



# Risk Assessment September 2021

## – Managing the risk of transmission of COVID-19 Applies from Step 4 – Autumn term transition

Overarching Guidance for all staff

### Schools coronavirus (COVID-19) operational guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999689/Schools\\_guidance\\_Step\\_4\\_update\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999689/Schools_guidance_Step_4_update_FINAL.pdf)

### SEND and specialist settings - additional operational guidance: coronavirus (COVID-19)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999741/SEND\\_update\\_guidance\\_Step\\_4.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999741/SEND_update_guidance_Step_4.pdf)

In all education, childcare and social care settings, preventing the spread of Coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. All staff must strictly follow the guidance in this risk assessment and implement the control measures described. All pupils and their family members must be supported in how to adhere to the safety measures in place, with appropriate incentives, reminders, guidance and resources being provided on an individualised process. These can be seen as a 'System of Controls' that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

#### Control measures

You should:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.



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***Oaklands School will identify that through implementing control measures, it is possible to reduce the risk, however, we will not be stating at what level the risk remains. That would be based on scientific advice of which we cannot provide as an education establishment.***

<b>Hazard= Catching and/or Transmission of the Corona Virus</b>	<b>Control Measures/ Protective Measures</b>	<b>Additional Guidance</b> (taken from government guidance – mainly from the guidance highlighted at the start of this risk assessment)	<b>Who may be affected?</b>
<b>SECTION 1</b>	<ul style="list-style-type: none"> <li>Public Health England advice</li> </ul>		
A requirement that people who are ill should stay at home	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>When someone develops COVID-19 symptoms or has a positive test</b></p> <p>Pupils, students, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into their education setting if they have symptoms or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine or have a positive test).</p>	All staff and students
An individual develops Corona Virus Symptoms on site	<p>In the event that anyone (staff or child) displays any Covid 19 symptoms:</p> <ul style="list-style-type: none"> <li>The individual must be sent home and advised to follow the guidance for households with possible coronavirus infection.</li> <li>If a child is awaiting collection, they should be moved, if possible, to the Sensory Room where they can be isolated with the yard door open, with appropriate adult supervision if required depending on the age of the child.</li> <li>If they need to go to the bathroom while waiting to be collected, they</li> </ul>	<p>If anyone in your setting develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.</p> <p>Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left.</p>	All staff and students



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should use the changing room toilet. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.

- PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).
- In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or they have been requested to do so by NHS Test and Trace. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.



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<p>Face Coverings</p>	<p>Staff can choose to wear a face covering –</p> <ul style="list-style-type: none"> <li>• in corridors</li> <li>• all communal areas</li> <li>• when visiting or entering the school premises, including outdoor yard areas.</li> <li>• the yard and car park during pick up and drop off times</li> <li>• situations where social distancing between adults is not possible.</li> </ul> <p>If a member of staff wishes to wear a face covering in the classroom, then this will be managed and discussed on an individual level, supporting the member of staff and the students as necessary.</p> <p>Pupils can choose to wear face coverings on a taxi providing a safety measure to prevent the spread of the Coronavirus.</p> <p>If a child chooses to wear a face covering and attends by taxi then the process, when they arrive at school, will be to keep their face mask on until they get to their form room, where they will either:</p> <ul style="list-style-type: none"> <li>• if using a disposable face covering, take it off safely and place it in the bin</li> <li>• if using a reusable face covering, they will take this off safely and put it in a paper envelope (provided by the</li> </ul>	<p>From Step 4, face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas. You can find more information on the use of face coverings including when to wear one, exemptions and how to make your own.</p> <p>From Step 4, face coverings are also no longer recommended to be worn on dedicated transport to school or college and are no longer legally required on public transport.</p> <p>In circumstances where face coverings are recommended</p> <p>If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.</p> <p>In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission.</p> <p>They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after</p>	<p>All students and staff</p>
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	<p>school), and put it in their box/tray until the end of the day.</p> <p>When they leave school, they will safely put their face mask on in their form room then walk to their taxi.</p>	<p>carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.</p> <p>You have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</p> <p>No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.</p>	
<p>Robust hand and respiratory hygiene</p>	<ul style="list-style-type: none"> <li>• Clean hands thoroughly more often than usual</li> <li>• On arrival, before and after breaks, before and after lunch, before and after change of room and before leaving the school site.</li> <li>• Hand washing must be planned into the activities of the day</li> <li>• Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> </ul>	<p>COVID-19 is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p>	<p>All staff and students</p>



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		<p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <p><b>Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The <a href="#">e-Bug COVID-19 website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>	
<p>Maintain Enhanced cleaning</p>	<p>Enhanced cleaning arrangements are in place at Oaklands that meets the requirements of government guidance/information</p> <ul style="list-style-type: none"> <li>• Separate site/cleaning risk assessment is in place (and can be provided if requested) - identifying key aspects of the cleaning/hygiene risk assessment</li> <li>• See curriculum risk assessment in appendix 1 below – school staff are to</li> </ul>	<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> </ul>	<p>All students and staff</p>



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	use this as a risk assessment tool when planning and delivering the curriculum on-site. Any questions and issues are to be directed to the SLT as necessary.	PHE has published guidance on the <a href="#">cleaning of non-healthcare settings</a> . This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.	
Mixing of staff and Students		<p>Mixing and 'bubbles'</p> <p>At Step 4 we will no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). When we proceed to Step 4, this means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. If your school is still open at Step 4, you may wish to continue with these measures until the end of your summer term.</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.</p> <p>You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <p>Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>	All staff and students
Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary	<p>PPE grab bags available in all Year group team areas.</p> <p>First aid trained staff have access to PPE in the First aid room.</p> <p>Posters displayed regarding the correct use of PPE as a reminder. All First aid trained staff should watch the public health videos to support the correct use of PPE.</p>	<p>Face coverings are not classified as <a href="#">PPE (personal protective equipment)</a>. PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p>	All students and staff



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		<p>Additional PPE for COVID-19 is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> <li>• a pupil becomes ill with COVID-19 symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing <a href="#">aerosol generating procedures (AGPs)</a></li> </ul> <p>When working with children and young people who cough, spit or vomit but do not have COVID-19 symptoms, any PPE that would be routinely worn, should be worn.</p> <p>The guidance on <a href="#">safe working in education, childcare and children’s social care</a> provides more information about preventing and controlling infection. This includes:</p> <ul style="list-style-type: none"> <li>• when and how PPE should be used</li> <li>• what type of PPE to use</li> <li>• how to source it</li> </ul>	
<p>Covid-19 Asymptomatic Testing in schools</p>	<p>Asymptomatic Testing LFD testing from the 3rd September will include:</p> <ul style="list-style-type: none"> <li>• All pupils will be tested twice on site as the new term starts.</li> <li>• They will then be provided with home kits for twice weekly testing.</li> <li>• Staff will be given kits for twice weekly testing at home.</li> </ul>	<p>Asymptomatic testing Testing remains important in reducing the risk of transmission of infection within settings. That is why, whilst some measures are relaxed, others will remain. If necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.</p> <p>As children and young people will potentially mix with lots of other people during the summer holidays, <b>all secondary school pupils and post-16 students should receive 2 onsite lateral flow device (LFD) tests, 3-5 days apart, on their return in the autumn term.</b></p> <p>Settings may commence testing from 3 working days before the start of term and can stagger return of pupils and students across the first week to manage this. Pupils and students should then continue to test twice weekly at home until the end of September, when this will be reviewed.</p>	





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		<p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils and students who are unable to test themselves at home.</p> <p>There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.</p>	
<p>Keep occupied spaces well ventilated</p>	<p>School staff will ensure that appropriate ventilation is implemented using the guidance in the next column.</p>	<p>Keep occupied spaces well ventilated</p> <p>When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p>	<p>All students and staff</p>



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<p>Promote and engage with the NHS Test and Trace process</p>	<p>School signing in system will record all visitors and staff on premises each day.</p> <p>Oaklands will be continuing to provide asymptomatic testing to pupils whose parents/carers wish for them to be tested on-site.</p>	<p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child has symptoms - the main symptoms are:             <ul style="list-style-type: none"> <li>• a high temperature</li> <li>• a new continuous cough</li> <li>• a loss or change to your sense of smell or taste</li> </ul> </li> </ul>	<p>All students, staff and parents</p>
<p>Transport – timing and measures</p>	<ul style="list-style-type: none"> <li>• To support transition at the start of the autumn term a staggered entry and exit of each year group at the start and end of day will be used.</li> </ul>		<p>All students and staff</p>
<p>Staffing</p>		<p><b>Workforce</b></p> <p>Education leaders are best placed to determine the workforce required to meet the needs of their pupils and students.</p> <p>Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.</p> <p>Staff in education settings who are CEV should currently attend their place of work if they cannot work from home. DHSC will publish updated guidance before Step 4.</p> <p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</p> <p><b>Pregnancy</b></p> <p>You will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases, pregnant women may also have</p>	



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		<p>other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p> <p><a href="#">COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> contains vaccination advice.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch COVID-19. This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch COVID-19.</p>	
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		<p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p>Read more <a href="#">guidance and advice on COVID-19 and pregnancy from the Royal College of Gynaecologists</a>.</p>	
Clinically extremely vulnerable students	Presently, no children who attend Oaklands School have been classified as extremely clinically vulnerable.	Government guidance will be followed when required.	Students and families
Educational day visits and residential visits	Government guidance will be followed as necessary.	<p><b>Educational visits</b></p> <p>Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>We continue to recommend you do not go on any international visits before the start of the autumn term. From the start of the new school term you can go on international visits that have previously been deferred or postponed and organise new international visits for the future.</p> <p>You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes. You should speak to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about</p>	All students and staff



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		educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).	
Year group system to support transition at the start of the Autumn Term	A transition process will be used at the start of term to alleviate student anxiety and facilitate access to a full curriculum for all students.	<p>Mixing and 'bubbles'</p> <p>At Step 4 we will no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). When we proceed to Step 4, this means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. If your school is still open at Step 4, you may wish to continue with these measures until the end of your summer term.</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.</p> <p>You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <p>Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>	All students and staff
Break and Lunch Times	Staggering of breaks and lunches will take place at the start of term to allow all students to settle into the new term		All staff and students
First Aid	<ul style="list-style-type: none"> <li>▪ PPE should be worn (See PPE section) when dealing with a first aid incident.</li> <li>▪ Individual staff with first aid training should administer basic first aid in the first instance.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn).</li> </ul>	Specific staff will administer first aid from a social distance, or if required will wear PPE and administer specific treatment.	All students and staff



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Outdoor play equipment	<p>Each morning the site staff to clean all metal/hard areas of the outdoor play equipment.</p> <p>Students to use hand sanitiser before and after use.</p> <p>Supervising staff to spray areas that have been used at the end of the session.</p>	<p>All staff will be responsible for ensuring that the site remains as safe as possible and will contribute towards cleaning.</p> <p>Outdoor playground equipment cleaning procedure in place</p> <p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</p> <p>Cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	All students and staff
<b>SECTION 2</b>	<b>Contingency planning for outbreaks</b>		
Remote Learning and the re-introduction of a bubble system	<ul style="list-style-type: none"> <li>• Home Learning section of the School Website</li> <li>• Easy to use purposeful paper-based resources to meet each year group's needs (updated and replaced as required)</li> <li>• Bespoke resources provided to pupils and families as required</li> </ul> <p>School to follow local and national advice on the re-introduction of a bubble system to prevent mixing within the school.</p>	<p>Remote education</p> <p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.</p> <p>You should maintain your capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>Post-16 settings should continue to refer to the detailed guidance on remote education expectations set out in the further education COVID-19 operational guidance.</p> <p>Teachers are best placed to know how to most effectively meet pupils and students needs to ensure they continue to make progress if they are not in face-to-face education because they are following public health advice.</p> <p>We recognise that some pupils and students with SEND may not be able to access remote education without adult support and so expect schools and colleges to work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education appropriate for their level of need.</p> <p>Further details on delivering remote education for children and young people with SEND is set out in remote education good practice.</p> <p>You should have systems for checking daily whether pupils and students are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.</p>	All students and staff



### Appendix 1

#### Control Measure - Cleaning frequently touched surfaces often using allocated cleaning products

##### This will include:

- Cleaning surfaces that are touched frequently, tables and contact points must be cleaned regularly, including: Classroom desks and chairs, tabletops, shiny surfaces, work surfaces, doorknobs and handles, light switches, handrails, play equipment, electronic devices (such as phones). Any shared remote controls, telephones, desktops, computer keyboards and mice should be cleaned after use.
- Doors and windows should be left open if safe to do so to minimise the amount of staff and students touching doors and aid natural ventilation.
- Equipment that has been used (and that can be cleaned) and which needs a deeper clean at the end of the day should be identified by the teacher to the cleaner (message on whiteboard) so that those objects can be disinfected.
- Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.
- Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets.

##### In addition:

- Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimise disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys.
- Hygiene posters should be displayed in rooms
- It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets).
- Preventing indirect spread of the virus from person to person by adhering to the risk assessment at all times.
- When cleaning, use the usual products to get rid of the virus on surfaces. Cleaning materials are allocated for each pod.
- When using the spray Virucidal cleaner staff must wear gloves at all times, spray the surface to be cleaned and leave for 30 seconds before removing. All cloths must be put in the box labelled 'dirty cloths' which is outside the site manager's room to be washed.
- Hand sanitiser and wipes will be placed in all classrooms along with tissues. Please note on the board at the end of the day any replacements that are required.
- Please ensure pupils go to the toilet before break time and lunchtime to ensure cleaners are able to clean toilets with no one entering –maintaining social distancing. "Do Not Enter – Cleaning in Progress" signs will be put on the toilet doors when cleaning in progress.
- Outdoor Break/lunchtime spaces – gates/ static equipment to be cleaned after use. Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
  - However, high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.

