



## Covid-19: School Operational Risk Assessment

September 2020

Guidance for full opening: Special schools and other specialist settings

September 2020 Full Opening

The details below expand on the recommendations in the **DfE Guidance for full opening: Special schools and other specialist settings** and provides further clarity on the new systems being implemented. The DfE guidance outlines plans so that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

Subject	DfE Guidance	Further Recommendations, Information and Guidance
<p><b>Section 1: Public health advice to minimise coronavirus (COVID-19) risks</b></p> <p><b>Prevention:</b></p> <p><u>Numbers 1 to 4 must be in place in all schools, all the time.</u></p> <p><u>Number 5 must be properly considered, and schools must put in place measures that suit their particular circumstances.</u></p> <p><u>Number 6 applies in specific circumstances.</u></p>	<p>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 school.</p>	<p><b><i>If you have any of the main symptoms of coronavirus (COVID-19), get a test as soon as possible. Stay at home until you get the result.</i></b></p> <p><u>Main symptoms</u></p> <p><i>The main symptoms of coronavirus are:</i></p> <ul style="list-style-type: none"><li><i>a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</i></li><li><i>a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</i></li><li><i>a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</i></li></ul> <p><i>Most people with coronavirus have at least 1 of these symptoms.</i></p> <p><u>What to do if you have symptoms</u></p> <p><i>If you have any of the main symptoms of coronavirus:</i></p> <ol style="list-style-type: none"><li><i>1. Get a test to check if you have coronavirus as soon as possible.</i></li><li><i>2. Stay at home and do not have visitors until you get your test result – only leave your home to have a test.</i></li></ol> <p><i>Anyone you live with, and anyone in your support bubble, must also stay at home until you get your result.</i></p> <p><u>What is self-isolation?</u></p> <p><i>Self-isolation is when you do not leave your home because you have or might have coronavirus (COVID-19).</i></p> <p><u>When to self-isolate</u></p> <p><i>Self-isolate immediately if:</i></p> <ul style="list-style-type: none"><li><i>you have any <u>symptoms of coronavirus</u> (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</i></li><li><i>you've tested positive for coronavirus – this means you have coronavirus</i></li><li><i>you live with someone who has symptoms or has tested positive</i></li><li><i>someone in your support bubble has symptoms or has tested positive</i></li><li><i>you're told by NHS Test and Trace that you've been in contact with a person with coronavirus</i></li></ul>



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### People you've been in close contact with

You may want to tell people you've been in close contact with in the past 48 hours that you might have coronavirus.

### What does close contact mean?

They do not need to self-isolate unless they're contacted by the NHS Test and Trace service. But they should take extra care to follow *social distancing advice*, including washing their hands often.

If they get any coronavirus symptoms, they must self-isolate and get a coronavirus test as soon as possible.

### How long to self-isolate

If you have symptoms or have tested positive for coronavirus, you'll usually need to self-isolate for at least 10 days.

You'll usually need to self-isolate for 14 days if:

- someone you live with has symptoms or tested positive
- someone in your support bubble has symptoms or tested positive
- you've been told by NHS Test and Trace that you've been in contact with someone who has coronavirus

Read more about how long to self-isolate.

### Get an isolation note for your employer if you're unable to work

If you need to self-isolate, you can get an isolation note (via the government website) to send to your employer as proof you need to be off work. You do not need to get a note from a GP.

**In the event that any student on site starts to show any of the main symptoms of coronavirus (COVID-19), they will need to isolate in the specific designated 'isolation area' with a member of staff. The member of staff will use appropriate PPE equipment whilst supporting the student in the isolation area.**

### **Isolation area**

If a member of staff exhibits any symptoms, they will be asked to leave the school site immediately.

If a student exhibits any symptoms, then the student and a member of staff will use **The Pod** to isolate.

The student and the member of staff will access The Pod via the outside area and will need to walk around the site building to access if necessary (see site map – isolation route)

The Pod has an allocated toilet area which can be used during this time. No other staff/students to use this area whilst student and the member of staff are isolating.

The entire area and toilet area can then be cleaned after the student and member of staff have vacated.

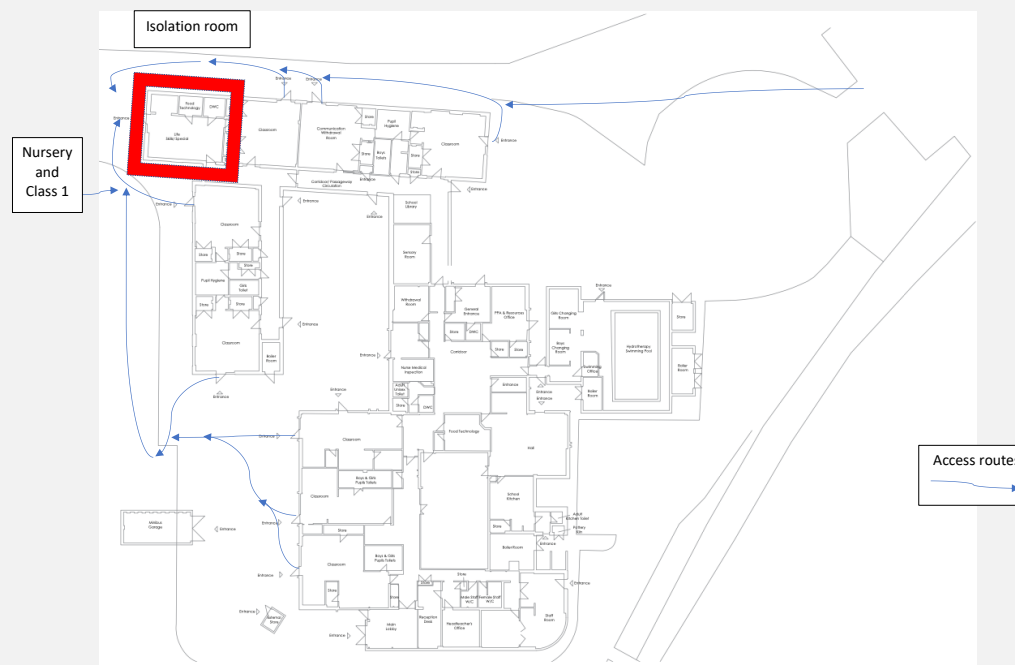
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### Isolation area (The Pod)



There are 5 Covid-19 response packs across school, the packs are stored in strategic locations to ensure ease of access.

**Nursery and Class 1** – Located in the shared kitchen area (Class 1)

**Classes 2, 3 and 4** – Located in Reception

**Classes 5 and 6** – Located in hygiene room between classrooms (behind shared girls' bathroom)

**Classes 7, 8 and 9** - Located in hygiene room between classrooms (behind shared boys' bathroom)

**The Lodge** – Located in the Lodge office



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	<p>The Covid-19 response packs contain:</p> <ul style="list-style-type: none"><li>- Fluid resistant face masks</li><li>- Two pairs of medium and large gloves,</li><li>- Four disposable aprons</li><li>- Thermometer</li></ul> <p>These will be replenished after use of any item of equipment.</p> <p>The government has said that face masks should not be worn in schools. The face masks can become a contamination risk, especially with young children, as they need to be handled carefully to be effective.</p> <p>If we find we have a positive case in the school, the Senior Leadership Team will liaise with Public Health England on the next steps and notify parents whose children may be affected.</p> <p>If your child or someone in your household starts showing symptoms at home, please do not bring your child to school. Testing is now widely available and is encouraged at any signs of Coronavirus symptoms; <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></p> <p>You can find the latest guidance on signs and symptoms here: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/">https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/</a></p> <p>It important that everyone in the Bardwell community complies with the NHS Test and Trace system. <a href="https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name">https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name</a></p>
2) clean hands thoroughly more often than usual	<p>It is crucial that, in the absence of being able to social distance in a meaningful way, all students and staff maintain a regular hand-washing routine. Notices have been placed around the school site in key locations to remind all staff about using hand sanitiser when entering and leaving areas and school site.</p> <p>Everyone should either apply hand gel on entering the school or wash their hands with soap and water. Everyone should ensure that they have regular opportunities to either reapply hand gel or wash their hands with soap and water.</p> <p>Hand soap and hand sanitiser deployed to every classroom and at other key locations around the school site such as reception.</p> <p>Staff will follow hand NHS guidance and use sanitiser additionally when appropriate.</p>



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	<p>Pupils directly instructed to wash hands throughout the day, at key routine periods:</p> <ul style="list-style-type: none"><li>- On arrival at school</li><li>- Before and after any food.</li><li>- Before and after using the toilet.</li><li>- Before leaving school.</li><li>- At any other times that staff feel appropriate.</li></ul> <p>Hand hygiene will also be followed in response to pupil specific need, such as having coughed into their hand.</p> <p>All pupils will need to be supported to ensure that this process is completed in line with government and NHS guidance.</p>
3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<p>In line with the HM Government and NHS-branded information staff will be advised to:</p> <ul style="list-style-type: none"><li>• always carry tissues and use them to catch coughs and sneezes, and bin the tissue</li><li>• wash hands with soap and water, or use sanitiser gel, to kill germs</li></ul> <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. This is considered in our school risk assessment in order to support our pupils and the staff working with them.</p>
4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	<p><b>All classes will be given their own cleaning resources.</b></p> <p>The cleaning box will include gloves, sprays for bathroom and classroom, pink j-cloths, paper towels, tissues and paper towels. These will be replenished at the end of the day if items are used or running low.</p> <p>It will be the responsibility of the class teams to ensure continuous and appropriate cleaning of classroom items throughout the day. This will include:</p> <ul style="list-style-type: none"><li>- Ensuring that table surfaces are cleaned regularly after use</li><li>- Ensuring any toys of classroom equipment that is likely to be shared is wiped and cleaned before another student uses it.</li><li>- Consideration given to items such as iPads.</li><li>- Staff will be asked to clean the rooms at the end of each day e.g. sweep floor, clean tables and wipe down any additional surfaces.</li></ul> <p>All areas across the school site will be cleaned daily by contract cleaners. Staff will wear appropriate cleaning items (gloves and aprons) to clean each area. Cleaning staff will have specific areas to clean.</p>



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Different classes don't need to be allocated their own toilet areas, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. Additional cleaning equipment will be available in each toilet area for staff to use to ensure the area is sanitised effectively. Additional hours have been agreed with a member of the cleaning team to ensure that the senior toilets are clean and sanitised more frequently. This will be completed at 13.30 each day.

### **Shared spaces**

Any classes used a shared space e.g. the hall, will need to ensure that the area is effectively cleaned and sanitised after use. Class staff will be asked to use their own classroom cleaning products to clean and sanitise the area used plus any equipment, handles, doors and light switches that are touched or used. It is the responsibility of the class team to ensure that all shared spaces are cleaned, sanitised and ready for the next class group to use.

### **What hygiene and cleaning measures are in place to reduce the risk?**

- This should be done after every group swimming session.
- Wear gloves for all cleaning tasks, disposable gloves to be used once and thrown away at the end of each group swimming session as well as after each cleaning session.
- A disposable apron and gloves must be worn whilst cleaning and will be removed at the end of shift and placed in allocated bin along with gloves.
- Avoid touching your face with gloves or hands during cleaning work.
- Ensure priority is given to cleaning all touch points such as door handles, handrails, chairs, and changing facilities.
- The pool floor will be cleaned and washed after each group swimming session.
- Pay close attention to cleaning washrooms and toilets.
- All bins will be emptied at the end of every day.
- Report any stock issues immediately

### **What additional actions are in place if a person using the area has a possible or confirmed case of COVID-19?**

- If a person with possible or confirmed COVID-19 has used the isolation area, the area will be closed with immediate effect. The isolation area will be deep cleaned and then remain closed for a minimum of 72 hours.
- The minimum PPE to be worn for cleaning an area where a person with possible or confirmed COVID-19.
- Hands should be washed with soap and water for 20 seconds after all PPE has been removed.
- If a risk assessment of the setting indicates that there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this



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Clean and disinfect surfaces the person has come into contact with, including:

- Objects which are visibly contaminated with body fluids
- All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors and stairwells)
- You don't need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids

When cleaning hard surfaces and sanitary fittings cleaners should use either:

- Disposable cloths, or Paper rolls and disposable mop heads

When cleaning and disinfecting, use either:

- A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine
- A household detergent, followed by a disinfectant with the same dilution as above

Visiting professionals such as physiotherapist, occupational therapists and Speech and Language therapists will follow their own guidance and it is likely that they will be wearing full PPE equipment when accessing the site. Disposal of PPE equipment can be placed in designated labelled bins (yellow PPE Disposal labels). These items will be double bagged and stored for 72 hours before being disposed of.

Contaminated Fabric (*ONLY FOLLOW POINTS BELOW IF FABRIC CAN'T BE BAGGED FOR DISPOSAL*)

- Place any possibly contaminated fabric items, like curtains and beddings, in a bag and take it to a point of laundering, using gloves and aprons when loading the laundry in the machine and disposing of the bag afterwards
- Launder any possibly contaminated items on the hottest temperature the fabric will tolerate
- If items can't be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning
- Dispose any items that are heavily soiled or contaminated with body fluids
- Keep any waste from possible cases and cleaning (e.g. tissues, disposable cloths) in a tied plastic rubbish bag inside a tied bin bag, and place these bags in a suitable and secure place, marked for storage
- You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours
- After 72 hours, dispose of these bags in your normal waste.



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		<p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p>
	<p>5) minimise contact between individuals and maintain social distancing wherever possible</p>	<p><b>How to group children</b></p> <p><i>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 settings 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 and young people will still offer public health benefits as it reduces the network of possible direct transmission. 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.</i></p> <p>We have decided to group all children that attend Bardwell school under the same 'bubble', in order to enable a full educational offer. There are a number of reasons why a Bardwell 'bubble' would be more effective:</p> <ul style="list-style-type: none"><li>- Students will be mixing between class groups on school transport.</li><li>- By ensuring <u>all</u> students attend Bardwell in September it will not be possible to 'zone' the school in the same way. We will not have enough staff to deploy effectively across each zone and there would be no cover options available as staff would not be able to cross zonal boundaries.</li><li>- Outside space and use of other shared resources and spaces across school will need to be accessed by all students and staff.</li><li>- Other staff will need to cross boundaries to provide support (OT, Physio &amp; SaLT).</li></ul> <p>However, it is important to ensure that where possible we are limiting the number of times that students and staff mix throughout the day. As much as possible classes will remain in their groups for as much of the day as possible.</p> <p><b>Measures within the classroom</b></p> <p><i>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.</i></p> <p>We know that our students can find it challenging to maintain a distance between themselves and others and would need appropriate support to reduce any face to face contact between others. However, where possible within the classroom we need to make small adaptations to the classroom to support social distancing where possible.</p>





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### **Measures elsewhere**

*Groups should be kept apart, meaning that settings should avoid large gatherings such as assemblies or collective worship with more than one group.*

The school will be split into three distinct groups for break-time and lunchtime to ensure that there are not too many people mixing together at any one time.

#### Break-time plans (10:30 – 11:00)

Nursery and Class 1 to use their own outside area.

Class 2, 3, 4 and 5 to use the junior playground

Class 6, 7, 8 and 9 to use the senior playground

The Lodge to use their own outside space

#### Lunchtime plans (11.55 – 12.30)

Class 1, 2, 3, 4 and 5 to eat in the hall.

When each table group has finished lunch, they will be able to start playtime.

Classes will make their way outside with the team supporting during lunchtime.

Class 6, 7, 8 and 9 will go out to play with supporting staff.

#### Lunchtime plans (12.30 – 13.05)

At 12.30 all class teams will swap.

Class 1, 2, 3, 4 and 5 will continue playtime outside.

Class 6, 7, 8 and 9 will make their way into the hall with 12.30 staff teams.

When each table group has finished lunch, they will be asked to clean and tidy their tables and stack chairs.

N/B the Lodge will arrange a time that they would like to have their lunch. This will sit separately from the main school.

#### Assembly

This will continue in the same way. Splitting the school into Junior and Senior groups. Assemblies will alternate each week.

Junior Assembly will include classes 1, 2, 3, 4 and 5.

Senior Assembly will include classes 6, 7, 8 and 9.

### **Measures elsewhere**

*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.*



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To ensure that staff have a space to use that allows them to distance, the following areas will now be available with some additional guidance:

**Staff room** – A maximum of 4 people to each circular table spaced out 1 meter minimum (preferably sitting with staff from the same class group).

**The meetings room** – A maximum of 6 people around the meetings table spaced out 1 meter minimum (preferably sitting with staff from the same class group). We will aim to not use this room for meetings between 12pm and 1pm.

**The planning room** – A maximum of 4 people around the large planning table spaced out 1 meter minimum. A total of 6 people in the room at any one time.

**The lower school kitchen** – A maximum of 6 people using the space ensuring distance between staff 1 meter minimum (preferably sitting with staff from the same class group).

**Outside space** – Weather dependant staff can use spare chairs from the staff room to sit outside ensuring distance between staff 1 meter minimum.

**Classroom space** - A maximum of 6 people using the space ensuring distance between staff 1 meter minimum (preferably sitting with staff from the same class group).

### **Measures for arriving at school (see *altered Entrance / Exit site plan*)**

Arrivals have been staggered and entrance points have been readjusted to ensure that there is no opportunity for staff, students and parents to gather in greater numbers by one entrance point.

9.00am – Parent drop-off

9.15am – Transport drop-off

Students will no longer use the main entrance of the school via reception. Classes will use the following entrances:

Nursery and Class 1 – Access the building as normal

Classes 2, 3, 4, 5 and 6 – Access to classrooms via the main red gates on junior playground

Classes 7, 8 and 9 – Access to classrooms via The Pod (old life skills) red gate.

The Lodge – Access to building via the (buses) red gate.

### **Measures for leaving school (see *altered Entrance / Exit site plan*)**

Departure from school has been staggered and exit points have been readjusted to ensure that there is no opportunity for staff, students and parents to gather in greater numbers by one entrance point.

3.00pm – Transport pick-up

3.15pm – Parent pick-up

Students will no longer use the main entrance of the school via reception. Classes will use the following exits:

Nursery and Class 1 – Exit the building as normal

Classes 2, 3, 4, 5 and 6 – Exit site via the main red gates on junior playground

Classes 7, 8 and 9 – Exit site via The Pod (old life skills) red gate.

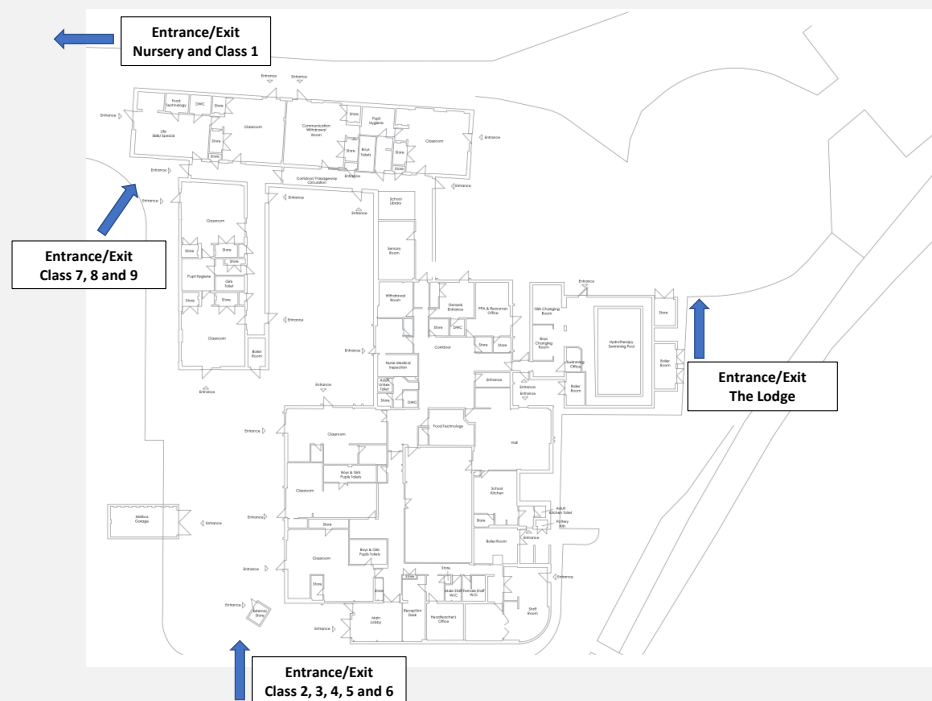
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The Lodge – Exit site via the (buses) red gate.



### **Other considerations**

*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. They should ensure they minimise contact and maintain as much distance as possible from other staff.*

*Settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors.*



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		<p>All visits to the site will continue to take place outside of the working day (7.00am – 8.45am or 3.30pm onwards) this ensures that there are no opportunities for visitors to be in close contact with our students who are unable to maintain distance. Where possible all meetings will continue to take place via virtual platforms (Zoom, Google Hangout or Teams). If meetings need to take place on site, the meetings room can be used ensuring that windows are open for ventilation and a maximum of 4 people space themselves around the meetings table. Notices have been placed around the school site in key locations to remind all visitors, staff and students about using hand sanitiser when entering and leaving areas and school site.</p> <p><b>All visitors</b> are required to sign in so this would form the basis of a track and trace process if required. Schools should ensure that sufficient detail is gathered during the sign in process to facilitate this. Visitors and staff will be asked to use hand gel/sanitiser immediately before signing in. Door handles and sign in equipment will be wiped and sanitised after every use.</p> <p><i>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. Resources that are shared between classes, such as sports, art and science equipment should be cleaned meticulously or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use. Outdoor playground equipment should be more frequently cleaned.</i></p>
	6) where necessary, wear appropriate personal protective equipment (PPE)	<p><i>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:</i></p> <ul style="list-style-type: none"><li><i>• 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</i></li><li><i>• 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</i></li></ul> <p><i>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 worn as part of their care and treatment, should be worn.</i></p> <p>Visiting professionals such as physiotherapist, occupational therapists and Speech and Language therapists will follow their own guidance and it is likely that they will be wearing full PPE equipment when accessing the site. Disposal of PPE equipment can be placed in designated labelled bins (yellow PPE Disposal labels). These items will be double bagged and stored for 72 hours before being disposed of.</p>
<b>Section 1: Public health advice to minimise</b>	7) engage with the NHS Test and Trace process	<p><i>Settings must ensure they understand the NHS Test and Trace process and how to <u>contact their local Public Health England health protection team</u>. This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:</i></p>



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<p><b>coronavirus (COVID-19) risks</b></p> <p><b><u>Response to any infection:</u></b></p> <p><u>Numbers 7 to 9 must be followed in every case where they are relevant.</u></p>		<ul style="list-style-type: none"><li>• <i>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</i></li><li>• <i>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</i></li><li>• <i>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)</i></li></ul> <p><i>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <a href="#">NHS website</a>, 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.</i></p>
	<p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"><li>• <i>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)</i></li><li>• <i>proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case</i></li><li>• <i>travelling in a small vehicle, like a car, with an infected person</i></li></ul>
	<p>9) contain any outbreak by following local health protection team advice</p>	<p><i>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.</i></p>



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	Supporting children and young people in special residential settings	We have no students on roll that access special residential settings.
	Supporting children and young people receiving hospital education on hospital sites	We have no students on roll that access hospital education on hospital sites.
<b>Section 2: School operations</b>	Transport	<p><i>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 school or college named in his or her EHC plan, the local authority would normally have to pay for it.</i></p> <p><i>This guidance sets out a new framework for supporting transport to and from education settings from the autumn term. We are making a distinction between dedicated school transport and wider public transport:</i></p> <ul style="list-style-type: none"> <li><i>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</i></li> <li><i>by public transport services, we mean routes which are also used by the general public</i></li> </ul>
	Dedicated school transport, including statutory provision	<p><i>Pupils 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 2 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 transport.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> <li><i>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</i></li> <li><i>use of hand sanitiser upon boarding and/or disembarking</i></li> <li><i>additional cleaning of vehicles</i></li> <li><i>organised queuing and boarding where possible</i></li> <li><i>distancing within vehicles wherever possible</i></li> <li><i>the use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet</i></li> </ul>



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<b>Section 2: School operations</b>	Attendance expectation	<p><i>In March when the coronavirus (COVID-19) outbreak was increasing we made clear no parent would be penalised or sanctioned for their child's non-attendance at their education setting.</i></p> <p><i>Now the circumstances have changed, it is vital for all children to return to their education setting to minimise, as far as possible, the longer-term impact of the outbreak on children's education, wellbeing and wider development.</i></p>
	Pupils who are shielding or self-isolating	<p><i>We now know much more about coronavirus (COVID-19) and so in future, there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils and students will be able to return to school. Schools should note that:</i></p> <ul style="list-style-type: none"><li><i>• a small number of pupils and students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</i></li><li><i>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19) - this means that even the small number of pupils and students who will remain on the shielded patient list can also return to their setting, as can those who have family members who are shielding - see <u>current advice on shielding</u></i></li><li><i>• if rates of disease rise in local areas, children and young people (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below)</i></li><li><i>• some pupils and students are no longer required to shield, but those who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment) - see <u>advice from Royal College of Paediatrics and Child Health</u></i></li></ul>
	Pupils and families who are anxious about return to school	<p><i>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 pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or 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.</i></p>



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	It is an everchanging and evolving situation that can cause anxiety and worry for many of us where we continue to waiver in our thoughts about how to keep our families safe and protected. Our school community is here to support families with any questions or worries you may have.
Action for all schools and local authorities	We are asking settings to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.
School workforce	<i>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend their setting.</i>
Staff who are clinically vulnerable or extremely clinically vulnerable	<i>Where providers apply the full measures in this guidance, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care as community transmission rates fall.</i>
Staff who are pregnant	<i>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the <u>relevant guidance</u>.</i>
Staff who may otherwise be at increased risk from coronavirus	<p><i>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <u>COVID-19: review of disparities in risks and outcomes report</u>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend settings discuss their concerns and explain the measures the school is putting in place to reduce risks. Education leaders should try as far as practically possible to accommodate additional measures where appropriate.</i></p> <p><i>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</i></p>
Employer health and safety and equalities duties	<i>Settings 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.</i>
Supporting staff	<i>Settings should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</i>





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	To ensure staff are well supported and understand the changes that are being implemented in September, a whole school virtual meeting has been planned for Monday 20 <sup>th</sup> July 2020. The plans will be shared with staff and they will have the opportunity to ask any questions and share any anxieties they may have about returning to work or specifics around the new plans.
Staff deployment	<p><i>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.</i></p> <p>Staff will not be redeployed during this period. Staff will have specific roles and will be part of dedicated class teams. Support across the school will remain the same Pre-COVID</p>
Deploying support staff and accommodating visiting specialists	<p><i>Where support staff capacity is available, settings may consider using this to support catch-up provision or targeted interventions.</i></p> <p>This is not relevant within our school setting.</p>
Recruitment	<p><i>Recruitment should continue as usual.</i></p>
Supply teachers and other temporary or peripatetic teachers	<p>This is not relevant within our school setting.</p>
Expectation and deployment of ITT trainees	<p><i>We strongly encourage settings to consider hosting ITT trainees.</i></p> <p>This will continue in line with current arrangements.</p>
Staff taking leave	<p><i>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 <a href="#"><u>guidance on quarantine</u></a>.</i></p> <p><i>As would usually be the case, staff will need to be available to work in their settings from the start of the autumn term. We recommend that education leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</i></p> <p><i>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</i></p>



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		<i>Where it is not possible to avoid a member of staff having to quarantine during term time, education leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</i>
Other support		<i>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.</i> Volunteers will continue to support across the school and will support in 1 designated class group.
Safeguarding		Our school safeguarding policy remains effective and appropriate. DSLs continue to support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harms.
Catering		The school kitchen has remained open throughout Lockdown and will continue to provide meals for the Bardwell school community from Autumn Term 2020.
Estates		<i>We do not consider it necessary for settings to make significant adaptations to their site to enable them to welcome all children back to their setting.</i>
Educational visits Day trips Work placements Accessing local community Off-site learning		<p><i>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.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</i></p> <p><i>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. As part of this risk assessment, settings will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Settings should consult the <u><a href="#">health and safety on educational visits guidance</a></u> when considering visits.</i></p> <p><b>For all non-overnight domestic educational visits parental consent must be obtained prior to any trips/visit/placements taking place. A consent form has been created on Parent Mail and will be used for all trips. Risk assessments must be completed prior to any trips/visits/placements taking place.</b></p> <p><b>All paperwork must be signed off by a member of SLT prior to any trips/visits/placements taking place</b></p>



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	<p>Off-site learning</p> <ul style="list-style-type: none"><li>- Social distancing</li><li>- Face coverings</li><li>- Hand hygiene</li></ul>	<p>Our curriculum offers a number of off-site learning opportunities for our students which remain important to help them develop their social skills, independence, life experiences and apply learning to real life settings and situations. Social distancing and new laws relating to wearing face masks in specific settings will have an effect on the curriculum we are able to deliver.</p> <p><i>Current Gov Guidance (further guidance is likely to be released in the coming weeks)</i></p> <p><b>Face coverings: when to wear one and how to make your own</b> Published 14 August 2020.</p> <p><b>2. When to wear a face covering</b></p> <p><i>In England, you must wear a face covering in the following indoor settings (a list of examples for each is included in the brackets):</i></p> <ul style="list-style-type: none"><li>• <i>public transport (aeroplanes, trains, trams and buses)</i></li><li>• <i>transport hubs (airports, rail and tram stations and terminals, maritime ports and terminals, bus and coach stations and terminals)</i></li><li>• <i>shops and supermarkets (places which offer goods or services for retail sale or hire)</i></li><li>• <i>shopping centres (malls and indoor markets)</i></li><li>• <i>auction houses</i></li><li>• <i>premises providing professional, legal or financial services (post offices, banks, building societies, high-street solicitors and accountants, credit unions, short-term loan providers, savings clubs and money service businesses)</i></li><li>• <i>premises providing personal care and beauty treatments (hair salons, barbers, nail salons, massage centres, tattoo and piercing parlours)</i></li><li>• <i>premises providing veterinary services</i></li><li>• <i>visitor attractions and entertainment venues (museums, galleries, cinemas, theatres, concert halls, cultural and heritage sites, aquariums, indoor zoos and visitor farms, bingo halls, amusement arcades, adventure activity centres, funfairs, theme parks, casinos, skating rinks, bowling alleys, indoor play areas including soft-play areas)</i></li><li>• <i>libraries and public reading rooms</i></li><li>• <i>places of worship</i></li><li>• <i>funeral service providers (funeral homes, crematoria and burial ground chapels)</i></li><li>• <i>community centres, youth centres and social clubs</i></li><li>• <i>exhibition halls and conference centres</i></li><li>• <i>public areas in hotels and hostels</i></li><li>• <i>storage and distribution facilities</i></li></ul> <p><i>You are expected to wear a face covering before entering any of these settings and must keep it on until you leave unless there is a reasonable excuse for removing it. More detailed advice on the application of these requirements in different settings can be found in the Government's guidance for <u>working safely</u>.</i></p> <p><i>You should also wear a face covering in indoor places not listed here where social distancing may be difficult and where you will come into contact with people you do not normally meet.</i></p>
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Face coverings are needed in NHS settings, including hospitals and primary or community care settings, such as GP surgeries. They are also advised to be worn in care homes.

#### **4. When you do not need to wear a face covering**

In settings where face coverings are required in England, there are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances, noting that some people are less able to wear face coverings, and that the reasons for this may not be visible to others.

This includes (but is not limited to):

- children under the age of 11 (Public Health England do not recommended face coverings for children under the age of 3 for health and safety reasons)
- people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability
- employees of indoor settings (or people acting on their behalf, such as someone leading part of a prayer service) or transport workers (see section 6) - although employers may consider their use where appropriate and where other mitigations are not in place, in line with COVID-19 Secure guidelines
- police officers and other emergency workers, given that this may interfere with their ability to serve the public
- where putting on, wearing or removing a face covering will cause you severe distress
- if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate
- to avoid harm or injury, or the risk of harm or injury, to yourself or others - including if it would negatively impact on your ability to exercise or participate in a strenuous activity

There are also scenarios when you are permitted to remove a face covering:

- if asked to do so in a bank, building society, or post office for identification
- if asked to do so by shop staff or relevant employees for identification, for assessing health recommendations (e.g. by a pharmacist), or for age identification purposes including when buying age restricted products such as alcohol
- if required in order to receive treatment or services, for example when getting a haircut
- in order to take medication
- if you are delivering a sermon or prayer in a place of worship
- if you are the persons getting married in a relevant place
- if you are undertaking exercise or an activity and it would negatively impact your ability to do so

Face coverings are not required in restaurants with table service, bars, and pubs. If removing your face covering to eat or drink in an indoor premises with a café or designated seating area, then you can remove your face covering in this area only.

Face coverings are not required in restaurants with table service, bars, and pubs. If other indoor premises have a café or seating area for you to eat and drink, then you can remove your face covering in this area only. You must put a face covering back on once you leave your seating area. If removing your face covering to eat or drink in an indoor premises with a café or designated seating area, then you can remove your face covering in this area only.



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		<p><b>5. Exemption cards</b></p> <p><i>Those who have an age, health or disability reason for not wearing a face covering should not be routinely asked to give any written evidence of this, this includes exemption cards. No person needs to seek advice or request a letter from a medical professional about their reason for not wearing a face covering.</i></p> <p><i>Some people may feel more comfortable showing something that says they do not have to wear a face covering. This could be in the form of an exemption card, badge or even a home-made sign.</i></p> <p><i>This is a personal choice and is not necessary in law.</i></p> <p>There are a number of considerations staff will need to make when risk assessing and planning off-site learning:</p> <ol style="list-style-type: none"><li>1. Are the students able to socially distance without support? If they are not able to do so this may limit off-site learning to outdoor spaces e.g. parks, woodland.</li><li>2. Can students use face masks independently? Cover and remove face masks without support and store or dispose mask effectively.</li><li>3. Is the destination an outside or enclosed space? If enclosed, are staff and students required by law to wear masks.</li><li>4. When travelling to a destination will you be using public transport? Staff and students will be required by law to wear face masks.</li><li>5. Will staff and students be required by law to wear face masks at the destination?</li></ol> <p>If students are not able to socially distance or use a face mask without support, they will not be able to visit sites that require them to do both e.g. supermarkets and public transport use. If students cannot socially distance but staff can effectively support in outdoor spaces and all risks are mitigated, then students will be able to visit some off-site learning experiences.</p> <p><b><u>All risk assessments and plans must be shared and agreed with SLT class links before students or classes are able to experience learning opportunities off-site.</u></b></p> <p><b><u>All off-site learning experiences must be shared and agreed with parents (confirmation via Parent Mail) before sessions take place.</u></b></p>
	Extra-curricular provision	<p><i>Settings should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that settings may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the setting.</i></p>
<b>Section 3: Curriculum, behaviour and pastoral support</b>	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	<p><i>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:</i></p> <ul style="list-style-type: none"><li>• <i>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</i></li></ul>



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	most important missed content	<ul style="list-style-type: none"> <li><i>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</i></li> <li><i>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</i></li> </ul> <p>The new Bardwell curriculum will be rolled out in the Autumn term which will give all students the opportunity to access broad and engaging lessons.</p>
	Aim to return to the setting's normal curriculum in all subjects by summer term 2021	
	Plan on the basis of the educational needs of pupils	
	Develop remote education so that it is integrated into school curriculum planning	<p>We are extremely proud of all the work our children and families have put into their remote learning. It has been great to see our students engaging so well with the online learning through Multi-me.</p> <p>The week commencing the 20<sup>th</sup> July will be the final week for remote learning.</p> <p>If at any point a child is unable to attend school due to needing to isolate there will be support available for remote learning via Multi-me.</p>
	Specific points for early years foundation stage to key stage 3	<p><i>Education leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials.</i></p> <p>Students will be supported with their learning and any gaps identified as part of the curriculum provision.</p>
	Specific points for key stages 4 and 5	
	Physical activity in schools	<p><i>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. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</i></p> <p>Physical activities will be delivered as part of the curriculum with additional cleaning measures implemented to ensure a high level of cleaning. All equipment used will be wiped and sanitised after each class group use.</p>
	Catch up support	<p><i>We have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.</i></p>



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	Extending provision set out in an education, health and care plan	<i>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.</i>
	Extending provision in a school setting for those aged 19 and over Pupil wellbeing and support	<p><i>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.</i></p> <p><i>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.</i></p> <p>Some of our students have been at home for a long period of time and we want to ensure that their transition back into school is as smooth and successful as possible. To support students with the transition process I have included a 'return to school' pack that includes photos of your child's new class as well as names and photos of staff and students they will be working with</p> <p>We are very much looking forward to seeing all students back in September where our school team will be as welcoming, caring and approachable as they always are to you and your child and we will all do our best to make them feel safe, welcome, supported and excited to be returning to school.</p>
	Behaviour expectations	<p><i>Settings should consider updating their <u>behaviour policies</u> with any new rules or policies, and consider how to communicate rules or policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</i></p> <p>Our behaviour policy remains up to date and relevant and will be appropriate for the Autumn term. We continue to support our students in line with their ISPs.</p> <p>Teachers may need to make temporary adaptations to ISPs when managing behaviour in order to reduce the length of time students are supported. We know that our students can find it challenging to maintain a distance between themselves and others and would need appropriate support to reduce any face to face contact between others. Any changes to ISPs will need to be discussed with SLT.</p>



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<b>Section 4: Assessment and accountability</b>	Inspections	<i>For state-funded settings, routine Ofsted inspections will remain suspended for the autumn term.</i>
	Primary assessment	<i>We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to settings that need it the most.</i>  <i>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021</i>
	Exams	<i>This is not relevant to our school setting.</i>
	Accountability expectations	<i>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.</i>
<b>Section 5: Contingency planning for outbreaks</b>	Process in the event of local outbreaks	<i>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.</i>
	Contingency plans for outbreaks	<i>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).</i>
	Remote education support	<i>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.</i>





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