

Guidance to support the review of school organisation for September 2020

This document is designed to act simply as an aide memoire, recognising that all schools have their individual contexts, processes and procedures already established in relation to overall school effectiveness. It has been collated following a range of queries being raised with the Local Authority, through a recent survey with headteachers, in relation to school organisation for September 2020.

Themes raised during the survey have been considered against the latest guidance. The document is by no means intended to serve as a 'checklist', rather it is hoped that it will be a useful tool for school leaders to use with making decisions and completing their risk assessments and the temporary modifications that are required as schools open to all pupils in September 2020.

It is the DfE plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term. Schools should not put in place rotas.

The DfE guidance¹ is intended to support schools to prepare for full opening. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. The DfE expect independent schools to follow the control measures set out in this document in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

It is the DfE's intention that all pupils in alternative provision (AP) settings (including pupil referral units, AP academies and AP free schools) will return to school full time from the start of the autumn term. To support this return, AP settings **must** comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (Health and Safety Executive would expect all employers with over 50 staff to do so).

Circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased. NHS Test and Trace system is up and running, there are clear measures that need to be in place to create safer environments within schools. **As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments.**

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for the disadvantaged and other vulnerable groups. Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school.

There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders are best placed to understand the needs of their schools and communities. There are some parts of this document which are mandatory. There are other aspects where school leaders have flexibility to temporarily modify their school environment, staffing and approaches to the curriculum. Alongside this document, please see the Essex revised risk assessment, HR advice and FAQs and, 'Planning your assessment and curriculum learning strategy: September 2020.

Theme	LA Response to key themes and interpretation of the DfE guidance	Relevant documents
<p>Organising the timings of the school day</p>	<p>The government expects schools and the LA to:</p> <ul style="list-style-type: none"> - promote good attendance and reduce absenteeism - ensure that every pupil has access to full time education to which they are entitled - act early to address absence. <p>Parents are to:</p> <ul style="list-style-type: none"> - perform their legal duties by ensuring their child attends school, if of compulsory school age. <p>Full time is described for most situations as 25 hours per week primary and 27.5 hours for secondary aged pupils.</p> <p>All types of schools are held to the same statutory guidance</p> <p>In England, local authority maintained schools must open for at least 380 sessions (190 days) during a school year. Term dates are determined by school employers.</p> <p>The headteacher of a maintained school will recommend the length of a school day, including session times and breaks. The governing body must agree the recommendation. Academies, including free schools, set their own term dates and school day.</p> <p>From September 2020, the DfE expects leaders to reintroduce a full-time entitlement to all pupils in school.</p> <p>For your consideration:</p> <ul style="list-style-type: none"> - outline in your risk assessment the safety measures you will put in place to ensure pupils have access to a full time offer of the expected number of sessions. - communicating a clear rationale that is agreed with parents if there are valid reasons why individual pupils will not receive their entitlement and when this will be achieved. 	<p>DfE statutory Guidance: School Attendance July 2019</p> <p>Education Act 1996 – section 434</p> <p>DfE School Admission Codes December 2014</p> <p>DfE Guidance for full opening-schools 2 July 2020</p>
<p>Closing early for one day a week to provide PPA</p>	<p>There is no requirement for a deep clean and many schools have been able to accommodate additional cleaning at the end of the normal school day without the need for closure.</p>	<p>DfE statutory Guidance: School Attendance July 2019</p>

	<p>Closing your school where there is a reduction of hours within a week, does not fit with the statutory guidance regarding pupils' entitlement to full time education nor the DfE current guidance on ensuring pupils return to full time education from September 2020.</p> <p>If you or governors consider the need to change the organisation of the school week and the adjustment of the hours available for teaching pupils, then you will need to:</p> <ul style="list-style-type: none">- speak with the LA, if you are a maintained school and give reasons for the proposed change, even if an interim arrangement- consult with parents – the process of consultation takes around half a term- make sure you have the relevant information about schools in your locality and their opening and closing times- consider transport arrangements- consider the impact on families in your school. <p>If you are considering a temporary change to the timings of your school week in September, as a result of your risk assessment, such as a staggered start for the first few weeks you will need to:</p> <ul style="list-style-type: none">- include any condensing / staggering free periods or break time but retain the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour- think about how you will gain the support of the parents where pupils are entitled to and expect a full-time place from September- communicate your rationale to parents- give clear timescales for how long the change will be in place- make sure the times are reviewed and adjusted back to the norm as per your communication- consider how pupils will receive their full entitlement – will you be adding days to the end of term? <p>You should consider other ways to ensure teachers have their PPA time without the need to close the school:</p> <ul style="list-style-type: none">- If you have job share arrangements, you can attach more than one teacher. There is more flexibility from September to adapt the staffing in bubbles- At this time, it will be difficult for teachers to plan together due to the need for safe distancing and keeping control measures in place for staff as well as pupils. You may need to modify your arrangements for PPA on a temporary basis	<p>Education Act 1996 – section 434</p> <p>The Key - PPA entitlement document</p>
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	<ul style="list-style-type: none"> - Can you adjust the timetable and risk assessment to ensure that you are minimising the risks and keep changeovers to a minimum, for example where there is a PE coach who could cover PPA. You may be able to modify the timetable so that you minimise the groups of pupils rotating over the course of the afternoon - Agree your temporary PPA arrangements with staff to demonstrate how time is allocated appropriately given the complexities of this time, keep under review. Communicate when the situation will be reviewed and how you take account of staff views in your risk assessments and planning. 	
Use of non-pupil days for INSET	<p>The DfE guidance still stands, that schools have to be open for 190 school days, therefore a school cannot take an extra non pupil day in any school year unless there are exceptional circumstances. A governing body of a Local Authority maintained school can apply to the LA to request an additional day, each request will be considered on a case by case basis and linked to a tangible need, determined through the school's risk assessment.</p> <p>To date, the DfE has not considered it necessary for schools to have an extra school closure day for planning for the new academic year. The first day of term is Wednesday 2nd September, we are aware that a number of schools have considered delaying the start of the term, using up 3 non-pupil days to provide training and induction for all staff, therefore the remaining 2 days will be scheduled throughout the remainder of the academic year.</p>	
Reception age children – starting school in September 2020	<p>Following our recent headteacher surveys, we have been asked to set out the LA expectations for the starting arrangements for Reception in particular, how long is acceptable for staggered starts.</p> <p>Current DfE statutory guidance states:</p> <ul style="list-style-type: none"> • Parents are entitled to a full-time place for their child in Reception from the September that follows their fourth birthday • Parents can request that their child attends part time until he or she reaches compulsory school age, but the right to a full-time place from September – if a parent wants it, remains • Parents can defer a Reception place offered until the child reaches compulsory school age later within the academic year for which the original place was offered e.g. January or April • The statutory School Admissions Code sets out the statutory position on page 24, paragraph 2.16 • https://www.gov.uk/government/publications/school-admissions-code--2 	<p>DFE School Admission Codes December 2014 – page 24</p> <p><i>CF: Case brought to adjudicator August 2013 Bournemouth</i></p>

	<p>No further emergency guidance has been issued by the DfE this week, so the position prevails.</p> <p>The Reception cohort within the Early Years Foundation Stage, remains a priority for the government and Essex. You may have already chosen a soft and staggered start to take place across the first two weeks of term. Any further delay could impact on the learning and achievement of the children. In the first five years children develop physically, cognitively and emotionally at a faster rate than at any other time.</p> <p>We recognise that schools are putting in place a range of activities to support successful transition into school, we also know that a vast number of children may not have had regular access to an early years setting since lockdown.</p> <p>The DfE confirmed that the statutory introduction of the Reception baseline assessment is being postponed until 2021. However, schools can choose to sign up to be early adopters of the assessment. More information on this can be found here – https://www.gov.uk/guidance/reception-baseline-assessment.</p> <p>Financial considerations:</p> <p>For the 2021/22 financial / academic years, maintained schools and academies will be funded on the October 2020 Census. If parents defer entry under the current arrangements an adjustment is made in the following year for the number of deferred entrants. For example, a school has 5 deferred entrants in 2021/22 so in 2022/23 they would be funded for NOR plus 5.</p> <p>However, the National Funding Formula does not allow a Reception uplift for deferred entry, so should the 'hard' national funding formula be introduced for 2022/23 in the above example the school would be funded on NOR for 2022/23 and therefore there would be no funding for any deferred entrants for the period they are in reception.</p> <p>We suggest that you consider the circumstances of this year and the fact that some parents may want their child to begin full time quicker/slower than your usual 'settling in period'.</p> <ul style="list-style-type: none"> - What can you put in place in the last few weeks of this term to help parents and children, so everyone is well prepared for starting school in September? - How will you accommodate any children whose parents want them to be full time from September/ day 1? 	<p>See ECC transition guidance Early Years and Key Stage 1</p> <p>(Additional resources to follow).</p>
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	<ul style="list-style-type: none"> - Have you found out if any parents intend to defer places? How have you allayed their worries and concerns? - How are you including parents in the starting of their child at school this year, given that you will not be able to have parents in classrooms at this current time? We suggest you may want children to bring in a photo of their parent/ favourite item to help with separation concerns. - What changes will you make to the start of the school day? Have you considered how you will respect children's emotions to help them settle quickly and well? - How will you communicate well with parents, so they know that their child is settled? If they have to leave them with you at the school gate? - How have you ensured that the child knows a key member of staff before September so that they have a familiar person to go to when they start? 	
<p>Additional funding – Universal Catch up Premium</p>	<p>The 'universal catch up premium' will be paid as a grant to all state-funded primary, secondary and special schools in England over the 2020/21 academic year:</p> <ul style="list-style-type: none"> - Precise details of how this premium will be delivered will be confirmed shortly and we will confirm the timetable for publishing institution-level allocations in due course. - Given the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020/21 academic year. - To support settings to make best use of this funding, the Education Endowment Foundation have published a Covid-19 Support Guide for Schools with evidence-based approaches to catch-up for all students. - Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example, intervention programmes, extra teaching capacity, access to technology or summer schools 	<p>Covid-19 Support guide for schools, June 2020 Guide designed to help teachers and school leaders support their pupils (EEF)</p>
<p>Attendance</p>	<p>DFE guidance ¹ states:</p> <p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 	

	<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools are expected to immediately offer them access to remote education. Schools should monitor engagement with this activity.</p> <p>Where a pupil is unable to attend school because parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this.</p> <p>Schools are asked to work with families to secure regular school attendance from the start of the school year as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>For your consideration:</p> <ul style="list-style-type: none"> • communicate clear and consistent expectations to parents/carers around school attendance (and to any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year • identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them to begin in September. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance • work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. 	
Transport	Pupils who travel to schools on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to	

adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, **will not apply from the autumn term on dedicated transport.**

It is important to consider or check:

- how pupils could be grouped together on transport, where possible this should reflect the bubbles that are adopted within school eg year groups/classes sitting together in a dedicated area of the bus
- use of hand sanitizer upon boarding and/or disembarking
- additional cleaning of vehicles will be carried out by the provider
- organised and supervised queuing and boarding, where possible
- distancing within vehicles when parked, wherever possible

The government expects that **public transport** capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, **should be kept to an absolute minimum.**

Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. Encourage walking and cycling. Communicate with parents about dropping off and changes in usual arrangements. Enquire whether there is a nearby car park where parents can drop off and an organised and chaperoned walk to school is available.

As a local authority we will keep you updated with more information regarding transport. Once the DfE has published new guidance on providing dedicated school transport based on the information given above.

For now we advise that schools:

- Liaise with your operator on start and finish times and consider what staff you need to support any staggered boarding and disembarking.
- Advise your operator how children will be grouped in school so they can reflect this **if possible**, on the vehicle
- Ask parents to ensure pupils have hand sanitiser and use it before boarding and on disembarking just in case this is not available on the transport provided
- Ask parents to ensure children over 11 wear face coverings while travelling on the vehicle 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.– unless they are exempt

	<ul style="list-style-type: none"> - Encourage children who can cycle or walk to do so – we will provide further guidance on this - Look for local opportunities for Park and Stride and Park and Pedal to reduce congestion in the immediate vicinity of the school. <p>Car sharing: Current guidance recommends families find a different way to travel so that social distancing can be maintained. If staff or pupils have to travel with people outside your household or support bubble, they are advised to:</p> <ul style="list-style-type: none"> - share the transport with the same people each time - keep to small groups of people at any one time - open windows for ventilation - travel side by side or behind other people, rather than facing them, where seating arrangements allow - consider seating arrangements to maximise distance between people in the vehicle - clean your car between journeys using standard cleaning products - make sure you clean door handles and other areas that people may touch - ask the driver and passengers to wear a face covering. 	
Bubbles – new guidance from DfE for September on how to group pupils		
Bubbles and groupings from September	<p>Small groups restrict the operations, so the size of bubbles can increase. For the Autumn term maintaining consistent groups remains important. Given the decrease in Covid-19 and the resumption of the full curriculum subjects, schools will need to change the emphasis on bubbles and increase size of groups.</p> <p>A bubble from September for primary schools and Key Stage 3 can be increased to up to a full class size. Whilst some schools have asked about extending the bubble size beyond the whole class size, the guidance makes it clear that it is for the school to determine the size of the bubble in line with its risk assessment and management of the curriculum, but also states that where social distancing cannot be sustained, it is preferable to have a smaller bubble. Schools are able to design larger bubbles that would have more than one class in them or organise bubbles by year groups, if this is the school’s decision, you should try to ensure some degree of distancing and incorporate all of the other protective measures. You also need to take into account that if a child was to test positive, then depending on the situation, the whole bubble may need to self-isolate – however that is not an automatic decision and will depend on the circumstances.</p>	<p>DfE Guidance for full opening-schools 2 July 2020</p> <p>Bubble guidance updated 13/7/20</p>

For secondary schools, KS4 and KS5 – groups are likely to be the size of a year group to enable schools to deliver the full range of subjects and for students to receive specialist teaching. Secondary schools and large primary schools are considering how they can zone areas for specific year groups.

Schools need to ensure that their risk assessment is based on all pupils attending school.

Schools **must** do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The principles for bubbles/pods are:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible
- minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools **must** consider how to implement this.

Maintain distinct groups/bubbles that do not mix will make it easier to isolate/lockdown in the event of a positive case.

You may wish to consider:

- In your school, how can you maintain distance between individuals?
- What is the age and ability of children and their ability to distance?
- What is the lay out of the school and the measures needed to avoid contact of adults and pupils?
- Is it feasible to keep distinct groups and offer a broad curriculum? How do we do this?

Principles to ensure:

It is likely that **for younger children the emphasis will be on separating groups, and for older children it will be on distancing.** Keep bubbles apart from other groups where possible and older pupils should be encouraged to keep some distance within groups.

Limit interaction, sharing of rooms and social spaces between groups as much as possible.

	<p>The system of controls becomes even more important where there are large groups to minimise transmission risks and minimise the numbers of pupils and staff who may need to self-isolate. It is not acceptable for younger children to distance themselves within a group.</p> <p>Separating groups/ maintaining distance is not an ‘all or nothing’ – separating groups/bubbles bring benefits even if partially implemented.</p> <p>Pupils may be in class bubbles for the majority of the classroom time, but there can be mixing into wider groups for specialist teaching, wrap around care and transport arrangements</p> <p>Teachers and staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This is important for secondary schools.</p> <p>Ideally adults should maintain 2 metres distance from each other and pupils. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>It will not be possible when working with many pupils who have complex needs or who need close contact care to maintain social distancing. These pupils’ educational and care support should be provided as normal with protective measures.</p> <p>For younger children who cannot distance, then keeping the bubble to a class size is recommended. The adult teaching Reception and Early Years children does not need to socially distance from the children, safe distancing is advised.</p> <p>Whilst the guidance suggests that children should be seated at forward facing desks, sat side by side, with distancing, exceptions exist to allow a different approach for Early Years and Reception.</p> <p>Schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p> <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>	
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	<p>Further guidance will be available shortly to support schools where they intend to run breakfast clubs, after school clubs and out of school activities (see DfE Protective measures for out of school settings).</p> <p>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.</p>	
<p>Adding new children into existing bubbles</p>	<p>Parents should be reminded that the same messages apply in the next phase from September. They must not send their child into school if they or anyone within the household is displaying symptoms of COVID19. Schools should not take a child's temperature as they enter school. Research has shown this not to be a reliable method on its own.</p> <p>If children return to classes after the start of term The child/ren can be added into their class/year bubble. It is reasonable to liaise with parents around a practical timescale so that all internal control measures can be put in place.</p> <p>Expectations are that schools are open to all children and pupils start full time from September 2020.</p>	
<p>Before and after school clubs</p>	<p>When it comes to maintaining the in-school bubbles outside of the school day.</p> <p>Schools can only control what you can control. Where children are mixing in before and after school clubs try to maintain as much distancing as possible. The guidance for before and after school clubs states:</p> <p><i>“Providers who open should implement this guidance from the end of summer term, when state schools in their local area have closed. Until then, while schools are open in a provider’s local area, they should follow the same protective measures as schools to limit different groups of children mixing. This means that if a setting opens before the end of the 2020 summer term, they should ensure they are:</i></p> <ul style="list-style-type: none"> • <i>only caring for children from the eligible groups (children in early years, Reception, Year 1 and Year 6) and priority groups (children of critical workers and vulnerable children)</i> • <i>only caring for children from one school or early years provider</i> 	

	<ul style="list-style-type: none"> • <i>working closely with the school or early years providers that their children attend, to ensure that, as far as possible, children are kept in the same small consistent groups that they are in throughout the day, and otherwise maintain social distance”.</i> 	
<p style="text-align: center;">Control Measures</p>	<p>The system of control measures: When implemented, the control measures create an inherently safer system, where the risk of transmission of infection is substantially reduced.</p> <p>This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the DfE guidance</p> <p>Prevention:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE). <p>Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.</p> <p>Response to any infection</p> <ol style="list-style-type: none"> 7) engage with the NHS Test and Trace process 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community 9) contain any outbreak by following local health protection team advice <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>	<p>DfE press release: Government launches NHS Test and Trace service</p> <p>DfE guidance: NHS test and trace: workplace guidance</p> <p>DfE Guidance for full opening-schools 2 July 2020</p>

	<p>You must revise your risk assessment considering new DfE guidance. The short-term arrangements may continue to change and develop as we go through this transitional time to getting back into full time provision.</p> <p>Test and Trace The Test and Trace service will help to manage the risk of the virus re-emerging as restrictions on everyday life are eased. Leaders will play their part by making schools COVID-secure and encourage staff to follow any notifications to self-isolate.</p>	
<p>Staffing</p>	<p>The DfE guidance states: 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 school from the start of the autumn term.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. The DfE recognises this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>Where schools apply the full measures in the guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. This will allow most staff to return to the workplace, although we advise those in the most at-risk categories to take particular care while community transmission rates continue to fall.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Pregnant women can work in school.</p> <p>Schools 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 the current guidance¹ will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>Continue to read and use the local authority HR frequently asked questions to ensure that you are following appropriate, relevant advice and guidance</p> <p>Read the information in the DfE guidance¹ for explanations regarding different groups of staff to consider</p>	<p>DfE Guidance for full opening-schools 2 July 2020</p> <p>See ECC Health and Safety RA for individuals and guidance for school leaders</p> <p>HR staffing FAQs</p>

	<p>Our suggested guidance for deployment of staff</p> <p>With the new guidance of 30 pupils in a bubble, you will return to having full classes.</p> <p>We would suggest that for a period of time, you do not mix classes regularly, or have daily sets for English and mathematics.</p> <p>We would suggest that any interventions or additional 1:1 time in school time is considered carefully and forms part of your risk assessment and how you will achieve this work. Keep the changeover of adults to a minimum. If other adults need to help/ support/ teach in a bubble, try and keep them with that bubble for half a day/ a full day.</p> <p>In secondary schools, keep year groups separate from each other throughout the school day, including break and lunchtimes.</p>	
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<p>Specialist provision for pupils with SEND – mainstream schools</p>	<p>Since May Section 42 of the Children and Families Act 2014 has been modified so that local authorities and health commissioners must use their ‘reasonable endeavours’ to secure or arrange the specified special educational/ health care provision in EHC plans:</p> <ul style="list-style-type: none"> ➤ changes to the are currently in place until end of the summer term ➤ keeping parents up to date with the external services that are available from September ➤ all education settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children ➤ settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed ➤ children and young people with EHC plans will not need to repeat a year of educational provision as a consequence of the coronavirus outbreak. ➤ in a small number of individual cases it may be appropriate for a child or young person to extend their current educational provision or have their EHC plan extended. In most cases this would consist of an individualised programme for a term or half term, following a review and decision made by the local authority. <p>The temporary changes to the law on EHC needs assessments and plans will remain in force until 25 September 2020.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants (TA) and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups</p> <p>TAs are able to take classes under the direction of the classteacher. Any redeployments should not be at the expense of supporting pupils with SEND.</p> <p>When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed engage in regulated activity</p> <p>If there is a continued decline in the rates of transmission, then shielding advice for all adults and children will pause on 1 August. This means that even the small number of pupils and students who will remain on the shielded patient list can return to school. Some may need to discuss their care with their health professional before returning to school in September (see LA advice on risk assessments for individual members of staff).</p>	<p>Guidance - Making the best use of teaching assistants</p> <p>The Education (specified work) (England) Regulations 2012</p> <p>DfE: Guidance for full opening special schools and other specialist settings</p> <p>Reasonable Endeavours Duty</p>
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	<p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, schools are expected to immediately offer them access to remote education. Parents will not be penalised for non- attendance in these cases.</p> <p>Schools have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. School leaders may need to provide additional support to some pupils who display more challenging behaviours or social or emotional challenges arising as a response to the lockdown. There may be a need for some pupils to have a phased return back into school.</p> <p>Some children and young people with EHC plans will need preparation for their return to full provision. This might include:</p> <ul style="list-style-type: none"> • working closely with parents to co-produce the plan to welcome their child back to school • planned visits to school • social stories • any other approaches that schools and local authorities would normally use to enable a child or young person with SEND who has spent some time out of education, to return to full time attendance • considering any additional hygiene measures required when using specialist equipment 	
<p>Other organisational considerations updated in the guidance</p>	<ul style="list-style-type: none"> - Revise safeguarding policies and give DSLs more time in Autumn term to support pupils and staff returning to school, ensuring all training and induction is up to date - Kitchens to be fully open, so consider the organisation for mealtimes - School uniforms are ok to wear, but governors need to make the decisions - Day trips can be organised but no overnight stays for pupils 	

<p><u>Individual Cases</u></p> <p>What to do if there is a suspected or confirmed case – updated guidance from DfE</p>	<p><i>School leaders should always refer to the DfE and PHE advice for full details and any future updates to inform their school risk assessment.</i></p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team</p> <p>Communicate with parents about booking tests and self-isolation expectations, so that everyone is aware and ready to act swiftly</p> <p>Suspected case If a pupil or adult is ill and they display symptoms similar to Covid-19</p> <p>Schools must:</p> <ul style="list-style-type: none"> ➤ wear PPE when dealing with the pupil/staff ➤ isolate the pupil/staff – a dedicated space that you have identified in risk assessment ➤ contact home for staff/ pupil to be collected. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school ➤ parent/ individual – book a test: online via NHS testing system or Call NHS 119 ➤ all children 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 ➤ By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school. Advice will be provided alongside these kits ➤ HT makes a brief record of the names of staff and pupils who have been in face to face/close proximity contact or in car contact ➤ HT should ask parents or staff member to notify school with the results as soon as received <p>Test returns as negative: If an individual pupil/member of staff</p> <ul style="list-style-type: none"> - inform the school immediately - if the test is negative and if pupil/staff member feels well and no longer have symptoms similar to coronavirus (COVID-19) then they can stop self-isolating. - they could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. 	<p>Section 5 DfE guidance for full opening of schools</p>
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- other members of their household can stop self-isolating.
- schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation

Test returns as positive – If an individual pupil/member of staff

- inform their school immediately
- individual must isolate for at least 7 days from the onset of their symptoms

They can return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. These symptoms can last for several weeks after the infection has gone

The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.

Their household should self-isolate for the full 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

If an individual tests positive – what is the impact on the school?

If school is notified that the test was positive:

- Leaders contacts **the local [Health Protection team](#)** who carry out a rapid risk assessment
- Provide the list of those who have been in close contact with the individual – pupils in bubble and staff who have been in contact with the bubble
- **The Health Protection team will guide and advise the school in the next steps to take. They help with making the decision on what needs to happen next**
- A template letter will be provided to schools, on the advice of the **Health Protection Team**, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others
- Notify the local authority to inform prior to decisions being taken.

<p><u>School community</u></p> <p>What to do if the school is advised that there is a school outbreak by the local health protection team</p>	<p>Working with advice from the local Health Protection Team</p> <ul style="list-style-type: none"> • If schools have two 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. • Schools must continue to work with their local Health Protection team who will be able to advise if additional action is required. • The local Health Protection Team may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. • If schools are implementing their control measures, then whole school closure based on cases within the school will not generally be necessary. Only on the advice of the Health Protection Teams should whole schools be closed. It is essential to inform the LA immediately if this is the case. <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.</p> <p>Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>Curriculum offer for pupils at home: 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, it is expected that schools ensure the capacity to offer immediate remote/online education to those pupils. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for a remote education provision by the end of September.</p>	<p>Section 5 of DfE guidance</p> <p>Oak Academy, BBC Bitesize, Google Classrooms and other resources previously used</p>
<p>Contingency Plans for further wider outbreaks</p>	<ul style="list-style-type: none"> – If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The DfE 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. – 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 vulnerable pupils who cannot yet attend school at all due to coronavirus (COVID-19). 	