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COVID19 - School Reopening - Risk assessment and action.

School:	Richardson Endowed Primary School
Headteacher:	Mrs K Mason
Guide to RAG status: GREEN: Risk managed and within target risk rating. AMBER: Action required to reduce risk rating, but actions are in hand and progress is adequate. RED: Risk is greater than we can tolerate, and plans are either inadequate or progress is not being made.	

LEARNING ENVIRONMENT	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact) (colour box below)
<ul style="list-style-type: none"> Ensuring that the school building can do all possible to maintain social distancing 	<p>Determine the total number of teaching spaces. Divide the area of the space by 3 to determine the maximum number of people in that space. Include specialists accommodation.</p> <p>Mark out the space with tape on the floor where necessary and arrange desks.</p> <p>Mark out the driveway to ensure parents are clearly guided when dropping off and collecting their children, following the social distancing guidance of 2 metres.</p>		<p>Potentially 45 Keyworkers/Vulnerable children – we have contacted parents for confirmation (please refer to Key Worker identification list which is updated as parent call to let them know about their decisions re taking up a place)</p> <p>The total number of people the school can accommodate: Room capacity, taking into account 2m social distancing Class R = 9 seats RED BUBBLE Class 1= 10 seats ORANGE BUBBLE Class 2 = 7 seats YELLOW BUBBLE Class 3 = 10 seats GREEN BUBBLE Class 4 = Isolation Room Class 5 = Storage Room Class 6 = 8 seats BLUE BUBBLE Hall = storage for items removed from classrooms such as soft furnishings. Total spaces in classrooms used = 46</p> <p>Kerry Drive entrance spray painted with one-way guidance and 2 metre social distancing markers. Bubble entrances clearly marked out with coloured paint and signs.</p>	<p>Parents concerned that they have a space because they are a Key Worker – letter to parents to address this issue.</p> <p>Is this environment right for children’s well-being? Continue to support children’s well-being in this unprecedented time.</p> <p>Could we use a gazebo for the isolation room?</p>	

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			<p>Playground spray painted for fire assembly points and lining up of classes, following 2 metre distancing guidelines.</p> <p>All non-washable items/spare furniture removed from classrooms.</p> <p>Letters, behaviour codes and code of conduct shared with staff, parents and children so everyone is clear about expectations.</p> <p>Letters to parents to share information, followed by a text/phone call to let the parents know which bubble their child is in.</p> <p>Staggered opening and collection times for different bubbles.</p> <p>Rotas for playtime and lunchtimes to ensure social distancing.</p> <p>Each class assigned a separate playground area for outdoor learning and times that these are available, as well as guidance about which door to use to access this.</p> <p>Windows and doors of bubble rooms and communal rooms to be opened in the morning to allow fresh air to circulate.</p>		
<ul style="list-style-type: none"> Priority Groups (full time attendance from 1 June) 	<p>As well as children entitled to Education, what are the arrangements in terms of classrooms for Reception, Y1 and Y6 if they are all to attend full time from 1 June.</p> <p>What impact will this have on the capacity of the rest of the school if social distancing is to be maintained?</p>		<p>Key Worker children and Vulnerable children first – due to contacting parents and parents requesting their places, our spaces are full. At this present time, we cannot welcome an entire year group back to school.</p> <p>Emergency childcare for Key Workers and Vulnerable children week beginning 1st June and then welcoming other Key Worker and Vulnerable children from the 8th June 2020.</p> <p>We will be operating a bubble group system to the children of Key Workers and Vulnerable children. This will begin on the 1st June 2020. These groups will follow rotas for the day to ensure social distancing can be maintained throughout the day.</p>	<p>Parents presuming that they have a place as they are a Key Worker, although they have not had any previous contact with school. Letter to parents to address this.</p> <p>Places are limited so prior booking and communication with school is essential.</p>	
<ul style="list-style-type: none"> Priority Groups (part time attendance from 1 June) 	<p>What part week attendance arrangements would you make for Reception, Y1 and Y6</p>		<p>NA Key Worker and Vulnerable children have taken our available spaces.</p>	<p>Staff availability</p>	
<ul style="list-style-type: none"> Movement around the school 	<p>Set out how the pupils and staff move around the school – corridors, stairways, where possible have people moving in one direction. Have staff move than pupils</p>		<p>Kerry Drive entrance has been sprayed with guidance lines and the code of conduct/behaviour plan has instructions for entering and exiting the school site.</p> <p>Different bubbles being welcomed and dismissed at different times (please see bubble timetables).</p>	<p>Availability of tape and spray paint.</p> <p>Corridor in top school building is not 2m wide.</p> <p>Top school building has 3 classrooms but only one set of toilets.</p>	

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			<p>Red, Orange, Green and Blue bubbles will line up on the playground as they come into school and before they leave, using the coloured bubble lines as guidance. Bubble staff will then instruct their children to enter the classroom in a safe social distancing manner. Yellow bubble using a different entrance/exit so bubble staff will ensure that the children enter school and their classroom observing social distancing guidance.</p> <p>Playtime and lunchtime rota to avoid crossing of paths.</p> <p>Each bubble has been assigned a separate outdoor space for outdoor learning and also the times that these are available/not available have been shared with bubble staff.</p> <p>Top School – Class 6 is being used for the Blue bubble. Tape on the corridor floor to mark where children/adults cannot go past.</p>		
<ul style="list-style-type: none"> Expectations of pupils in class 	<p>Are pupils expected to sit singly? What is the expectation re movement?</p>		<p>Clear understanding of classroom expectations, which are that desks will be placed adhering to social distancing rules and children will be expected to stay at these unless instructed otherwise. Children will need permission to attend the toilet area when there are no other children in there.</p> <p>Children will be assigned a desk that will be theirs at all times throughout the day.</p> <p>Expectations of behaviour will be communicated to parents via our school website and to the children on arrival at school each day. Bubble staff will manage the movement of children throughout the day to ensure that social distancing guidance is followed.</p>	<p>Children who find it difficult to follow rules.</p> <p>Children who need a reassuring hug.</p> <p>Arrangements for children who need intimate care.</p>	
<ul style="list-style-type: none"> Phasing 	<p>Set out the priorities for admission for Week 1 to week 7. (note that educate priorities will still apply – e.g critical workers, vulnerable children)</p>		<p>From June 1st 2020 Emergency childcare for Key Worker children and Vulnerable children – all children and staff will enter into their bubbles.</p> <p>From June 8th 2020 Welcoming the wider community of Key Worker children and Vulnerable children (others may have been identified and added to the bubble if there is space)</p>	<p>Parents who presume their child has a place without contacting school.</p>	
<ul style="list-style-type: none"> Start and finish of the school day 	<p>Set out the exact arrangements for pupils coming to school at the beginning of the day and leaving at the end.</p>		<p>Letter to parents outlining the procedures and expectations. Please refer to school website.</p> <p>In a letter to parents, it is clearly stated that social distancing must be adhered to and all contact with staff is to be done through telephone calls and emails.</p> <p>A letter to all parents will be followed up with a text message/phone call to communicate which bubble children are in.</p> <p>The arrangements are: Red Bubble 9.15 am – 3pm</p>	<p>Peoples not following school direction, with regard to social distancing.</p> <p>Parent/carers who are late/early bringing and collecting children.</p>	

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		<p>Orange Bubble 9 am – 2.45 am Yellow Bubble 9.15- 3pm Green Bubble 9 am – 2.45 am Blue Bubble 9.15 - 3pm</p> <p>Parents to bring all children to Kerry Drive entrance which is marked out with a one-way system and arrows which are 2 metres apart to help maintain safe social distancing. The arrangements will be the same at the end of the school day. Entrances for different bubble colours are marked with coloured spray paint and signs.</p> <p>Parents with children in different bubbles have been instructed to bring the children at the later time and collect at the earlier time to avoid them waiting around.</p> <p>A member of staff will be present to offer guidance to parents/carers on accessing the one-way system and entrance/exit into school.</p>		
<ul style="list-style-type: none"> Isolation spaces 	<p>Set out the arrangements if a pupil/member of staff is displaying symptoms of COVID19 at school.</p>	<p>Class 4 to be used as an isolation room – windows to be left fully open + access to a sink and drinking water. Contact Public Health England.</p> <p>Member of staff that is looking after the child to be dressed in full PPE. PPE to be available for staff who need to come into contact with the ill person.</p> <p>Parents of child to be informed and will need to collect immediately and will need to self-isolate for 7 days (household for 14 days). Testing to be accessed.</p> <p>Parents of remaining children in the group to be contacted and will need to collect their child immediately. Informed they need to self-isolate for 14 days.</p> <p>Any staff members in contact with the group to be sent home to self-isolate for 14 days – arrange a COVID-19 test if displaying symptoms.</p> <p>Staff/cleaners, wearing appropriate PPE equipment, to clean the infected rooms.</p>	<p>If parents are unable to collect their child immediately.</p> <p>Putting cleaning staff at risk.</p> <p>If child/adult need the toilet then the toilet will then have to be cordoned off until thorough cleaning has taken place.</p> <p>Possible use of a gazebo and a wipeable chair for isolation area.</p>	
<ul style="list-style-type: none"> Fire alarms/fire drills 	<p>Set out the process for evacuating the school if a fire alarm is set out. What is the process to test the new arrangement?</p>	<p>The arrangements are the same procedures to leave the building by the classrooms outside doors. Temporary bubble coloured markings are on the playground for where each bubble group of children need to stand to for safe social distancing.</p> <p>There will be a fire drill on the first day back.</p>	<p>Children not keeping a safe social distance.</p>	

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			<p>A fire drill will be carried out each week that new children are welcomed into school so that everyone is aware of the process.</p>	
<ul style="list-style-type: none"> Mealtimes 	<p>Set out the arrangements for mealtimes taking into account your priorities for admission and the maximum numbers of pupils attending from week 1 to 7.</p> <p>Arrangements could include vouchers remain for all FSM at full allocation level with all children bring packed lunches to school. Children sit at desks in their own classrooms to eat packed lunches.</p>	<p>Our school cook will supply 'Grab bag' lunches for all children that will require them. Some days this will contain a hot option like a burger.</p> <p>These 'Grab bags' will be delivered to the classroom by the Mid-day supervisor assigned to a particular bubble.</p> <p>Different bubbles assigned different lunchtimes, which has been set out on the timetable provided to bubble staff.</p> <p>The children will eat their lunch in their allocated classroom, at their assigned table, along with the Mid-day supervisor and one of the bubble staff (the member of staff may eat their lunch in the classroom if they would like to). The other member of the bubble staff will go for their lunch – At lunchtime, if an inside space is required, Green and Blue bubble staff to use the staffroom. Red, Orange and Yellow bubble staff to use the assigned tables in the hall.</p> <p>The bubble staff in the classroom will wipe down the tables when the children go out with the Mid-day supervisor at their allotted time to their allotted playground and then can have a break.</p> <p>The member of staff who went for lunch first will then come and support the Mid-day supervisor on the playground for lunch outdoor play and then take the children into class at the end of their allotted time, to wash hands and settle at desks ready for the afternoon session. Mid-day supervisor will support this.</p> <p>The school lunch provided will be given in a disposable bag for hygiene reasons.</p> <p>Children may bring a packed lunch in a disposable container or personal lunch box which must be clearly labelled. This will be stored on or under their table for the whole day.</p> <p>EYFS an KS1 children can still have their free lunch if required. Children who have free school meals are still entitles to these.</p> <p>Children not in school, who qualify for free school meals, will continue to receive vouchers.</p> <p>Separate timetable for Mid-day staff, setting out the arrival and departure time.</p>	<p>Children picking up wrong lunchbox Tables will need to be cleaned and sanitised before meal -times. Staff to ensure they get breaks through the day.</p>	

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<ul style="list-style-type: none"> • Breaktimes 	<p>Set out the break arrangements at the school to allow pupils to go outdoors. This should include supervision and expectations of pupils</p>		<p>Children may bring a snack for play times, however they must not share it.</p> <p>Children to eat their snack at their table before they go outside. Bubble staff to timetable this into their daily timetable.</p> <p>Children will go out into the playground for playtime on a rota two groups at a time – one group using the top (upper) playground and one group using the bottom (lower) playground.</p> <p>Please see the rota and class timetables for the allotted times.</p> <p>Children will not be allowed any playground equipment and are not allowed on the permanent play equipment.</p> <p>Children will be directed to keep a safe social distance and avoid any contact.</p> <p>Bubble staff to manage their break times between them.</p>	<p>Teach children different games that they can play following social distance guidelines.</p>	
<ul style="list-style-type: none"> • School Cleaning 	<p>Set out the cleaning schedule in the school and how the current arrangements should change.</p> <p>Set out the arrangements and expectations for cleaning during in classrooms during the school day (e.g. whiteboards, equipment etc)</p>		<p>3 x cleaners for 2 hours per evening. Caretaker in for 4 ½ hours per day.</p> <p>Caretaker to switch lights on in the morning to stop other staff from having to touch them, open doors and windows to avoid staff touching. End of day caretaker to switch lights off and close all doors and windows.</p> <p>Instruct staff to clean any equipment throughout the day and provide appropriate cleaning materials.</p> <p>Toilet guidance, following recent guidelines. All staff to spray the toilet with non-contact spray after they have used it and thoroughly wash hands.</p>		
<ul style="list-style-type: none"> • Heating and lighting 	<p>Check that the heating/lighting/sockets are working effectively</p>		<p>Checked daily.</p>		
<ul style="list-style-type: none"> • Communal areas 	<p>Set out the expectations on communal areas – e.g. hall, staffroom, kitchen, offices</p>		<p>Office only to be used by office staff and Headteacher. There is tape at the entrance of the office, to remind staff and pupils.</p> <p>Staffroom is only to be used by 2 staff members at any one time and at a safe social distance.</p> <p>At lunchtime, staff of Green and Blue bubbles to use the staffroom and the staff of Red, Orange and Yellow bubbles to use the hall, if an indoor space is required.</p>		

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			<p>The Sensory Garden can be used by staff, adhering to social distancing guidance, for breaktimes and lunchtimes.</p> <p>Staff must bring own individual drinking bottles and crockery and cutlery.</p> <p>There are three tables in the hall for staff to eat their lunch/take a break at.</p> <p>Th little kitchen area in the lower building can have one person in it at any one time.</p> <p>There is a pack of wipes and gloves at each photocopier for staff to clean the buttons after they have used it.</p>		
<ul style="list-style-type: none"> • Transport 	Set out the general home to school transport arrangements for pupils at the school. Set out issues for specific groups of children	N/A	N/A		

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SAFEGUARDING	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> DSLs 	Set out the arrangements ensuring the safeguarding team are available during the school day and are easily identifiable to pupils, staff, and parents		<p>DSLs onsite. This is communicated in school and on our policy through both names and photographs. Children who are attending school will be reminded of who the DSLs are. Parents will be reminded via the school website.</p>	If DSLs both offsite then a DSL must be available for telephone consultations.	
<ul style="list-style-type: none"> Vulnerable Pupils 	Set out the arrangements for supporting safeguarding the pupils you deem vulnerable pupils on roll - both for those in school and those at home		<p>Weekly telephone calls/emails from Family Liaison Worker Hannah Petrie and Headteacher to family of vulnerable children. Vulnerable children in school given opportunity each school day to talk one to one to member of staff. My Concern regularly updated and communication between DSL, Hannah Petrie and SENCO and members of staff paramount If other children become vulnerable then consideration of a place being offered if there is enough room for them within the bubble.</p>	<p>Parents not answering phone. Getting close enough to the child to have private conversation whilst keeping a safe social distance. Limited spaces available</p>	
<ul style="list-style-type: none"> Personal risk assessments 	Are there personal risk assessments in place to protect other children and staff from children who have had problems with behaviour and might not be able to observe the need for social distancing?		Need an individual plan writing and putting in place for any child requiring it.	<p>Parents may be unhappy that their child needs a risk assessment. Risk of harm to other children if a child harms another (such as biting) Inclusion</p>	
<ul style="list-style-type: none"> Pupils requiring close/intimate contact 	Set out the arrangements for pupils who require very close contact (e.g. those with physical disabilities)		SENCO has identified children who require intimate contact include those children who are not toilet trained in Class R and 1 and the Keyworker/Vulnerable children.	Parents not being contactable If child cannot clean themselves.	
<ul style="list-style-type: none"> Online safety 	What are the arrangements for online safety with virtual schooling?		<p>-All videos to be uploaded to school Youtube (videos to remain unlisted and recommended videos only to show from school playlist). -Website comments must still be posted without surname, child and adult. -Teachers to check they are ok to upload images to the school website the first time a parent sends them in. -Teachers will not livestream 1-1 or just to children. -Teachers will check all links before posting them -Teachers will watch all videos before posting them and check recommended videos are off or appropriate. -Teachers must still follow GDPR when signing class up for online resources or services. -Any online safety concerns to be logged on MyConcern and highlighted to a DSL. -Teachers will not direct pupils to use any service with open messaging (messaging which allows anonymous or guest posts). Update online safety and create parent friendly online resource page.</p>	Screen time	
<ul style="list-style-type: none"> On site meetings 	Set out the arrangements for visitors and parents on site for meeting etc		Parents to arrive with children to bottom entrance, using the one way and 2 metre distancing system and wait in allocated space for member of staff to welcome child.		

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			<p>Parents collecting children during the school day to come to the Kerry Drive entrance.</p> <p>No arranged face to face meetings unless absolutely necessary – all to be done on the telephone.</p>		

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STAFFING	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Rotas 	Set out the staffing rota arrangements taking account of the numbers of teaching and support staff required to cover the pupils on site, safeguarding, mealtimes, cleaning, leadership, and management		Complete a staff audit of availability to work on the school site. 2 members of staff per bubble, plus one assigned Mid-day supervisor	Illness of bubble staff not COVID19 related. Head teacher on site everyday Paediatric first aider on site everyday DSL available to work in school Caretaker/cleaner/office staff member available <u>during</u> the school day	
<ul style="list-style-type: none"> Well-being and mental health 	Set out the arrangements to support the well-being and mental health of staff		School has subscribed to 'Headspace' - Staff member to provide activities for staff members. Richardson buys in to Education Mutual, with counsellors and mental health advisors available to speak to, if required. Head-teacher to remain in contact with all staff via a range of media i.e. WhatsApp, phone calls, video conferencing, email etc.	Risk of extreme anxiety for members of staff working on the school site with no PPE. Risk of anxiety and depression for staff members working at home, particularly if shielding a vulnerable person or trying to home school whilst completing their own schoolwork. Home schooling their own children whilst at work.	
<ul style="list-style-type: none"> Isolated/shielded staff 	How many and which staff are isolated, shielded etc and are not in a position to attend the school site? Set out the monitoring and support arrangements for them.		Keep in contact with staff via zoom, phone calls, emails and provide support where needed..	Risk of mental health and health issues.	
<ul style="list-style-type: none"> Testing 	Set out the testing arrangements there are for staff and the arrangements for a member of staff with symptoms of COVID19		All teaching and educational support members of staff eligible to Government testing. All staff have been sent the link to the Government testing webpage.	Availability of tests?	
<ul style="list-style-type: none"> New staff 	Set out the arrangements for induction of staff new to the school (inc supply)		No new staff at present.	Amend induction programme for prospective new members of staff.	N/A
<ul style="list-style-type: none"> Staff communications 	Set out the staff communication arrangements (inc briefing, team/whole staff meetings/training days)		Communications are through a range of media: Phone calls, Microsoft Teams, Zoom (staff meetings/briefings/wellbeing/training), WhatsApp, email, text messaging etc.	Time taken to over communicate to ensure the right message is being given and understood and to ensure staff well being monitored.	
<ul style="list-style-type: none"> Reception 	Set out the arrangements for the school reception. How are staff protected?		Currently only one member of staff in the school office. Office door kept wide open, glass reception window is always kept closed, in the event of a visitor, all surfaces used are disinfected and wiped down every night. No children to be sent to the office. All communication with office/headteacher's room to be managed from bubble room during the school day.	Risk of contamination with an increased number of staff and pupils returning to school. Risk of more contact with parents/carers/visitors at the reception window.	

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			Reception entrance to not be used by parents/carers. Kerry Drive entrance allows social distancing access.		

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CURRICULUM	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Year Groups 	Set out the curriculum delivery arrangements for each Year Group		<p>Class R and Year 1 prioritise phonics teaching and reading (Oxford Owl ebooks books and Big Cat online books – Big Books)</p> <p>Ensure basic skills are secure ready for transition to Key Stage 3.</p> <p>Carry out any transition tasks set by the school they are due to attend in September 2020.</p> <p>Give opportunities to write to ensure standards and physical ability are maintained.</p> <p><u>EYFS and KS1</u></p> <p>Label ipads for use by individuals.</p> <p><u>UKS2</u></p> <p>Label 58 windows tablets with children’s names. 1 each.</p> <p>Use of Prodigy to set strand specific maths activities also tracks assessment data.</p> <p>Kahoots can be used for assessment and learning.</p> <p><u>All</u></p> <p>Follow re-connect Embark curriculum to ensure children feel secure and connected back to school community.</p> <p>Outdoor learning wherever possible.</p> <p>Fitness and wellbeing including P.E. lessons but no contact sport.</p> <p>The children will undertake some work around a theme each week linked between home and school. Work on this will begin once the Embark Reconnect Curriculum is available.</p> <p>Use work set for remote home learning to support all learning in school.</p>	<p>Managing outdoor space to ensure groups of learners do not mix.</p> <p>Teaching and learning will look very different – new resources will need to be made.</p> <p>Children in EYFS and Year 1 will have very limited access to practical learning.</p> <p>Young children need close supervision when being taught to read so resources will have to be adapted and accessed.</p> <p>Purchase wipes to clean ipads and tablets.</p> <p>May only have enough for EYFS and possibly year 1</p>	
<ul style="list-style-type: none"> Early years 	What are the arrangements for EYFS?		<p>Small groups of children to ensure social distancing.</p> <p>Buy plastic wallets for individual equipment such as pencils and crayons.</p> <p>Buy playdough pot per child, labelled - Dough disco, Fine motor.</p> <p>All resources which cannot be cleaned to be removed/put away.</p> <p>No access to the pirate ship or other wooden equipment.</p> <p>Carefully planned Indoor and Outdoor provision provision to ensure that all resources are washed between different children handling them.</p>	Emotional support for young children	
<ul style="list-style-type: none"> End of key stage 	What are the arrangements for Y6 pupils for academic year 2020/21?		Contact transition schools of children in Y6 to request details of their transition planning if any, then plan accordingly alongside secondaries.		
<ul style="list-style-type: none"> 	What are the arrangements for Y5 pupils for academic year 2020/21		<p>UKS2 team to hold Transition meetings to share pupil data and needs.</p> <p>UKS2 team to work alongside each other 2020/2021.</p> <p>English and Maths leads to look at transition approaches.</p>	Many of the new responsibilities given to the children throughout transition will not be possible now.	
<ul style="list-style-type: none"> Children attending full time 	Are the arrangements different for children who might attend full time (e.g Children of critical workers)		Only open to Key Worker children and Vulnerable children as all our spaces will be filled.	Will they miss any transition work relevant to their class?	

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<ul style="list-style-type: none"> Disadvantaged group 	<p>Set out the issues that might affect disadvantaged and vulnerable children</p>		<p>Keeping uniform clean and hygienic. Uniform not compulsory as access and affordability may prevent children from wearing it. Severe drop in routine, structure, consistent behaviour management. Isolation if having to remain at home whilst their year group attends.</p>		
<ul style="list-style-type: none"> Mental Health 	<p>Set out the arrangements to support well-being and mental health</p>		<p>Embark Transition curriculum linked to the Book of Hopes will be available from 20/05/2020. Well-being coordinator to create lead staff, guide to resources. Have written list of key possible pupil's concerns.</p>	<p>How do children report a concern in confidence from 2metres away ?</p>	
<ul style="list-style-type: none"> EHCPs and SEND 	<p>Set out the curriculum issues for every child with an EHCP (and SEND)</p>		<p>-Have listed and detailed the needs of all the children with SEN in Reception, Year One and Year Six. -Use of visual materials to explain and remind the pupils of the need for working at a social distance, even from staff, using symbols, photographs, line markers, floor spots etc -Social Stories written and illustrated to explain about the new situations eg working in a different class, lining up to come in, being somewhere different for lunch, Social Distancing, different teachers, new playground rules etc. These will take different forms eg · One page sheet with visuals for display as well as individually provided · Story book with photographs Visual and Now/Next timetables including where and who they will be taught by. Comic Strip Conversations and Talking Mats may be used to help pupils discuss concerns when in school. Provision of Sensory tools eg fiddle toys, therabands, peanut ball etc and 5 Point Scale to help regulate emotions.</p>	<p>Can the EHCP needs be met using social distancing measures? Seek Outside agency support, autism outreach, behaviour support, SSEN. Time and resource costs to create these. Ensure staff have time with socially distanced individuals to use these methods. Some of these are presently shared and there would need to be more bought and stored and cleaned for individual use. Social stories laminated.</p>	
<ul style="list-style-type: none"> Assessment 	<p>What do the assessment arrangements look like.</p>		<p>End of year assessments will be completed on itrack, using teacher assessment and children's work in books. Should be safe to use them now, but are we giving them to children to work in? Get writing assessments folders back to teachers. These will be supported by some online assessments, (SPAG.com for UKS2) Within school and via virtual learning, kahoots (or similar) can be used where needed for assessment for learning and summative assessment. Adapt the format of the end of year reports.</p>	<p>Derbyshire recommend books should not be marked for 24 hours. NEU guidance recommends books should not be marked. Where are the children at on their 'learning journey'? (can identify 'missing maths' through white rose planning, spag.com for ks2 will identify grammar gaps also helpful for writing,) Where do we start again? The objectives that iTrack are based on will not necessarily have been taught and accessed like usual. Coverage</p>	

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•	Are there specific arrangements for pupils in their final year (e.g Y6)		-Depending on current guidance at the time a transition block for Year 6 pupils will be arranged. -Host a celebration/reunion evening in the Autumn term if it is safe to do so as we want them to have closure on leaving their primary school.	Transitions to Secondary school are taking place remotely which is not ideal but is necessary at this time.	
• Attendance	Set out the arrangements for monitoring attendance of pupils both in school and those engaged in home learning		Registers so we know exactly which children we are expecting and which we are not. Currently using web views to gain an overall picture. Teachers identify pupil engagement through emails. Teachers identify pupil engagement through website comments.	Parents will need to commit as to whether they are sending their children to school or not – cannot come in and out of the system.	
•	Set out the arrangements to monitor/find out about pupils who left home but did not arrive at school		-Our school policy is to contact parents within 30 minutes of registration to find out their reason for non- attendance if they haven't contacted school already.		
• Behaviour	Set out the expectation regarding pupil behaviour including restraint		<ul style="list-style-type: none"> Updated and modified behaviour policy. Set out expectations to staff Constructed a temporary parent agreement for physical behavioural concerns 	What will be rewards and sanctions (no R&R room)	
	Is there a programme for reintroduction back into school for vulnerable pupils		Some of our vulnerable pupils have been attending. Vulnerable children at home to receive support through phone calls and emails and additional resources sent electronically. The Embark 'Book of Hope' Transition Curriculum will inclusively support vulnerable pupils.	See safeguarding section	
• Virtual Learning	Set out the VL experiences the children have access to		<ul style="list-style-type: none"> BBC Bitesize. Oak Academy. Daily class post from teacher. Email correspondence with teacher. Weekly message/assembly from Mrs Mason. Year 5 and 6 have access to prodigy (maths learning platform). Parents have their child's login to classroom secrets. <p>Link between home and in school learning through the website. Staff to liaise and plan in advance with their website partner so that the website can help and resource in school teaching and learning.</p>	TT Rock Stars access for Year 2? Children reminded of their login for TT RockStars and other learning tools.	
	Set out the monitoring arrangements for VL		Currently using web views to gain an overall picture. Teachers identify pupil engagement through emails. Teachers identify pupil engagement through website comments. Teachers identify pupil engagement through phone calls to vulnerable.	How do we track which parts of home learning have the children accessed? How do we keep this manageable?	

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HEALTH AND SAFETY	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Outbreak of COVID19 	Set out the procedures if there is an outbreak of COVID19 in the school		<p>Class 4 to be used as an isolation room – windows to be left fully open + access to a sink and drinking water. Need to inform Public Health England ASAP</p> <p>Parents of child to be informed and will need to collect immediately and will need to self-isolate for 7 days (household for 14 days). Parents of remaining children in the group to be contacted and will need to collect their child immediately. Informed they need to self-isolate for 14 days.</p> <p>Any staff members in contact with the group to be sent home to self-isolate for 14 days – arrange a COVID-19 test if displaying symptoms. Staff/cleaners, wearing appropriate PPE equipment, to clean the infected rooms.</p>	<p>Enough PPE equipment</p> <p>Children who have siblings in other classes. Where else have teachers interacted in the school?</p>	
<ul style="list-style-type: none"> PPE 	Set out the expectations and delivery of PPE		<p>PPE to be worn if close care required for a child e.g. first aid, accidents, sickness/illness etc.</p> <p>Contact cleaning companies/janitorial suppliers to obtain appropriate PPE for the school.</p>	Lack of PPE equipment available – awaiting stock to become available in some areas.	
<ul style="list-style-type: none"> Out of school placements 	Set out the risk assessment process for out of school placements		N/A		
<ul style="list-style-type: none"> Risk assessments 	Set out the risk assessments for subjects that could involve higher levels of contact – PE, food technology, drama		<p>PE – Children to wash hands before and after activity, children not to share equipment, children not to use gymnastic mats/benches, not to share water bottles, PE clothing to have to be brought in and then taken home on the PE day and thoroughly washed, any equipment used to be wiped down at the end of a session or/and before each person's use.</p> <p>Food Technology – Not to take place in school, through hygiene issues e.g. licking of fingers, hands not clean, touching faces, cross contamination, lack of resources for individual pupil use etc.</p> <p>Drama – ensure children are always kept 2 metres apart i.e. no partner work, handling of recording equipment etc.</p>	<p>Sharing equipment</p> <p>Remaining 2 metres apart</p> <p>Cross contamination</p>	

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COMMUNICATIONS	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Before opening 	What and how are the communications with parents before school opens covering how the school will open, to which groups, when, the safety arrangements, expectations of parents		Before Opening: Website letter and Parent Survey YrR,1 and 6. 14 th May 2020. Re opening: Website letter. Follow up phone calls if required. Letter to parents setting out expectations such as; Children must be collected immediately if ill .	We need to ascertain numbers of Key worker children and vulnerable children who wish to retain their a place permanently even if part-time. Key worker and vulnerable children take priority over R,1 and 6.	
<ul style="list-style-type: none"> After opening 	What and how are the communications with parents after school opens covering how the school will open, to which groups, when, the safety arrangements, expectations of parents		Website updates, letters, text messages. Informing parents that the school position may change overnight ! Parents must be informed of rules they must adhere to at drop off and collection times.	Parents not sticking to 2m rule.	
<ul style="list-style-type: none"> Expressing concerns 	What are the processes for people to be able to express concerns/issues that they have		Via phone and email not face to face.	Parents may request to meet face to face.	
<ul style="list-style-type: none"> Use of website, social media 	Set out the roles/functions of the school website, social media for communications with parents		School website to communicate information to parents of up to date information, offer surveys and daily learning tasks. Text messaging service to inform parents of any changes. No Social Media groups.		

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FINANCE	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)

OTHER	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
• Pupils	Set out the arrangements for exclusions and hearings		The same arrangements.	Discussion via telephone not face to face.	
• Feedback to parents	What are the arrangements for parent feedback and consultation		Via email or telephone.		
• School uniform	What are the expectations on school uniform and dress?		Children are expected to come to school in sensible, practical clothes which can be washed easily each day, dressed appropriately, ready to take part in outdoor activities. Parents are expected to send their child to school without a coat where weather allows. Parents are expected to send children to school each day in entirely clean clothes. PE kits will not be used or brought in.	Parents may not send children in inappropriate clothing. Parents may not wash clothes every day. How will this impact or disadvantaged children?	
• LGT	Clarifying the roles and responsibilities of the LGT		Local Governance Team to fill out. Meeting 19th May 2020 @5.30pm	LGT time to look at and amend policies.	
• Policies and practices	Which school policies and practices require updating?		Currently Amending Online Safety Policy Behaviour Policy - Appendix written which must be shared with staff and children by 8 th June 2020.	Short term guidance will have to adhered to – Policies amended to fit in with these unprecedented times? We will need to ensure staff understand the short erm necessary changes in policy – incredibly time consuming for all involved	

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Appendix 1

Useful documents:

DfE Conducting a SEND risk assessment

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

Supporting primary and secondary pupils' wellbeing at an academy

<https://www.gov.uk/government/case-studies/supporting-primary-and-secondary-pupils-wellbeing-at-an-academy>

Supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND)

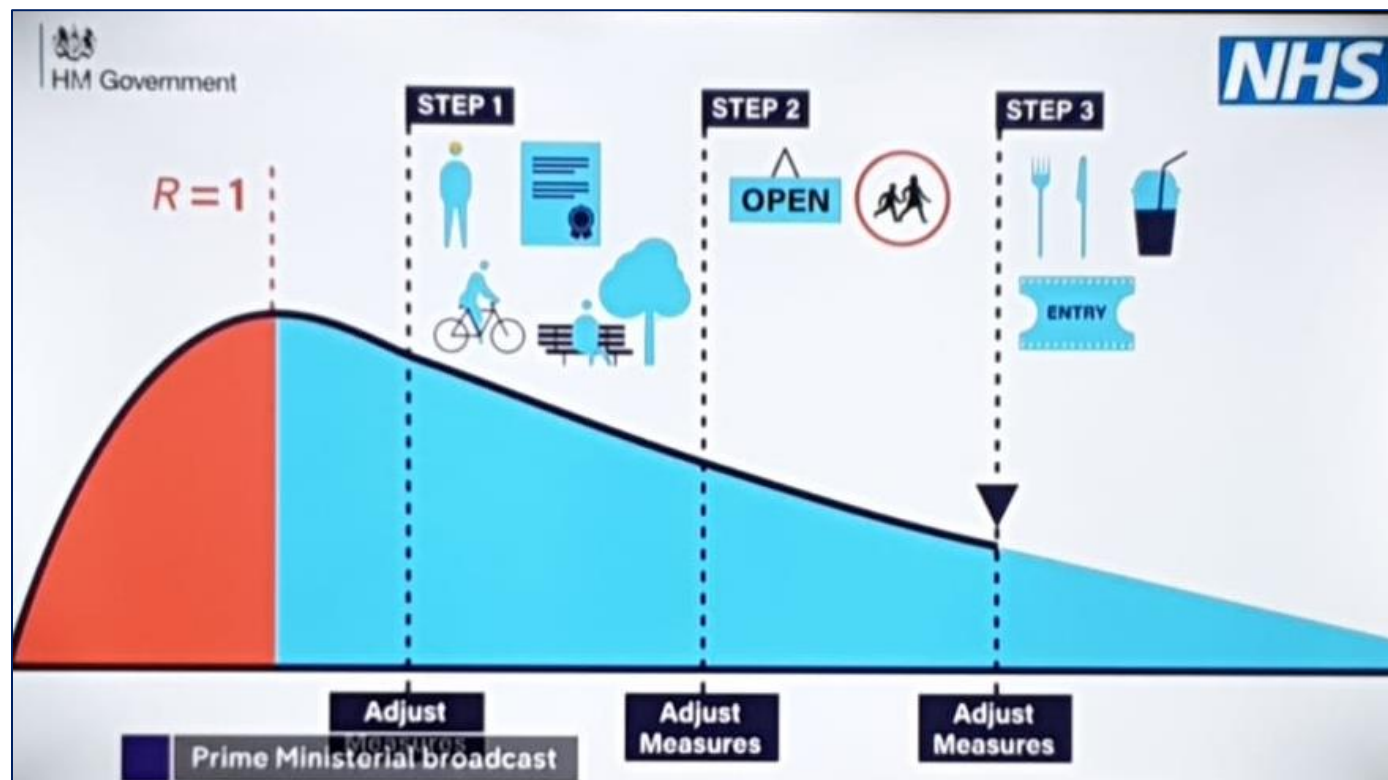
<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

Appendix 2: Prime Minister's announcement 10 May 2020

The Prime Minister has outlined a "road map" to a new normality . The new headline is "STAY ALERT," directed the public to;

1. Stay at home as much as possible
2. Work from home if you can
3. Limit contact with other people
4. Keep your distance if you go out (2 metres apart where possible)
5. Wash your hands regularly
6. If you or anyone in your household has symptoms, you all need to self-isolate

There is a conditional 3 step plan to reopen England.



Movement from one step to another will depend upon;

1. Sufficient critical care capacity across the UK,
2. Sustained and consistent fall in daily deaths,
3. Rate of infection decreasing,
4. Testing and PPE able to meet demand,
5. Adjustments to measures will not risk a second peak that overwhelms the NHS

Schools

In the second step of the Government's plan, primary schools could reopen in a phased manner as early as June 1, He said: **"In step two – at the earliest by June 1 – after half-term – we believe we may be in a position to begin the phased reopening of shops and to get primary pupils back into schools, in stages, beginning with reception, Year 1 and Year 6."** The Prime Minister added that for **secondary school pupils taking exams next year, they hope they will "get at least some time with their teachers before the holidays"**. He added that they will be setting out guidance to schools on how this would work.

Professor Chris Whitty, the Chief Medical Officer for England, said there was "no doubt" that reopening schools would increase the R value - despite pupils returning to class in European countries like Denmark and Switzerland. It is important to note that the steps are conditional and if the R value increases beyond 1, a lockdown might be resumed.

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Testing

The Prime Minister said in order to control the spread of the virus “we must have a world-beating system for testing potential victims, and for tracing their contacts”. He added that the Government is testing “literally hundreds of thousands of people every day”. And, although they have made progress, “there is so much more to do now”.