the completion of the role, but also the impact on staff wellbeing and the broader effectiveness of the school.</p>	
<p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 6 of the 'Prevention' section.</p>	<p>Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.</p>	

<p>Managers should explain to staff the measures put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to settings. If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend managers discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p>	<p>Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.</p> <p>Protective measures have been summarised and each class provided with a copy.</p> <p>Covid-19 Health and Safety to be a standing item on SLT Meetings and whole school staff Zoom meetings.</p> <p>Individual conversations will be available for those who have specific concerns or suggestions for improvements to practice.</p>	
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Staff who are clinically extremely vulnerable

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures have been paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to their setting in the autumn term provided their setting has implemented the system of controls outlined in this document, in line with the school’s own workplace risk assessment.</p> <p>In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p>	<p>Staff who are defined as ‘clinically extremely vulnerable’, will be supported to work from home where appropriate.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p> <p>If staff, not ordinarily in school, do need to attend the site, for example in order to collect or drop off materials or resources, this should be done after normal teaching hours where the number of people on site will be reduced.</p>	

Staff who are clinically vulnerable		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Clinically vulnerable staff can return to school in the autumn term. While within the setting they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible, avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	<p>Where staff fulfil a function within the school that does not require them to be located on the school site, arrangements will be put in place to enable home working.</p> <p>Where staff attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p> <p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p>	

Staff who are pregnant		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Pregnant women are in the ‘clinically vulnerable’ category, and are generally advised to follow the above advice, which applies to all staff in schools. Settings should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women (https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/). This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p>	<p>Unless they fulfil a role which supports the observation of social distancing, Pregnant women will be supported to work from home.</p>	<p>It is unlikely that staff with classroom based roles will be able to remain in the classroom due to the inability of pupils to consistently observe social distancing.</p>

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report (https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes), which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to their setting in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p> <p>Where possible staff with a heightened level of risk will work with groups of older and therefore more independent young people, reducing the extent to which regular close contact is necessary.</p> <p>Staff with a heightened level of risk will be welcome to wear a face covering where necessary.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p>	
<p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p>	

Employer health and safety and equalities duties

Employers have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help settings to meet their legal duties to protect employees and others from harm.

The Health and Safety Executive published guidance on first aid (<https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm>) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.

Supporting staff wellbeing

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Employers should have regard to staff (including headteacher) work life balance and wellbeing. They should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.	The school considers carefully the way in which workload can be managed successfully and this approach has also fed in to the response to the pandemic. Staff have been kept updated throughout the process with regards to operational changes that are being made and opportunities for consultation and discussion have been included in this.	

<p>All employers have a duty of care to their employees, and this extends to their mental health. Settings of course already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to their setting. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the support available can be found in the guidance on extra mental health support available for pupils and teachers (https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers).</p>	<p>The school subscribes to a staff wellbeing function as part of the staff insurance policy, which provides access to emotional support, as well as access to private health care for some aspects of physical health.</p> <p>The school also promotes a culture of openness where staff are actively encouraged to speak to staff about any concern that they may have, and this has been evident during the schools response to the pandemic, shaping our decisions and how we communicate.</p>	
<p>The Education Support Partnership (https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>		

Staff deployment		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.	<p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p>	Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.

<p>We recognise that special settings will need to develop plans for deployment of staff that account for the below factors.</p> <p>Education and care for many children and young people with EHC plans often involves specific ratios and specific training, for staff.</p> <p>Many staff in special settings provide interventions or care involving close contact to children and young people who may not be grouped together under the system of controls adopted by a setting.</p> <p>Furthermore, some staff will work across settings. Where possible, these interventions and care should be provided as normal, because they will be important in enabling children and young people to access and benefit from education.</p>	<p>The planning for the 20/21 academic year has considered carefully how these factors will be addressed, as would be the case in any school year.</p> <p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p> <p>Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p>
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Staff who deliver these interventions will need to be particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it), but additional PPE compared to what they would normally use for those interventions, is not recommended, unless dealing with symptomatic children or young people. The specialisation and the peripatetic nature of much staffing in special settings also makes the flexible deployment of staff more challenging, for example in cases where only one member of staff is trained in a particular intervention, and that member of staff needs to self-isolate due to coronavirus (COVID-19) symptoms, it will generally not be possible to move a staff member without the training into that role. Settings and local authorities may wish to have discussions over the summer about these circumstances – for example, whether their usual supply staff avenues are available to them, whether an additional staff member could be trained, or whether two settings could work together to offer each other resilience.

The planning for the 20/21 academic year has considered carefully how these factors will be addressed, as would be the case in any school year.

Class teams where training in specific interventions or processes is required, will receive that training in advance of the pupils returning. There will be sufficient staff trained within each team that incidental absence should not be problematic.

It is important that planning builds-in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and settings may wish to draw on the Department for Education’s workload reduction toolkit (<https://www.gov.uk/guidance/school-workload-reduction-toolkit>).

The school considers carefully the way in which workload can be managed successfully and this approach has also fed in to the response to the pandemic. Staff have been kept updated throughout the process with regards to operational changes that are being made and opportunities for consultation and discussion have been included in this. We do not anticipate there being an additional workload as a result of managing the pupils return.

DfE has also published a range of resources, including case studies to support remote education (<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>) and help address staff workload, this includes case studies on managing wellbeing.

If having pursued all the immediate options available, settings still have concerns about their staffing capacity they should talk to their local authority or trust.

Deploying support staff and accommodating visiting specialists

Settings should minimise the number of visitors where possible, however, visiting specialists such as therapists, clinicians, peripatetic teachers and other support staff for pupils with SEND should provide interventions as usual, including moving between settings as required. Such specialists will be aware of the PPE most appropriate for their role.

If support staff are available, settings may consider using them to:

- support catch-up provision or targeted interventions
- lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies)

Setting leaders should be satisfied that the person has the appropriate skills and experience to carry out the work. Managers should discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that:

- safe ratios are met
- specific training is undertaken if needed
- only those with appropriate checks are allowed to engage in regulated activity - full guidance is provided in part 3 of keeping children safe in education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

The Education Endowment Foundation (EEF) has published guidance to help settings make the best use of their teaching assistants (<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>).

Supply teachers and other temporary or peripatetic teachers

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Settings can continue to use supply staff during this period. We recommend that they consider using the Crown Commercial Service's agency supply deal (https://www.gov.uk/guidance/deal-for-schools-hiring-supply-teachers-and-agency-workers), because this offers a list of preferred suppliers that must be transparent about the rates they charge. They can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing supplyteachers@crowncommercial.gov.uk with the school's details and contact details.</p>	<p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <p>We do not routinely use commercial supply agencies.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
<p>Supply staff and other temporary workers can move between settings but school leaders should minimise the number of visitors to the setting if possible. Supply staff are expected to comply with the settings arrangements for managing risk. To minimise the numbers of temporary staff entering your premises, school leaders may wish to use supply teachers for longer assignments and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.</p>	<p>We do not routinely use commercial supply agencies.</p> <p>Where there are regular additional staff attending the school, such as sports coaches, then this will be risk assessed with the intention that these additional staff observe enhanced hygiene routines and social distancing.</p>	

Expectation and deployment of initial teacher trainees

We strongly encourage settings to consider hosting ITT trainees. Demand for teacher training is high this year and while it is understandable that settings will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting settings. Settings should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both setting and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>With the usual mentor oversight, trainees could:</p> <ul style="list-style-type: none"> take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch up lessons engage in wider professional activity, for instance tackling pupil, family and setting needs by learning about and identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues develop or engage in working groups to share best practice around resilience, commitment and team- working co-plan, co-teach and co-assess lessons with their mentors or other trainees - paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all relevant legislation and guidance including the Education (Specified Work) (England) Regulations 2012 (https://www.legislation.gov.uk/uksi/2012/762/schedule/paragraph/6/made).</p>	<p>We will continue to host trainee teachers and others on formal qualifications. These staff will be located within one bubble and will be expected to follow the same enhanced hygiene routines and processes as all other staff.</p> <p>Details of the schools systems and processes will be provided as part of their induction to ensure adherence with school risk assessment.</p>	

Performance management and appraisal

Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

Staff taking leave

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. See the latest guidance on quarantine (https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk).</p> <p>Staff will need to be available to work in their settings from the start of the autumn term. There is a risk that, if staff travel abroad, their return travel arrangements could be disrupted due to coronavirus (COVID-19) such as the potential for reinstatement of lockdown measures in the place they are visiting. If a member of staff has to quarantine during term time, school leaders should consider whether they could temporarily amend working arrangements to enable them to work from home.</p>		

Other adults		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Volunteers may be used to support the work of the setting, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where settings and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of Keeping children safe in education (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2).</p> <p>Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>	<p>We will continue to host volunteers as in many cases they are critical to the operation of the school. Volunteers will be located within one bubble and will be expected to follow the same enhanced hygiene routines and processes as all other staff.</p> <p>Details of the schools systems and processes will be provided as part of their induction to ensure adherence with school risk assessment.</p>	

Safeguarding		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Settings must have regard to the statutory safeguarding guidance, Keeping children safe in education (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)	Safeguarding Policy has been updated to reflect KCSIE 2020.	
<p>Designated safeguarding leads and deputies should have sufficient time, especially in the first few weeks of term to:</p> <ul style="list-style-type: none"> • provide additional support to staff, children and young people regarding any new • safeguarding and welfare concerns <p>handle referrals to children’s social care and other agencies, if appropriate</p> <p>Agencies and services should prepare to work together to actively look for signs of harms.</p>	Workload demands will be monitored carefully and additional time and/or support will be provided in order to ensure that concerns or referrals are dealt with in a timely and effective manner.	
Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in their setting.	School Nursing team on site and involved in complex safeguarding cases with a medical component.	

Health and Safety

Emergency treatment, for example, provision of first aid, should be prioritised and given promptly in the event of an emergency. This means that people do not have to stay 2 metres apart if emergency assistance is required. People involved in the provision of assistance of others should pay particular attention to hygiene measures immediately afterwards, including washing hands.

The guidance on safe working in education, childcare and children's social care settings (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>) explains the strategy for infection prevention and control, including the specific circumstances in which PPE should be used, to enable safe working during the coronavirus (COVID- 19) pandemic. It applies to staff working in education, childcare and children's social care settings in England as well as the children and young people who attend these settings and their parents or carers.

It includes guidance on:

- how to work safely in specific situations, including where PPE may be required
- what care should be taken in residential settings
- specific steps needed to care for children and young people with complex medical needs, including aerosol generating procedures (AGPs)
- caring for children and young people who regularly spit or require physical contact disposal of PPE and face coverings

Catering		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>We expect catering providers to support pupils eligible for benefits-related free school meals who have to be at home for reasons relating to coronavirus (COVID-19) by providing food parcels (https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools#if-food-parcels-are-needed). The guidance on providing school meals during the coronavirus (COVID-19) outbreak (https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools) explains what schools should do when providing school meals from September 2020.</p> <p>Kitchens must comply with the guidance for food businesses on coronavirus (COVID-19) (https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19).</p>	<p>Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.</p> <p>Arrangements for the continued provision of FSMs for children not attending school are in place.</p> <p>Arrangements for when and where each bubble will take lunch (and snack time if necessary) are in place so that children do not mix with children from other bubbles. This will result in the majority of class groups eating their lunch in their classrooms.</p>	

Estates

Schools should look to maximise the use of their site and any associated available space, such as rooms in an associated place of worship for schools with a religious character, if feasible. We do not, however, consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres and village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.

It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak (<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>).

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown (<https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown>).

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak (https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).</p>	<p>Doors and windows will remain open where it is safe to do so.</p>	<p>The individual complexities of some of the pupils who attend the school mean that it may not be safe to have doors remain open in a number of classes. The immediate risk of a child leaving the classroom or indeed site may be more significant than the risk associated with reduced ventilation. This will be determined on a class by class basis.</p>

Educational visits

We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>In the autumn term, settings can resume non-overnight domestic educational visits. These trips should include any trips or placements connected with a pupil or student's preparation for adulthood (for example workplace visits, travel training etc.).</p> <p>This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-19 secure measures in place at the destination.</p>	<p>Staff wishing to make use of off site learning opportunities will need to complete a Covid-19 specific risk assessment, in order to identify any additional factors that may need to be considered.</p> <p>Classes will not mix when undertaking off site learning opportunities, with the exception of KS5 which operates as a single class group.</p> <p>Consideration will need to be given to parental perspectives around off site learning and what individual protective measures they judge that their children require in order to access these opportunities.</p>	

Settings also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, settings should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. and as part of this risk assessment, they need to consider any necessary control measures. They should read the health and safety on educational visits guidance (<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>) when considering visits.

The Association of British Insurers (ABI) has produced information on travel insurance implications (<https://www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-qa/>) following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.

Staff wishing to make use of off site learning opportunities will need to complete a Covid-19 specific risk assessment, in order to identify any additional factors that may need to be considered.

Classes will not mix when undertaking off site learning opportunities, with the exception of KS5 which operates as a single class group.

Consideration will need to be given to parental perspectives around off site learning and what protective measures they judge that their children require in order to access these opportunities.

Wraparound provision and extra-curricular activity

Settings should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.

If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. We recognise that schools may need to respond flexibly and build this provision up over time. This provision will help to:

- ensure pupils have opportunities to re-engage with their peers and with the setting
- ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons
- provide enrichment activities
- support working parents.

Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children (<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>), as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers (<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>), which schools may want to circulate.

Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities (<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities>).

Section 3: curriculum, behaviour and pastoral support

This section sets out some key principles and expectations for curriculum planning so that all pupils are given the catch up support needed to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are:

- education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life
- the curriculum remains broad and ambitious - all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision - schools and other settings continue to build their capability to educate pupils remotely, where this is needed

Informed by these principles, the Department for Education asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020/21:

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content</p> <p>Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, settings may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p>	<p>Staff will focus on implementing the curriculum in full from September, including the pupils' Individual Education Plans.</p> <p>There will be some restrictions in place with regards to subject specific spaces due to limitations in daily use and the consequences of the flood remediation works. As such, some activities will need to take place in the classroom that would ordinarily happen elsewhere.</p> <p>The focus will be on reestablishing routines and expectations and delivering the priorities set out within the pupils' Individual education plans.</p>	

<p>Aim to return to the setting's normal curriculum in all subjects by summer term 2021</p> <p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the setting's full normal curriculum content by summer term 2021.</p>	<p>Staff will focus on implementing the curriculum in full from September, including the pupils' Individual Education Plans.</p> <p>There will be some restrictions in place with regards to subject specific spaces due to limitations in daily use and the consequences of the flood remediation works. As such, some activities will need to take place in the classroom that would ordinarily happen elsewhere.</p>	
<p>Plan on the basis of the educational needs of pupils</p> <p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (e.g. quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Particular consideration will need to be given to the learning needs and objectives of children and young people with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.</p>	<p>The focus will be on reestablishing routines and expectations and delivering the priorities set out within the pupils' Individual education plans.</p> <p>Where necessary, based on clear evidence of need, staff may reassess pupils in order to determine whether the period of time missed has resulted in previously acquired knowledge and skills being lost. Where this is the case, time will be taken to focus on these areas prior to moving on to the current developmental priorities.</p>	

<p>Integrate remote education into school curriculum planning</p> <p>Remote education may be an essential component in the delivery of the school curriculum for some pupils alongside classroom teaching, or in the case of a local lockdown. All settings are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>They may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. They should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. There should also be a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils become compulsory from September 2020. Settings are expected to start teaching them by at least the start of the summer term 2021.</p>	<p>The bespoke nature of the provision means that developing a generic remote offer will be unlikely to be suitable for all pupils. Where access to remote learning is required, staff will liaise with the family of the pupils affected in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>It is likely that this will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.</p>	
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Specific points for early years foundation stage to key stage 3

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that most pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education, religious education and relationship, health and sex education.

Specific points for key stages 4 and 5

As with earlier key stages, it is likely that pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.

To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, Ofqual has consulted on proposed adaptations to exams. Their decision is available at proposed changes to the assessment of GCSEs, AS and A levels in 2021 (<https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021>).

We expect most pupils in years 10 and 11 to continue to study their examination subjects. In exceptional circumstances, it may be in the best interest of a year 11 pupil to discontinue an examined subject. Settings may decide that they would achieve better results in their remaining subjects, especially in English and mathematics.

School leaders should make these decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that they already apply on these matters

Key stage 5 has less scope than key stage 4 to drop an examined subject because students take fewer qualifications. Discontinuing a subject is likely to limit choices for further study and employment, so we expect this to be rare.

Music, dance and drama in school

Music, dance and drama build confidence, help children and young people live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be a cumulative risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts (<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts>). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.

Minimising mixing groups and volume control

Settings must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.

No more than one part-time arrangement in each class.

Classes will be combined to create six bubbles based on EYFS, KS1, KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.

Musical equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.

<p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p>	<p>Class sizes are no more than ten pupils, supported at any one time during lessons by three support staff and one teacher.</p> <p>Staff will support pupils to maximise the distance between themselves.</p>	<p>Many pupils will require direct physical support in order to participate in the lesson</p>
<p>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.</p>	<p>Specialist teaching spaces are small enough to negate the need for shouting.</p> <p>Music volume levels will be kept to a level that mean shouting is not required.</p>	
<p>Organised performances</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts (https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events (https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19).</p>	<p>Not applicable as all live performances have been suspended indefinitely, but this will be kept under review and advice sought should they be reinstated.</p>	

<p>Music teaching in special schools and other specialist settings, including singing, and playing wind and brass instruments in groups</p> <p>When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p>	<p>Class sizes are no more than ten pupils, supported at any one time during lessons by three support staff and one teacher.</p> <p>Specific rooms for Music, Dance and Drama are large enough to maintain a safe distance.</p> <p>These rooms are only being used by two groups per day, once per morning and once per afternoon to ensure cleaning between uses.</p>	
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<p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission.</p> <p>If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak (https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).</p>	<p>Class sizes are no more than ten pupils, supported at any one time during lessons by three support staff and one teacher.</p> <p>The school choir will be trialled by zoom rather than within a single room</p> <p>A specific risk assessment for the delivery of the school choir will be produced and kept under review in line with national guidance.</p> <p>Drama room extractor fan to be turned on at all times.</p>	
<p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</p>	<p>Not applicable as singing groups are small (See above) and no wind or brass playing currently takes place in school.</p> <p>Class teachers will not be planning for the use of any instruments that require the children to blow, e.g recorders, horns, whistles etc.</p>	

<p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face- to-face and without mitigating actions, 2 metres is appropriate.</p>	<p>Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing.</p> <p>Supporting adults will sit next to, rather than in front of pupils, where possible.</p>	<p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p>
<p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to- face) whenever possible.</p> <p>Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>Use microphones where possible or encourage singing quietly.</p> <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p>	<p>Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing.</p> <p>No wind or brass playing currently takes place in school.</p>	

<p>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p>Avoiding sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets (https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/factories-plants-and-warehouses#factories-5-5).</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p>	<p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p> <p>Pupils will be provided with their own instrument where at all possible in order to reduce the need to share</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different groups.</p> <p>Equipment will be audited in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to explore/play instruments effectively without close support.</p>
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Physical activity in schools		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.

<p>Settings have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p>	<p>Staff will focus on implementing the physical development curriculum in full from September, including the pupils' Individual Movement Plans.</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different groups.</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p> <p>Equipment will be audited in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labeled as not for use, with the date of when they can be put back in to circulation noted.</p> <p>Outside spaces will be prioritised for use.</p>	
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Schools should refer to the following guidance: guidance on the phased return of sport and recreation (<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>) and guidance from Sport England (<https://www.sportengland.org/how-we-can-help/coronavirus>) for grassroot sport advice from organisations such as the Association for Physical Education (<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>.) and the Youth Sport Trust (<https://www.youthsporttrust.org/coronavirus-support-schools>) guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents (<https://www.swimming.org/swimengland/pool-return-guidance-documents/>)

Separate risk assessments will be completed for the reopening of the hydrotherapy pool, informed by industry advice and developed by the pool manager based on the specific characteristics of the school pool.

Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities if they are satisfied that this is safe to do so within their wider protective measures. Where appropriate for children and young people they can support them to be physically active while maintaining physical distancing with activities such as active miles, making break times and lessons active and encouraging active travel.

Where there are regular additional staff attending the school, such as sports coaches, this will be risk assessed with the intention that these additional staff observe enhanced hygiene routines and social distancing.

Catch up support

We have announced a package worth £1 billion (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) for schools to have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. £650 million of universal catch-up premium (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) will be allocated to schools to support all children and young people to catch up, with additional weighting for specialist settings, recognising the higher costs they face. It will be available for all state-funded mainstream and special schools, and alternative provision including maintained hospital schools and academies and independent special schools. Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to year 11.

Special schools, AP schools and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year. It will be up to school leaders to decide how to spend the money. The Education Endowment Foundation has published guidance on effective interventions to support schools (<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>). For pupils with complex needs, we strongly encourage you to spend this funding on catch-up support to address their individual needs, including:

- speech and language therapy
- travel training
- education psychologist time
- other small group and individual interventions – this could be direct, with the specialist spending time with the pupil, or indirect, with the specialist spending time with school staff to design an intervention

This funding will be provided in 3 tranches. We will provide settings with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special schools, AP settings, hospital schools and special schools not maintained by a local authority. We will then distribute a second grant payment in early 2021, based on updated pupil and place data.

For specialist settings we will use:

- 2019 to 2020 academic year place numbers from the published local authority 2019 to 2020 financial year budget returns for local authority maintained schools
- the published high needs place numbers for the 2020 to 2021 academic year for academies and special schools not maintained by a local authority

The final payment will be in the summer term 2021.

Alongside this universal offer, we will roll out a National Tutoring Programme (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>), worth £350 million, to provide additional, targeted support for those children and young people who need the most help which will increase access to high-quality tuition for disadvantaged and vulnerable children and young people, helping to accelerate their academic progress and tackling the attainment gap between them and their peers. It includes:

- a 5 to 16 programme (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#five>) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020
- a 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of coronavirus (COVID-19) - guidance setting out further detail of this element will be issued shortly
- a reception year early language programme (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli>) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial

Extending provision set out in an education, health and care plan

We do not anticipate that children and young people will need to repeat a year of educational provision as a consequence of the coronavirus outbreak. This also applies to those with EHC Plans. Similarly, we do not anticipate that young people will need to remain in education any longer than originally set out in their EHC Plan.

However, in a small number of individual cases it may be appropriate for a child or young person to extend their current educational provision or have their EHC plan extended. In most cases this would consist of an individualised programme for a term or half term.

In all circumstances, this would need to be decided by the local authority, following a review of the child or young person's needs and EHC plan.

Parents and young people can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with certain decisions made by their local authority in relation to Education, Health and Care (EHC) needs assessments and plans.

Extending provision in a school setting for those aged 19 and over

School funding regulations do not allow for those aged over 19 to remain in a school setting, unless given exceptional approval by the Secretary of State for Education.

In the exceptional circumstances that a local authority decides that a young person would be best served by remaining in a school setting after they have turned 19 years of age, the local authority must apply for a relaxation of the normal rules for continuing financial support to schools of all kinds for students aged 19 and over, under the established Education and Skills Funding Agency process (<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2020-to-2021>).

Pupil wellbeing and support		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with complex needs. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to their educational setting; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return.</p>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will take an individualised approach to providing the pupils with the necessary emotional support required to secure a positive return to school.</p>	
<p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The government has recently launched the Wellbeing for Education Return programme (https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing), which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID- 19). The training provides practical examples to support staff, children and young people within a school.</p>		
<p>Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p>		

DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available. This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.

The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence (<http://www.sendgateway.org.uk/download.562CD801-B654-41A5-862E3DF51096D027.html>) and about transition planning for post-year 11 destinations (<http://www.sendgateway.org.uk/download.3EBB9861-73CA-4624-A1E2D4BC8ABFE6C0.html>). WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide (<http://www.sendgateway.org.uk/download.AFCE48A2-4932-4462-983D77E17A4AAA01.html>) which settings can use to reflect on their provision and a handbook (<http://www.sendgateway.org.uk/download.19DF2054-9B87-436C-9D3C8774964FA5EC.html>) to support teachers to take a whole school approach to supporting pupils following a traumatic event.

You can access WSS resources on the Whole School SEND Resource page (<https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/>) of the SEND Gateway and professionals in the schools' workforce can sign up to the Community of Practice (<https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html>) to be kept up to date with further information.

DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing (<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.

<p>Settings should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>Settings should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Settings should also consider support needs of particular groups they are already aware need additional help (for example children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will focus on the building of friendships and the reestablishment of social engagement as part of their usual start of year activities and routines</p> <p>Staff will take an individualised approach to providing the pupils with any additional emotional support required to secure a positive start to the school year.</p>	
<p>To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub (https://covid.minded.org.uk/) with materials on peer support, stress, fear and trauma and bereavement.</p> <p>MindEd have also developed a coronavirus (COVID-19) staff resilience hub (https://covid.minded.org.uk/) with advice and tips for frontline staff. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and consider any referral to statutory services (and the police) as appropriate.</p>		

<p>Settings should work with school nursing services to support the health and wellbeing of pupils and students. School nurses as leaders of the Healthy Child Programme can offer support for:</p> <ul style="list-style-type: none"> • resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • pupils with additional and complex health needs • vulnerable children and keeping children safe <p>Settings and school nurses need to work together to ensure the delivery of the healthy child programme, which includes immunisation, working together to identify health and wellbeing needs.</p>	<p>The School Nursing team is based on site, providing the opportunity for close liaison. This will include the identification and response to concerns regarding the health and wellbeing of pupils within the school.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p>	<p>Initially clinics will be limited or conducted remotely due to the constrictions on space due to the flooding remediation work.</p> <p>Clinics which require visiting professionals to see children who require adult support from across multiple bubbles (e.g. Vaccinations or eye Tests) will be delayed until after the October half term in order to evaluate the level of risk following the return of the school population.</p> <p>Families will be encouraged to access these services independent of school involvement in order to minimise the risk of transmission between bubbles within the school.</p>
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Behaviour expectations

Returning to education is vital for the education of all children and for their wellbeing – time out of school is detrimental for children’s development, particularly for disadvantaged and vulnerable children. All children and young people value the structure and routine of regular attendance as well as the support and strong positive relationships provided by their school or college. It is critical that all children can once again benefit from a full-time, 5 day a week, on-site education.

We recognise, though, that the prolonged period of absence from schools and colleges may contribute to disengagement with education upon return to school, resulting in anxiety which could lead to an increased incidence in poor behaviour. School leaders should be mindful that disruptive behaviour might be the result of unmet educational or other needs and whether a multiagency assessment is necessary.

We know that some pupils and students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked- after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Settings will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return.

Settings should consider updating their behaviour policies with any new rules or policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on behaviour and discipline in schools (<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>). They should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within the school and new hygiene rules. Settings will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in an increased incidence of poor behaviour. Settings should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. Some children and young people, particularly vulnerable groups such as those with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors.

In the event that a pupil's behaviour warrants disciplinary action, the normal rules apply and the disciplinary powers, including exclusion, that schools currently have, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Headteachers should, as far as possible, avoid permanently excluding any pupil with an education, health and care plan. Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school is an unlawful exclusion.

Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling.

Off-rolling is never acceptable.

Ofsted is clear that schools placing pressure on parents to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken following a discussion between parents the school, and the local authority about how the needs of the child might best be met. This is particularly important where vulnerable children, children in need, and those at greater risk of harm are involved.

Section 4: Assessment and accountability

Inspection

Routine Ofsted inspections of state-funded settings will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of settings to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document. They will not result in a judgement. Ofsted will publish a brief letter following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a setting in response to any significant concerns, such as safeguarding or a breakdown in leadership and management.

Ofsted/the Independent Schools Inspectorate (ISI) standard inspections of independent schools also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by us, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will result in a judgement and a report, as usual.

Routine Ofsted and ISI inspections are expected to restart from January 2021. The exact timing is being kept under review.

Section 5: contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide on which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend their setting due to coronavirus (COVID-19) (see section below on remote education support).</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a setting or number of settings to close temporarily to help control transmission. Settings will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	<p>The bespoke nature of the provision means that developing a generic remote offer will be unlikely to be suitable for all pupils. Where access to remote learning is required, staff will liaise with the family of the pupils affected in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>It is likely that this will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.</p>	<p>The school is insufficiently resourced to be able to provide the necessary equipment and technology to families whilst maintaining in school provision for those who remain in school.</p>

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect settings to have the capacity to offer immediate remote education. Settings are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. We recognise that some pupils with SEND may not be able to access remote education without adult support; settings should work with families to deliver a broad and ambitious curriculum.

In developing these contingency plans, education settings should ensure that pupils and students can continue to engage in learning as far as is possible. Providers should engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning to settings and to consider how parents can support this and any additional help they might need.

Special schools and specialist settings have an experienced, expert workforce including:

- special educational needs co-ordinators education psychologists
- speech and language therapists
- qualified teachers of sensory impairments other therapists
- teaching assistants often with specialist knowledge

Designing at-home learning and support for children and young people with EHC plans could involve any or all of these professionals, to design or adapt interventions or learning materials. For example, this might involve designing a speech and language intervention that parents can deliver at home, or adapting or selecting online learning materials.

We expect settings to:

- use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

When teaching pupils remotely, we expect settings to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos
gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with teachers

We expect settings to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents help or support. We expect settings to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to settings, pupils and parents as to what remote education should be provided. The Department for Education will engage with the sector before a final decision is made on this.

A range of resources to support settings in delivering remote education is available.

- Curriculum maps for key subjects for year groups from reception to year 9 will be published in July. They aim to provide support settings in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support settings. These maps are designed as a support for settings, they are entirely non-mandatory, at the discretion of the setting.
- We have produced a quality assured list of high-quality remote education resources which are available to settings and parents for free over the summer term. Where pricing models have changed, settings may consider using some of their Catch-Up Premium funding on remote resources in line with the Access to Technology section of the EEF's COVID-19 Support Guide (<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>).
- From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.
- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to support learning at home, including by publishing a list of online learning resources for children with SEND (<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send>).

Other resources to support settings in delivering remote education include:

- government-funded to access one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education - settings can apply through The Key for School Leaders - the Key also provides feature comparison and case studies on how settings are making the most of these platforms
- a network of schools and colleges for help and support on effective use of tech for remote education, that can be accessed through the EdTech Demonstrator Programme
- laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker and disadvantaged year 10 pupils) - local authorities and academy trusts will continue to own these devices.
- Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak (<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>). These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school and provided to children and young people who would otherwise be unable to access remote education.
- in addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots access for disadvantaged pupils - we are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the coronavirus (COVID-19) requires pupils to learn from home and access social care services online - more information is available in the guidance on increasing internet access for vulnerable and disadvantaged children (<https://get-help-with-tech.education.gov.uk/about-bt-wifi>)

Support on delivering remote education safely is available from:

Safe remote learning (<https://swgfl.org.uk/resources/safe-remote-learning>), published by SWGfL Online safety and safeguarding (<https://www.lgfl.net/online-safety/default.aspx>), published by LGfL, which covers safe remote learning

The National Cyber Security Centre, which includes which video conference service is right for you (<https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>) and using video conferencing services securely (<https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>)

Safeguarding and remote education during coronavirus (COVID-19) (<https://www.gov.uk/guidance/safeguarding-and-remote-education-during->

Health and safety risk assessments for those with an EHC plan

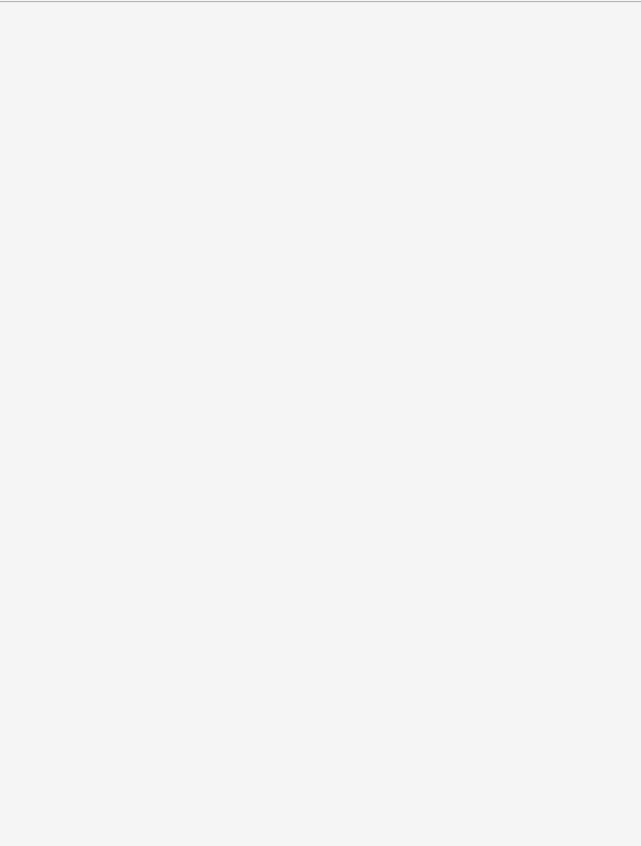
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and identifies what additional support children and young people need to make a successful return to their full-time education. Any risk assessment will need to balance a number of different risks including:</p> <ul style="list-style-type: none"> • the potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions or clinical vulnerability - for further information, refer to the guidance on shielding and protecting people who are clinically extremely vulnerable from coronavirus (COVID-19) (https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) • the risk to the individual if some or all elements of their EHC plan temporarily cannot be delivered in the normal manner or in the usual setting, and the opportunities to meet needs in a different way temporarily, for example, in the home or online or in a different way at school • any risk to siblings or family members if the child or young person’s condition prevents or inhibits self-regulation and if their behaviours cannot be supported or managed by parents or carers at home • the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered. • any safeguarding risks for children and young people with a social worker if not in school and the need to support care placements for looked-after children (see the vulnerable children and young people guidance (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) for further information on school attendance for those with a social worker) • any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation) <p>If a risk assessment determines that a child or young person’s needs will be more safely met at home, local authorities, educational settings and parents should consider whether moving either equipment or services into a child or young person’s home would enable them to be supported there. This may be a more feasible solution for day settings than residential settings, and may include:</p> <ul style="list-style-type: none"> • physiotherapy equipment • sensory equipment • online sessions with different types of therapists phone support for parents in delivering interventions in-person services, where necessary. 		

Coronavirus (COVID-19) specific health and safety risk assessments

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means employers and leaders are required by law to think about the risks the staff, pupils and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).</p> <p>Employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the setting 'COVID-secure.'</p>	<p>The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.</p> <p>The risk assessment has been shared with our Oxfordshire County Council Health and Safety officer.</p> <p>The full guidance response document, risk assessment and one page summary of the actions being taken by staff have all been published on the schools website.</p>	
<p>General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by HSE (https://www.hse.gov.uk/coronavirus/working-safely/index.htm).</p>		
<p>Settings should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help education leaders and employers decide whether they have done everything they need to.</p>	<p>The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.</p> <p>The risk assessment has been shared with our Oxfordshire County Council Health and Safety officer.</p>	

Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable), young people and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the setting will manage risks from coronavirus (COVID-19) and make the setting 'COVID-secure.' The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the setting takes their health and safety seriously.

The school's risk assessment has been made available to all staff in draft form and specific comment has been sought from Union Representation and the Health and Safety Governor.



Sharing your risk assessment

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
Settings should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).	The full guidance response document, risk assessment and one page summary of the actions being taken by staff have all been published on the schools website.	

Monitoring and review of risk controls		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.	The risk assessment will be monitored regularly and amended in line with changes to Government guidance or as a result of the evaluation of school practice.	

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in special educational settings is varied, we have set out here what the existing Department for Education health and safety guidance (<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>) states about the roles and responsibilities for health and safety in settings.

The employer is accountable for the health and safety of setting staff and pupils. The day-to-day running of the setting is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Settings must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers (<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>) and a simple guide to who the employer is in each type of setting (<https://www.hse.gov.uk/services/education/faqs.htm#a1>), under 'Who is accountable for health and safety within a school?'

References to actions by employers in this guidance may in practice be carried out by headteachers in settings, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a coronavirus (COVID- 19) risk assessment for their setting is undertaken as soon as possible. Where pupils are already attending their setting, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Settings need to record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

Settings will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum/ activities, whether on-site or in relation to activities offsite.

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with HSE (<https://www.hse.gov.uk/>). Where the HSE identify employers, who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Approach to risk estimation and management

Some types of control are more effective at reducing risks than others. Risk reduction measures should be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely. The combination of controls introduced should aim to reduce the risk to as low as reasonably practicable and prioritise structural, environmental interventions over individual level ones. This does not just mean considering risks of transmission, but also balancing these against risks to wider health and well-being and to education. Schools have the flexibility to respond to risks in a way that suits their circumstances whilst complying with their duties under health and safety legislation. Schools should work through the following steps to address their risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step:

- Elimination: stop an activity that is not considered essential if there are risks attached.
- Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
- Engineering controls: design measures that help control or mitigate risk.
- Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
- Having gone through this process, PPE should be used in circumstances where the guidance says it is required.

Annex B: education, health and care (EHC) plans

SEND legislation

From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19) (<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>).

We remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND.

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed, as a reasonable adjustment to support a disabled child to return successfully to school.

Risk assessments for children and young people with education, health and care plans (EHC)

Following the partial closure of educational and childcare settings from March 2020, we asked local authorities to consider the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local authorities were asked to work with schools and parents or carers, to determine whether children and young people would be able to have their needs met at home and be safer there than attending a school.

Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close. Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

