# Sandwell: Guidance for the phased restart of schools

**Context**

The government has published its planning framework for reopening schools and academes from 1 June 2020:

[Government Planning Framework](#)

This guidance paper sets out our approach and draft plans for re-set and recovery for Sandwell schools. The paper has been developed working in strong collaboration with schools through the Joint Executive Group and also from listening to the concerns of local and national union representatives.  The approach started by looking at what needed to be in place regarding potential phasing of school restarts from 1st June and what practical solutions can be found in response to new and updated government guidance.  It should be understood that there continues to be debate between unions and the Department for Education about the appropriateness of extending the reopening of schools. However, we have prepared this guidance in the event that the current remit of schools will change on June 1st.
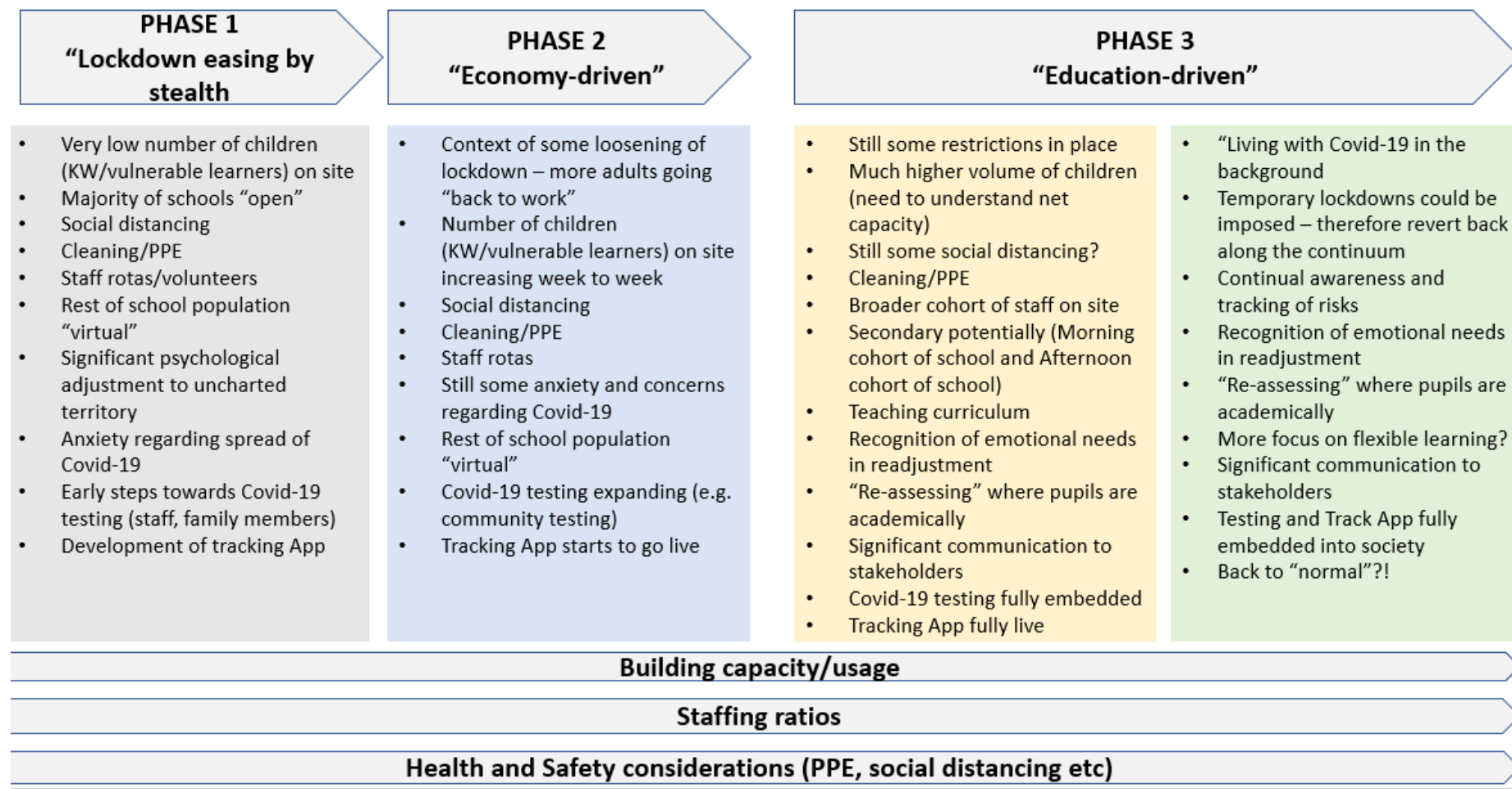
We have identified common ideals for our approach: -

- We focus on the safety and wellbeing of our children
- Our staff need to feel safe and well supported
- Our communities need to have the confidence that it is safe to send their children to school

To achieve this, we will need a consistent and co-ordinated approach across schools and academies so that not only can we cater for vulnerable children and for Key Worker children, but we can also widen our approach to include additional year groups.

**Re-set and recovery continuum**

The diagram below sets out a potential re-set and recovery continuum, with phase 1 and phase 2 focusing more on a care model within schools through to a phase 3 that focuses more on education. The diagram captures some of the different components that need consideration as there is movement through the phases.

**PHASE 1 "Lockdown easing by stealth"**

- Very low number of children (KW/vulnerable learners) on site
- Majority of schools "open"
- Social distancing
- Cleaning/PPE
- Staff rotas/volunteers
- Rest of school population "virtual"
- Significant psychological adjustment to uncharted territory
- Anxiety regarding spread of Covid-19
- Early steps towards Covid-19 testing (staff, family members)
- Development of tracking App

**PHASE 2 "Economy-driven"**

- Context of some loosening of lockdown – more adults going "back to work"
- Number of children (KW/vulnerable learners) on site increasing week to week
- Social distancing
- Cleaning/PPE
- Staff rotas
- Still some anxiety and concerns regarding Covid-19
- Rest of school population "virtual"
- Covid-19 testing expanding (e.g. community testing)
- Tracking App starts to go live

**PHASE 3 "Education-driven"**

- Still some restrictions in place
- Much higher volume of children (need to understand net capacity)
- Still some social distancing?
- Cleaning/PPE
- Broader cohort of staff on site
- Secondary potentially (Morning cohort of school and Afternoon cohort of school)
- Teaching curriculum
- Recognition of emotional needs in readjustment
- "Re-assessing" where pupils are academically
- Significant communication to stakeholders
- Covid-19 testing fully embedded
- Tracking App fully live

- "Living with Covid-19 in the background
- Temporary lockdowns could be imposed – therefore revert back along the continuum
- Continual awareness and tracking of risks
- Recognition of emotional needs in readjustment
- "Re-assessing" where pupils are academically
- More focus on flexible learning?
- Significant communication to stakeholders
- Testing and Track App fully embedded into society
- Back to "normal"?!

**Building capacity/usage**

**Staffing ratios**

**Health and Safety considerations (PPE, social distancing etc)**

**DfE guidance to practical solutions for Sandwell**

Government guidance has laid out a series of expectations for schools from June 1$^{st}$. In publishing these there is now a level of expectation about what will be delivered by schools. The LA and Joint Executive Group considered the DfE guidance and defined a set of principles to implement the guidance which allows for the return of more pupils to school in a controlled manner, focussing on safety.

From June 1st

- Schools continue to remain open to vulnerable children and key worker children
- Priority for additional children returning to school will be
    - Vulnerable children
    - Key Worker (Critical worker) Children
    - Reception Class
    - Year 1
    - Year 6
    - Nursery (non statutory group, and social distancing harder to enforce)
- Children in the additional year groups do not attend full time during a week but instead attend on a part time basis for set days each week (whole days not half days).
- A maximum of 6 – 10 pupils work in each classroom area depending on the size of the room. Schools will define their own total capacity based on internal teaching space.
- Schools adhere to social distancing as far as possible in classrooms and school environments including at break times and lunchtimes
- Schools minimise the number of pupils that each staff member comes in to contact with each day and PPE is available if a child becomes unwell or the needs of the child dictate the use of PPE.
- Appropriate daily cleaning schedules are put in place for the learning environments and at the end of the school day.
- There is a different start and finish time for each year group to reduce the parental traffic and to encourage social distancing
- Attendance at school is not mandatory for any child but is encouraged, particularly for vulnerable groups
- Public Health England advice is followed for all staff who are shielding, vulnerable or living with someone who is shielding or extremely vulnerable

**Communication with parents in Primary Schools**

The LA will prepare a letter for distribution in the week before the May Bank Holiday break. This will outline the following: -

- This is a phased reopening of schools not the restart of full-time education
- Places will be limited due to the requirements of social distancing and available space in school
- Schools will use their best endeavours to manage hygiene and social distancing
- Priority for year groups will be explained.
- Schools will offer children a place depending on the space available and the priority of the year group their child is in
- Parents must inform the school if they do not wish to take up the place. They will not be penalised if they decide to keep their children at home. However, they must give the school a week's notice if they subsequently change their mind and wish for the child to have a place.
- If children have an Education Health and Care Plan the school use a risk assessment to define whether the child's needs can be as safely or more safely met at school than in the home

**Secondary Schools and Academies**

Secondary schools have been requested to begin a process of face to face meetings with Year 10 and Year 12 pupils from 1st June. Secondary schools have indicated that they have plans in place to make their own local arrangements in line with staffing availability and social distancing guidelines. This will allow for regular meetings with pupils and, if required, small group lessons. Online learning and other EdTech solutions will be used to continue learning remotely for the majority of children.

**PPE**

Although guidance states PPE is not required in most teaching situations, it is clear that PPE should be used where personal care is required or where the needs of a child require it. A number of schools have indicated that they have (or can source) appropriate PPE available for use; however, the Council is also looking to create PPE packages for all schools to assist those unable to procure it.

**Risk Assessment**

The Local Authority will provide a standard risk assessment form for schools to supplement and enhance existing risk assessments.

**Cleaning schedules**

The Government has released guidance on cleaning in non-healthcare settings. In essence, normal cleaning methods do kill this virus. Cleaners, caretakers and site staff play an important role in keeping people in their buildings protected. The following guidance describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn:

https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings

Classroom areas should be cleaned appropriately at the end of each day and it is important that schools endeavour to implement good hygiene routines with children throughout the school day.

**Initial planning framework for schools**

We have included at the end of this document an initial planning framework to assist you make local decisions for your school based on your staffing availability, school space and resource availability. These are key questions for leadership teams to work through to prepare for partial reopening in June.

# Frequently Asked Questions

**Why are we not advising primary schools to restart 4 cohorts of children on 1st June?**

The 1st June marks the beginning of a process and is the start date for a phased return to schooling for some children. A phased return will allow schools to gradually manage social distancing needs and staffing availability. Planning indicates that 6-10 children in one classroom area allows for proper distancing and a safer learning environment for children and staff.

**Why are we recommending full day and not half day attendance for Rec, Y1 and Y6 pupils?**

Half day attendances would mean that a classroom could be reused in the afternoon. However, this would require full cleaning at lunchtime. Equally parents will be able to manage any work commitments better if pupils are in school for a whole day.

**Why are nursery children not a higher priority?**

Schooling is non-statutory for this age group. The children will not be able to manage social distancing and will need to be taught in smaller groups with higher staffing ratios. As local childcare settings will also be opening from June 1st it will be possible for parents to access childcare if they need it.

**What about special schools and focus provisions?**

Schools will have completed risk assessments for all of these children and will be able to advise families which children will be able to attend. You can review all age ranges of children in your special school or focus provisions rather than just looking at the age groups identified in the DfE guidance. Risk assessments will define whether whether the child's needs can be as safely or more safely met at school than in the home.

**How often during the week can children in the identified year groups come in to school?**

This is entirely at your discretion and is dictated by the space and staffing you have available. Plan your teaching time and classroom spaces to accommodate social distancing. This may only allow for children to be in school one or two days a week initially and it may be sensible to split the attendance of a year group across a week so that the normal class teachers get to see the whole class as a week progresses.

**What about online/remote learning?**

The staff who are not involved in direct teaching can still support online/remote learning. This would also be a good option for staff who are classed as shielding or extremely vulnerable.

**What's the best way to manage children?**

Operate each group of children in a bubble. Give them a separate arrival and departure times to other groups in the school. Keep them with their class teachers and support assistants throughout the course of the day using one learning base or outside areas.

**How do we manage school meals?**

There will most probably not be enough children attending school to operate a hot/cooked meal system. Initially it would be best to discuss packed lunch delivery with your catering supplier. The Edenred voucher system will continue to operate for FSM children not in school.

**Who is responsible for PPE?**

Schools should look to procure their own PPE. However, to assist with this the Council will look to supply schools with an initial allocation of PPE which schools can then supplement. Schools should only request PPE from the Council if they have no supply of their own. The council system will look to support schools with regular opportunities to reorder supplies if required. This will operate on a 'just in time' principle as there will not be sufficient PPE to create large stocks in schools.

**What about shielding and extremely vulnerable staff?**

You should find activities for these staff which allow them to work from home or away from contact with other people. More advice on this can be found here. If a member of staff lives in a household with someone who is in the most vulnerable health groups, as set out in the guidance on shielding, they should only attend work if stringent social distancing can be adhered to. You should allow staff who live with someone in the most vulnerable health groups to work from home where possible.

**What about staff who are pregnant?**

The Royal College of Midwives has produced occupational health advice for employers and pregnant women during the COVID-19 pandemic. Every pregnant worker should have a risk assessment with their manager, which may involve occupational health. Employers should modify the working environment to limit contact with suspected or confirmed COVID-19 patients to minimise the risk of infection as far as possible. Click here.

**What about staff who are vulnerable?**

Guidance is clear that these staff should be able to work as long as social distancing and use of PPE is adhered to. If this is not possible then find activities for these staff which will keep them from close contact with young people or other staff. If a member of staff lives with someone in a vulnerable health group, including those who are pregnant, they can attend their education or childcare setting as long as and social distancing and good hand hygiene are being practiced.

**Can we have staff meetings?**

Yes, but do them virtually to avoid having all staff in the same room at the same time.

**Should we continue with suspended restructuring processes?**

We strongly advise that you do not start, or continue, any restructuring processes until September 1st as it is difficult to hold meaningful consultation during this period and any decisions Governing Body take would risk significant challenge from unions.

**Will the school need to be open on the Bank Holiday and over the half term break?**

The DfE have not yet published a statement on this. However, if the role of schools does from 1st June it may be sensible for schools to close to allow time for any reorganization, cleaning or other preparation work required to support increased pupils' attendance. In the first instance it would be advisable to find out whether parents will require support over half term and if there are other local provisions nearby to assist Key Workers if they require childcare before closing the school.

**What action will be taken against parents who refuse to send the children to school?**

None. Parents can choose to keep their children at home if they feel it will be safer for them. We will not be issuing penalty notices for the foreseeable future. If a parent wishes to change their mind after previously refusing a place then they should give you 7 days' notice. This will allow school leaders time to plan staffing accordingly.

**How do we mark attendance?**

Normal school attendance registers will restart on 1st June. Some schools and academies will need to work with the LA to ensure we can get the attendance data electronically during the Summer Term. We are currently seeking advice on what code to use if a parent refuses to send their child.

**What about the Summer holiday period?**

Again, there is no guidance or requests from the DfE about opening over the Summer period. This may change as the term progresses. We will keep you updated.

# Opening schools for more children and young people: initial planning framework for Sandwell schools.

**Sandwell**
Metropolitan Borough Council

## Version 1 - May 2020

We recognise that all schools are different, and it is not possible for the us to set specific guidelines that could be universally applicable. Schools and trusts will need to make their own judgments on how to plan for the safe opening of their settings based on their knowledge of their school community and premises.

We have created the following framework based on the DfE guidance to help school leaders to plan the steps that leaders might need to take to open schools from 1st June or at a point in the future. The 3rd and 4th columns have been left blanks for schools to insert their own information. However, it is worth noting that the opening of schools will be dependent on the five tests set by the government and any further advice received from the DfE.

Guidance on changes needed for other areas e.g. curriculum are not covered in detail in this document and will be covered in later phases of planning. A selection of Local Authority guidance sheets have recently been issued to provide support for other areas e.g. Safeguarding, Early Years etc.  Electronic copies of these guidance sheets can be obtained from the School Improvement Team if required.  Please contact Donna Woollery (donna_woollery@sandwell.gov.uk )

Headteachers and governors and Trusts should keep the Local Authority informed of arrangements being made and the key strategic decisions taken.

| | Children and parents | Completion date | Who by |
|---|---|---|---|
| 1 | • Survey parents to identify likely numbers of pupils returning.<br>• Consider in your parent survey letter what your offer will be, so parents understand what they are responding to e.g. may be different teacher, different room, within same group all the time.<br>• Establish the numbers of 'critical' workers and vulnerable families and encourage the children from those groups who have not attended so far to return to school.<br>• Agree required staffing resource and approach and liaise with the L.A. on your plans.<br>• Schools should try to offer full day places for eligible children from the 1st June in line with the guidance agreed with JEG (Joint Executive group). This may mean that schools only have physical space and / or staffing for one or two priority groups and may need to offer a rota system. Headteachers should make the best decision that they can according to their individual circumstances. | | |
| 2 | • In Special Schools, Specialist Post-16 and Hospital Schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.<br>• Consult with the Local Authority around transport considerations and ensure parents and carers are aware of any changes. | | |
| 3 | • Plan content and timing of communications to parents and pupils (include attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).<br>• Add message and expectations to the LA welcome letter to go to all parents.<br>• Identify allocation of classes, timetables, parent routines on/off site, communication methods to school, payments arrangements, lunchtime arrangements/offer, parent reinforcement of children social distancing.<br>• Ensure that everyone is clear about the school's social distancing arrangements | | |
| 4 | • Plan to resume taking attendance registers.<br>• Encourage vulnerable children to re-attend through phone calls/letter.<br>• Continue to complete the online educational setting status form to provide daily updates on how many children and staff are in school.<br>• Identify code to be used with those that are absent by choice or through shielding etc. | | |
| 5 | • Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).<br>• Organise timetables and allocate staffing in appropriate space/rooms.<br>• Consider risk assessments for medical needs children e.g. asthma. | | |

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| 6 | • Agree what returning support is needed/available for vulnerable and/or disadvantaged children (including any dual-registered students)<br>• Put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies.<br>• Engage with partners who will help to provide that SEND support, for example, local authorities.<br>• Heads/SENDCO to initiate contact with inclusion support to clarify support.<br>• Head to contact PRU to clarify safeguarding arrangements, share documents including risk assessments and confirming who is responsible for attendance. | | |
| 7 | • Review and agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated)<br>• Consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers.<br>• Check for revised protocols from your local authority and update safeguarding policy if necessary.<br>• Ensure all child protection records are up to date and quality assure safeguarding processes.<br>• Check contact details are still up to date (e.g. be aware of welfare and housing changes).<br>• Share safeguarding records on a 'need to know' basis if new staff are teaching CP children.<br>• Consider how to share 'social distancing' approach with pupils before arrival and upon arrival in school. | | |
| 8 | • Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting.<br>• Communicate behaviour routine changes to school staff, students and parents.<br>• Review school uniform expectations.<br>• Communicate amended school uniform policy as families may not be able/wish to purchase uniform<br>• Add an addendum to behaviour policy where needed (e.g. walk on left). | | |
| 9 | • Work with your catering supplier to ensure meals are available for all children in school.<br>• Consider your arrangements for meals for those year groups still out of school and eligible for benefits related free school meals.<br>• Communicate with families as to the updated offer re meals.<br>• Communicate to families regarding drinks during the day (e.g. water bottles to go home and be washed, before returned the following day). | | |
| 10 | • Decide whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.<br>• Ensure private before and after school provision meet safeguarding, guidance and current risk assessments.<br>• Communicate to parents the availability of wrap around care. | | |

| | Staff (teachers, support staff and non-teaching staff) | Completion date | Who by |
|---|---|---|---|
| 1. | • Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site).<br>• Consider the school work that staff can do when working from home (for example, supporting remote education).<br>• Identify staff who can return to school and ensure that key roles are covered.(refer to section 2 of the DfE Planning guide for primary schools 14.5.20.)<br>• Ensure that staff medical and emergency contact details are up to date.<br>• Follow HR advice regarding those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site. | | |
| 2. | • Decide content and timing of staff communication(s) including if staff attend school in advance of pupils returning.<br>Communicate:<br>• allocation of essential staff (e.g. DSL, SENco, site officer, cleaners etc.)<br>• Child Protection issues<br>• Procedures<br>• movement around school<br>• share risk assessments<br>• curriculum planning and expectations<br>• routine changes (e.g. a brief staff handbook)<br>• Model to children the correct procedures to be followed in school.<br>• If staff visit school prior to pupils returning, use this time to familiarise themselves with for example, one-way systems, toileting etc. | | |
| 3. | • Consider different options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).<br>• Ensure that cover options are available should a member of staff become ill.<br>• Update governors and contact the Local Authority to facilitate other options. | | |
| 4. | • Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).<br>• Update and involve governors to ensure equality. | | |
| 5. | • Agree staff workload expectations (including for leaders).<br>• Update and involve governors to ensure equality. | | |

| | | Completion date | Who by |
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| 6. | • Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).<br>• Identify and share the health and safety procedures in school for staff and children (e.g. two metre distances, first-aid etc).<br>• Identify children who will require medical support and ensure appropriate numbers of staff are trained.<br>• Review intimate care policy and medical health care plans (if relevant).<br>• Implement training for support staff to ensure they are up to date on the curriculum, planning and delivery, under the supervision of a teacher. | | |
| 7. | • Put in place measures to check on staff wellbeing (including for leaders).<br>• Plan regular contact with staff in and out of school (consider using performance management leaders to undertake this).<br>• Share information on staff noticeboards and intranets about how to access support. | | |
| | **Protective measures and hygiene** (to be read in conjunction with the Local Authority agreed Health and Safety/Public Health advice). | **Completion date** | **Who by** |
| 1. | Read the guidance on implementing protective measures in education and childcare settings and think about how this will be implemented in your school.<br>• Update health and safety policy and risk assessments as appropriate.<br>• Carry out a visual inspection of the site and buildings<br>• Ensure all compliance checks are up to date<br>• Water hygiene , if a full flushing regime has not been maintained or the hot water system have been isolated a full hygiene test will be required<br>• Review lockdown, fire and emergency evacuation procedures to ensure social distancing maintained, test any new procedures | | |
| 2. | Decide the physical and organisational structures needed to ensure social distancing, limit risks and movement around the building(s)<br>• entry and exit points<br>• class sizes and classroom layouts,<br>• staggered starts and end of day routines, including where parents stand<br>• break and lunchtimes including lunch queues,<br>• use of communal areas such as cloakrooms, halls, libraries, playgrounds.<br>• how to line up for movement around the school<br>• shared resources – toys, books, practical equipment<br>Agree how safety measures and messages will be implemented and displayed around school.<br>• Who is supervising entry and exit points? | | |

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| | • Are clear signs up showing parents, children and staff routes around school and clear expectations? | | | |
| 3. | Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school:<br>• How will areas be cleaned more frequently – e.g. hard surfaces such as doors, cupboards, between groups using a shared area, toilets, computer keyboards?<br>• Who will empty bins more frequently?<br>• Who will do the extra cleaning? Are there sufficient cleaning staff available to meet increased demand?<br>• Are sufficient cleaning supplies in place? Maintain higher than normal stocks to ensure deep cleans when needed.<br>• Who is keeping an oversight of cleaning? | | | |
| 4. | Decide the approach to enhance hygiene (for example, toilet use, hand washing):<br>• Handwashing- on entry to school, before and after eating, after sneezing or coughing and when else will children and staff be expected to wash hands?<br>• Access to sinks, soap, hand drying facilities or hand sanitizer in classrooms<br>• Procedures for using the toilets to avoid overcrowding<br>• posters (for example, to encourage consistency on hygiene and keeping to own group)<br>• soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments<br>• disposable paper towels<br>• cleaning products<br>• sanitising wipes for wiping some equipment<br>• lidded bins<br>• tape for cordoning off areas and marking floors<br>• the availability of soap and hot water in every toilet (and if possible in classrooms)<br>• the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment<br>• the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying<br>• ensuring you have a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly | | | |
| 5. | Plan the school level response should someone fall ill on site (in line with relevant government guidance). | | | |

| | | Completion date | Who by |
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| | • Isolate child until collected- who will supervise and where?<br>• Will PPE be required for supervising adult?<br>• Who will clean the isolation area immediately after child goes home ?<br>• Communicate with parents so they can be extra vigilant – how? What? | | |
| 6. | • Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.<br>• Which children / staff may need PPE due to specific needs?<br>• Are there adequate supplies? Who maintains these? | | |
| | **Pupil wellbeing** | **Completion date** | **Who by** |
| 1. | • Plan likely mental health, personal hygiene, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) e.g. Book apt with Ed Psych: See C Ward on 13.5.20, use Healthy Minds – Resilience and Coping Module / Or Emily Morgan. | | |
| 2. | • Discuss with the Local Authority what wider support services are available – See above (resources will be signposted under the 8 Emotional Chartermark steps and forwarded out shortly) | | |
| 3. | • Work with your Local Authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), (See above)<br>• How these might apply to pupils and students who were not previously affected. (see above) | | |
| | **Learning** | **Completion date** | **Who by** |
| 1. | • Agree what learning is appropriate (including the relationship between face-to-face and remote education) | | |
| 2. | • Identify curriculum priorities – what are you going to cover between now and end of term? | | |
| 3. | • Agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. | | |
| 4. | • Communicate with parents which curriculum areas will be taught either at school or online, so that they can support at home. | | |
| 5. | • Work with the Local Authority or Trust (and where applicable NHS CCG) and families to identify what provision can be reasonably provided for pupils in line with EHC plans. | | |

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| 6. | • | Agree the system by which you offer an ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school. | | |
| 7. | • | Can the staff working from home be allocated to deliver learning remotely? | | |
| 8. | • | Communicate any arrangements for learning at home, including online learning, with parents/guardians. | | |
| 9. | • | Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups. | | |
| 10. | • | For younger children, the resources made available for child-initiated learning should be carefully considered. Refer to the Sandwell Early Years document: 'Implementing protective measures and actions in education and child care settings' | | |
| | **Other considerations -** | | **Completion date** | **Who by** |
| 1. | • | Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where appropriate and then ratify amended versions | | |
| 2. | • | Agree an approach to any scheduled or ongoing building works and ensure Covid-19 risk assessments are taken into consideration. | | |
| 3. | •<br>• | Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. Communicate with office staff to implement plans.<br>Limit the number of external visitors to the school during school hours. | | |
| 4. | • | Consider the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach e.g. ensuring vulnerable groups working at home have access to online learning and appropriate resources | | |
| 5. | •<br>• | Implement a plan so all children at home are communicated with on a regular basis, suited to individual need and concerns – e.g. vulnerable may be daily depending upon CP plans etc.<br>Decide on what and how you will communicate with parents of pupils who are not in school, over time | | |
| 6. | • | Remember social distancing, regular cleaning routines and handwashing protocols are paramount to ensure the safety and wellbeing of both staff and children. | | |