



The William Henry Smith School


COVID-19


Rising Stronger - Preparing for the lifting of restrictions on schools

The information is correct as of 5th January 2021.

NB: The school refers to 'physical distancing' rather than using the terminology 'social distancing'.


	To think about	Guidance and considerations	Actions	By Whom
Communication	<ul style="list-style-type: none"> Clear communication using official guidance and information which is unambiguous in stating that settings and schools will only 'reopen' when the Government directs based on scientific guidance. Providing clear information once Government plan to allow additional children to attend are announced How to ensure information is accessible to all parents and carers Consider the anxiety that children, parents and staff will be feeling and how your communication can build 	<ul style="list-style-type: none"> What are your plans for communication with staff so that they know leaders are addressing all considerations, can understand the facts and know how to raise questions or concerns? How will you avoid fuelling speculation? Suggesting dates to parents before these have been confirmed by Government is dangerous as it will raise expectations of being able to return to work for some or increase anxiety about increased risks of transmission for others. How will you communicate with all parents and carers? Settings and schools will have existing arrangements to communicate effectively with all parents, considering 	<ul style="list-style-type: none"> Continue weekly staff updates. Coffee & catch up daily with a member of SLT. Continue at least weekly parent texts and emails / website updates. Letters & postcards. Write initial communication to all school staff and families following the Governments 'Plan to Rebuild' being released. Meeting with SLT/SDT to go through 'Our Plan To Rebuild' and assign communication actions to departments. Covid 19 recovery response questionnaires to all staff and families. Use Covid 19 plans on SID to continue to record key contacts and plans across all departments. 	SCA SCA SCA SCA SCA SLT/SDT SDT SDT SCA

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	<p>confidence for them and the wider community</p> <ul style="list-style-type: none"> • Clear lines of communication – 2 way 	<p>most efficient means and also communication for parents with little or no English – consider the impact on families of the abundance of information, misinformation and possibly confusing range of arrangements across different countries.</p> <ul style="list-style-type: none"> • Who will be the key contacts for parents/carers and staff? How will they know who to contact and how? 	<ul style="list-style-type: none"> • This full plan should be communicated and understood by ALL staff. • Two whole school zooms 1/to share the Recovery Plan 2/A Recovery Curriculum (B.Carpenter/S.Gray). • Letters sent to parents/carers regarding staggered start/finish times and bubbles from September • Letters and texts sent to parents/carers regarding new Lock down in January 21 • Email sent to all staff regarding new lock down in January 21 	<p>SCA</p> <p>LKi</p> <p>SCA</p> <p>SCA</p>
Finance	<ul style="list-style-type: none"> • What impact has the school closure had on the budget? • Once details of Government plans are known, consider impact on income generation during a phased period (for those elements of income not centrally funded) 	<ul style="list-style-type: none"> • What is the potential impact of the phased implementation period on income? • Consider staffing needs for work not centrally funded. • Which furloughed staff, if any, will be needed back at work and when?  <p>20 04 01 Guidance on Furloughed staff (.doc)</p> <ul style="list-style-type: none"> • Are there any services you are unable to provide due to staffing limitations or due to them being unviable in the phased period? What is the likely impact of that? Can anyone else provide the service? • Have you got sufficient supplies to reopen? Soap etc. • Ensure that you claim what you are able to <u>Gov.uk</u> School funding: exceptional costs associated with 	<ul style="list-style-type: none"> • Monitor guidance on funding, at present it is not anticipated we will be in any immediate loss of revenue. DfE have advised LA's to continue paying. • Review the transitional arrangements for funding and impact this may have on future referrals / admissions. • Increased expenditure as a result of Covid (i.e ICT, PPE, Hygiene) to be tracked separately and try to reclaim through government scheme. • Ensure service continues to be provided to boys not in attendance remotely in the same way as during lockdown. • Remote learning to be set up for students choosing not to attend during Jan lockdown • To discourage the use of cash by staff for the time being. Staff to be encouraged to take school visa cards or Finance to make all bookings so 	<p>CAB</p> <p>CAB</p> <p>CAB</p> <p>SDT</p> <p>KA/HH/RR</p> <p>SAC/ CAB</p>

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		<p>coronavirus (COVID-19) for the period March to July 2020.</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools</p>	<p>payments are where possible contactless. Students and staff to take pack ups where necessary rather than purchasing lunch from takeaway outlets.</p> <ul style="list-style-type: none"> • Provide information and advice to Governors on financial impact in respect of COVID 19. • Staff to plan ahead and inform Finance department of funds they need that week for outreach/activities to enable finance to prepare petty cash and leave with reception for collection 	<p>CAB</p> <p>KA/GW/ SAC</p>
Emotional health and wellbeing	<ul style="list-style-type: none"> • Support for the well-being of all staff, children and families will be a priority • Most will be worried and anxious about reopening • Staff anxieties will include safety, safe working practices, health concerns etc. (see staffing and health & safety sections) • Some will have specific worries related to the health of loved ones, their on-going work in critical roles etc. • There may have been a bereavement within the school and community. • Some children, parents and staff may have experienced domestic violence. • Some may have post-traumatic stress, for some it may not be immediate. 	<ul style="list-style-type: none"> • Is there a key person that staff, children and families can go to for support? Do they know who to turn to now and in the future? • Therapy, OT/SaLT. • Consult with staff about how they feel they can support each other and families when school returns – some will be struggling with their own wellbeing. • Behaviour may be different – it may be an indication that a child has been through a trauma, abuse or is anxious. It may be that children have forgotten the expectations of school and need time and support to adjust. • Do you have a member of staff trained in bereavement support? Be aware of additional support if needed. (See Calderdale Bereavement document). <p> Calderdale Guidance for headteachers in re</p>	<ul style="list-style-type: none"> • All identified staff have a 'key link' person. • All students have a key communication point of contact. • All students have an individual Covid 19 Plan on SID that is 'live'. • DfE vouchers supermarket vouchers for FSM as well as School funded supermarket vouchers and food parcels to be provided to families. • Therapy sessions to continue virtually. • Family contact team work to continue virtually. • All 'whole school' events to continue virtually (Virtual prize giving, virtual leavers assembly and looking at possible alternative arrangements for an onsite camp experience, virtual live assemblies, parent conferences). • QoL Questionnaires. 	<p>Say</p> <p>Say</p> <p>SDM</p> <p>VZT/LKi/S W</p> <p>SAy RC</p> <p>SLT/ SDM's</p> <p>GW</p>

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		<ul style="list-style-type: none"> Consider plans to develop all social and emotional aspects of learning – this will be crucial. Can you plan a collaborative activity? Starting something that children can work on whilst at home that will form part of a larger project when they return to the school can give them something to look forward to. How will you support relationships and friendship? What can be in place to help children to interact and play with each other – following any guidance on physical distancing where possible. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings Gov.uk Guidance for the public on the mental health and wellbeing aspects of coronavirus (COVID-19) updated 31 March 2020. https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19 Calderdale Emotional Health and Wellbeing: Open Minds - Coronavirus (COVID-19) 	<ul style="list-style-type: none"> Key Worker individual actions and whole school QoL themes. Significant training of keyworkers during lockdown and plans for keyworkers to visit all students prior to summer. Staff wellbeing programme is continuing throughout and has been increased virtually. Staff training programme is continuing throughout virtually. 27 staff who are Mental Health First Aiders to meet regularly to lead on Emotional Wellbeing. Encourage Staff to walk and cycle to work (no car sharing unless vital). Cycle Scheme promoted. Promote the use of Westfield Health for staff wellbeing. Session for all staff with Barry Carpenter and Sharon Gray around the recovery curriculum. Online collaborative activities to take place, including bingo for staff and families, quizzes for staff and families. Frill and Flounce virtual sessions for those students who attended weekly will be held. 	<p>GW</p> <p>AJH/GW</p> <p>SAy</p> <p>LKi</p> <p>Say/MG</p> <p>JC</p> <p>ALB</p> <p>SLT</p> <p>AJH</p> <p>RR</p>

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		<ul style="list-style-type: none"> • Extensive mental health and wellbeing support https://www.camhs-resources.co.uk/ • Overgate Hospice is “HEAR FOR YOU” - A Covid-19 support line for Calderdale 01422 378172. • Childline COVID-19 support www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/#lockdown • ‘Daily key messages for Education and Inclusion: Bereavement’, attachments from 17th April 2020- Briefing number 13. 		
Staffing	<ul style="list-style-type: none"> • Understand your staffing profile - some may be shielding, vulnerable, self-isolating and may not be able to return immediately. • Consider rota arrangements if possible to reduce risk and maintain staff available to cover when needed. • Consider the response for staff too anxious/refusing to return to work. • Make arrangements for ending furloughing procedures where necessary. • Consider arrangements for recruitment and induction of new staff where necessary. • Think about how you will support NQTs who may not have had the usual full 	<ul style="list-style-type: none"> • What are your plans to manage potential staff absence? Contingency plan for a reduced number of staff, considering all roles including paediatric first aiders, DSLs, site staff, after school staff etc. • How will you share information with staff such as new ways of working to observe physical distancing, hygiene procedures, fire/emergency procedures, lunchtime arrangements, break procedures etc.? Do you need an induction period? • How will you ensure the effective and safe recruitment of new staff? • How you ensure effective induction of new staff? • Have discussions with staff and HR provider where any issues about staff refusing to return to work. 	<ul style="list-style-type: none"> • We monitor daily staff and student absences and track isolation dates and when returns are possible. LKi to continue daily monitoring of staff absences and tracking isolation periods and return dates along with SH. • We have daily staffing rotas for Care and Education and office based staff are working alternate days on a rota to reduce number of staff in school. • These rotas should where possible be kept to the same staff on shift at the same times with the same groups and same 1:1 staff with boys to minimise infection control. • SDT meet weekly to plan small groupings, locations, staffing and activities for the week ahead. 	<p>LKi/VZT/C AB</p> <p>SDT</p> <p>SDT</p> <p>SDT</p>

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	<p>experience in ITT and RQTs as many will not have completed a full year in school.</p> <ul style="list-style-type: none"> Plan for staff support around difficult home situations, possible domestic violence, anxiety etc. Consider any essential staff CPD Be aware of published union advice. Unions are involved in Government discussions about lifting restrictions in a phased way and staff will be receiving guidance. 	 <p>20 03 30 Schools Guidance document fo</p> <ul style="list-style-type: none"> Plan risk assessments for children where it will not be possible to observe physical distancing. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings <u>Gov.uk</u> Coronavirus (COVID-19): safeguarding in schools, colleges and other providers includes section on safer recruitment and induction https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers How will you support NQTs and RQTs? Do any need extensions to their induction period? <u>Gov.uk</u> COVID-19: induction for newly qualified teachers guidance (Published 1 April 2020) https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers/covid-19-induction-for-newly-qualified-teachers-guidance 'Daily key messages for Education and Inclusion: Recruitment', 26th March 2020 	<ul style="list-style-type: none"> The vast majority of staff are Trained in First Aid and we have 4 qualified First Aiders which work different shifts as well as a fully qualified school nurse. Regular updates are sent out from the School Nurse around hand hygiene. There are also posters up in each areas on hand washing procedures. Emergency Fire Procedures will be updated to ensure that Physical distancing is adhered to. This will mean the need to create more fire assembly points and more fire wardens. Policy to be re-drafted and communicated to all staff. Emergency Fire Procedures to be amended and sent out again Jan 21 Lunchtimes will be staggered and in more areas (not just houses). We are currently using the Food Tech Kitchen and will need another area when more boys arrive on site. More insulated trollies, another oven and trays are being ordered in preparation for the above. Where physical distancing is not possible it may be necessary for staff to wear face coverings when working in close proximity to students when symptomatic, providing intimate care or in vehicles, this is in line with Government guidelines and in line with our policy on Physical distancing. All staff to practice and model Physical distancing and best practice at all times. 	<p>LKi</p> <p>SH</p> <p>LKi</p> <p>SDT</p> <p>LKi</p> <p>LKi/ RH</p> <p>SDT</p> <p>SS</p> <p>SCA</p>

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			<ul style="list-style-type: none"> • All staff to read and sign understanding of physical distancing policy including new staff. • Weekly updates are currently sent out via email to all school staff from the Principal. • Staff to access Core Training delivered via Zoom twice weekly. • Staff given access to a wide range of external online courses which have been centrally collated whilst working from home. • To consider when staff can return on a rota basis who have been shielding at home and how this will be managed. • Staff were identified as clinically vulnerable in the first lock down have been contacted and informed not to come into school during new lock down period in January. • To look at increasing staff numbers in certain areas as more students come into school (i.e Kitchen and Laundry). • Need to ensure that staff are aware of which desks they are allocated and the importance of not using other spaces around school. • Training programme to continue to be delivered virtually. • Weekly rotas to continue to be prepared following Thursday planning meetings for the following week. • Daily stats to continue to be prepared and closely monitored and submitted to DfE. • Continue with hand hygiene and hand washing protocol / policy. SH to 	<p>CAB/LKi</p> <p>CAB/LKi</p> <p>SDM</p> <p>SDT</p> <p>SaH</p> <p>LKi</p> <p>SDT</p> <p>LKi</p> <p>SDT</p> <p>CAB/ VZT</p> <p>SH</p> <p>AG/JC AG/JC</p>


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			<ul style="list-style-type: none"> regularly go into classes and ensure notices in all toilets. • Training for all staff on Zoom and Teams. • IT to be increased for all staff (laptops, cameras, microphones). • Broadband width to be increased due to increased use of Remote Access. • Diary Training for staff on how to use offsite via Zoom and guide. • Schoolzine information to be resent on how to access and use. • Cleaning new daily deep clean procedures to be continued and special rules to be followed as per policy if boys have had symptoms (LKi and care staff all aware). • Specific policy for use of PPE when providing intimate care and for when students are symptomatic or in school vehicles. • Office and room size to be risk assessed for maximum occupancy and labelled. • Where possible staff to continue working on rota for as long as possible and from home where practical. • One way system to be implemented in narrow areas where practical. • Use site plans to indicate routes and also maximum occupancy of each area. • Staggered breaks and lunches to be introduced and continued. • Increase hand sanitiser dispensers to all entrances to buildings and play equipment. • Play equipment must remain closed for now in line with guidance. 	<p>AG/JC</p> <p>AG/JC</p> <p>AG/JC</p> <p>LKi</p> <p>SH</p> <p>LKi/ DJT</p> <p>SDT</p> <p>LKi</p> <p>LKi</p> <p>SDT</p> <p>SH/MC/</p> <p>LKi</p> <p>LKi</p> <p>LKi</p>

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			<ul style="list-style-type: none"> • Remove all towel rails school wide and replace with paper towel dispensers. • Consider use of face masks in school vehicles in line with guidance and issue new vehicle protocol to all staff. • Antibacterial wipes and tissues to be continued to be handed out in all areas. • Stocks of PPE and antibacterial wipes and tissues to be maintained at a high level. • Plan for timetables with no more than 10 in one class room area. • Promote outdoor learning where at all possible. • Maintain individual Covid 19 plans and Risk Assessments for all boys on SID. • Further offices to be created in Churchill and as per building section all areas to have a maximum occupancy sign. • We will categorise staff and consider who on a longer term basis may be able to continue to work from home some of the time. • No one should 'hot desk' unless absolutely necessary and staff should wipe down desks, phones and keyboards prior to and after use with the wipes provided. • New offices (5 No) created in Churchill to be used as staffrooms for additional bubbles 	<p>SH</p> <p>SH</p> <p>SH/JT</p> <p>SDT</p> <p>SDT</p> <p>LKi/MC</p> <p>SLT</p> <p>SDT</p> <p>LKi/MC</p>
Building and grounds	<ul style="list-style-type: none"> • Some buildings and outdoor areas will have been closed for a number of weeks – consider what checks need to 	<ul style="list-style-type: none"> • Respond to government guidance when known for partial or full open. 	<ul style="list-style-type: none"> • Signs will be made and put on all office, classrooms, communal area doors stating maximum occupancy. 	<p>LKi</p> <p>LKi</p>

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	<p>be made to ensure they are safe to use.</p> <ul style="list-style-type: none"> • Are buildings fit for purpose in new arrangements? What adjustments need to be made to enable physical distancing? • Some routine maintenance may not have been carried out and some planned buildings work may have had to have been postponed. • The routine activities will change – there will need to be increased hand washing, including on arrival and leaving. • There will need to be careful consideration of safe transport, drop off and pick up arrangements. 	<ul style="list-style-type: none"> • Is the building safe for re-opening? Have any planned works had to be postponed? • Is any essential work required prior to reopening/increased number of children attending? • What can be carried out prior to the lifting of restrictions? • What aspects of physical distancing do you need to consider? (There will be guidance). Include drop off and pick up by parents, transport, lunch and break times, access to toilets and washing facilities and areas such as office, staff rooms etc. • Will you need to stagger drop off and pick up, breaks and lunchtime? • How can you provide increased access to hand washing facilities? What can be put in place to enable hand washing/sanitising on entry? • What needs to be in place to mitigate risks where physical distancing cannot be observed? • Are all building checks, health and safety requirements up to date? Have routine maintenance checks been undertaken? • What changes to cleaning routines will need to be planned? How will shared equipment be cleaned between use? 	<ul style="list-style-type: none"> • Additional chairs and tables to be removed to ensure safe occupancy of spaces all round school. Where not possible to remove them any desks and furniture that should not be used will be taped off. • Chairs will be removed in the staffroom to maintain safe levels of occupancy. • Additional rooms will be made available for staff to use (Churchill upstairs). • Staff to work alternate days (where possible to reduce the number of staff on site). • Churchill will need to be decorated to be fit for purpose and furniture will need to be moved into those areas. • BEST Building –stagger the days boys are on site due to 2:1 ratio. • Students to be provided with their own pencil case with pens, pencils etc. • More outdoor activities are planned. • Adventure playgrounds are currently out of use. • Lunch times to be staggered. • All taxis currently go to the playground and are met by a member of staff outside rather than taxi drivers/escorts going into the building • Additional hand sanitisers and soap dispensers to be put up around buildings. • All rooms to be used in Farmhouse Rooms to be set up appropriately to accommodate students. • One way systems to be in place in Assembly Hall, Staff Room, Food Tech Kitchen (In and out doors). 	<p>LKi</p> <p>LKi</p> <p>SDT</p> <p>LKi</p> <p>JA/MG RR/KA/ HH RR/KA /HH</p> <p>SDT</p> <p>SDT</p> <p>LKi/MC</p> <p>SDT</p> <p>LKi</p> <p>KA/Aca</p>

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			<ul style="list-style-type: none"> • Rear door to be used in lower Farmhouse to access Conservatory and Phonics Areas. • Science classroom to be refurbished ready for use as a Lower Key stage classroom. • Other areas to be identified around school which could be used as learning spaces. • All deliveries to be scheduled wherever possible and loading / unloading to be done where possible without any interaction or touch of vehicles. • Visitors where possible not to attend reception but to be encouraged to phone from vehicle. • Where possible all internal doors that are not fire doors should be left open to reduce surface contact. Classroom doors should be opened by teachers on entry and exit while students pass in and out to reduce number of persons opening doors. • No meetings on site or visitors unless vital. • To remove all excess computers from multi use IT areas such as quiet rooms. • Supplementary cleaning plans to be put in place. • Student/Staff bubbles from September including staggered start/finish and lunch times. • Pack ups at lunch for residential students and hot meals at lunch for day students. Hot meals for residential students in the evenings. • Use of lifeskills kitchen to prepare all cold food. 	<p>LKi/MC</p> <p>SDT</p> <p>SDT</p> <p>All</p> <p>All</p> <p>All</p> <p>AG</p> <p>LKi</p> <p>KA</p> <p>RH/LKi</p> <p>ND/LKi</p>


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			<ul style="list-style-type: none"> Additional outdoor learning spaces created. Log Cabin, Deck area outside Nightingale, Reading corner on field, Reading corner by Mozart, Covered area in Courtyard. 	Trust/LKi
Health and safety	<ul style="list-style-type: none"> Are all health and safety checks up to date? Is all training up to date eg First Aiders? What if someone in school has symptoms of coronavirus? What PPE is essential/desirable? (There will probably be restrictions and Government guidance) 	<ul style="list-style-type: none"> Robust safety arrangements in place- have all checks and audits been carried out? Fire drills within first few days-probably a long time since had one, also will need to consider physical distancing. What arrangements need to be made for school transport? What is the advice on use of PPE? Are there sufficient supplies of routine PPA used in normal circumstances such as for personal care needs? What needs to be in place to protect staff and children where physical distancing can't be observed? See Government guidance on social distancing in education and childcare settings and guidance on social distancing and for vulnerable people. Government advice about physical distancing when schools reopen. Impact of physical distancing. Staggered playtimes, systems for parents bringing children to school etc- there will be much to think about here (There will probably be restrictions and government guidance). Consider non-essential visitors- students, volunteers, consultants etc Impact on school trips and residential trips when fully return to school. 	<ul style="list-style-type: none"> All H&S Corporate compliance checks are up to date and ongoing. Additional fire wardens to be identified and a fire drill needs to be undertaken to ensure that all staff and students are aware of the new procedures Transport – all external – Reception to check what their procedures are with varying LA's. PPE – the school nurse has ordered PPE including face masks, gloves and aprons. Will need to ensure we have regular orders and sufficient supplies for face masks for boy contact staff. Lidded / Automatic bins to be ordered throughout school. Break times to be staggered for different age groups. Visitors to be discouraged from attending school site and meetings to be undertaken virtually where possible. Systems are in place for isolating students (see procedure). There are a suite of new Covid policies. To ensure that EVERY work station has a supply of antibacterial wipes to be wipe down the desk, computer, keyboard and mouse. To remove all hand towels and replace with paper towels. Bedding and clothing of students to be washed more frequently by laundry. Care staff to take bedding over at least 	<p>PA</p> <p>LKi</p> <p>LKi</p> <p>SH</p> <p>LKi</p> <p>SDT</p> <p>All</p> <p>LKi/SH</p> <p>CAB</p> <p>SH</p> <p>MC</p> <p>JT/Care</p>

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		<ul style="list-style-type: none"> Systems in place to manage and isolate someone showing symptoms until they are collected. 'Daily key messages for Education and Inclusion: Managing symptoms in schools and EY settings', 31st March 2020.  <p>PHE Flowchart Support for schools ar</p> <ul style="list-style-type: none"> We should refer to the government guidelines set out in preparing to open education and childcare settings from 1st June https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 'Daily key messages for Education and Inclusion: First Aid training', 1st April 2020. Those schools in the Calderdale H&S SLA have access to some and there is additional training available through the Red Cross: https://www.redcrossfirstaidtraining.co.uk/news-and-legislation/latest-news/new-online-first-aid-refresher-course/ Can staff who are currently shielding at home and working at home continue to do so for the next 4-5 months? If yes they should continue to do so – if no should redeployment be considered 	<ul style="list-style-type: none"> weekly and clothing should not be worn more than once before washing. Office and room size to be risk assessed for maximum occupancy and labelled. Where possible staff to continue working on rota for as long as possible and from home where practical. Use site plans to indicate routes and also maximum occupancy of each area Staggered breaks and lunches to be introduced and continued. To also minimise contact at any handover points during lunch and break such as when serving food. This should be served by the person who will be eating the food or one person where utensils per dish. Increase hand sanitiser dispensers to all entrances to buildings and play equipment. Play equipment must remain closed for now in line with guidance. Consider use of face masks in school vehicles in line with guidance and all vehicles to have antibacterial wipes. Staff to be told to well ventilate and increase air flow in vehicles by opening windows for example. Vehicles to be wiped down steering wheel before and after each use. Vehicles to be valeted more frequently centrally (monthly). Essential Journeys only to take place If no school vehicles available to transport students – staff to gain permission from LKi/CAB to use their own personel vehicle. 	<p>LKi</p> <p>SDT</p> <p>LKi</p> <p>SDT</p> <p>Care</p> <p>MC</p> <p>LKi</p> <p>SH</p> <p>SH</p> <p>LKi/PA</p> <p>All All staff CAB/LKi</p>

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		<p>if their current roles does not allow them to work from home.</p> <ul style="list-style-type: none"> Where the physical layout of a setting does not allow small groups of children to be kept a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is considered low risk. Ensuring good respiratory hygiene – promote the ‘catch it, bin it, kill it’ approach. 	<ul style="list-style-type: none"> Antibacterial wipes to be continued to be handed out in all areas. Promote outdoor learning where at all possible. Clear Desk Policy to be re-enforced and re-issued. Ensure all mandatory Corporate Compliance checks are kept up to. Boys to wash hands on arrival. Bedding and clothing to be given to laundry more frequently. We have ordered three infer-red thermometers for use by the school nurse and reception staff as necessary and to ease anxieties. Bubbles created for staff and students from September. New Bubbles created from Jan 2021 New staff room areas created in Churchill. Cleaning Staff to stay in bubbles and not work across areas. Rota created for home working for Admin, SDT and SLT up to October half term. Further rota created up to February Half Term. Lateral Flow Tests have been issued by LA and this will be issued to staff/students twice weekly from 5th Jan 2021 to those who request one. Additional Lateral Flow Tests also received from DfE (these will be back up ones as also require throat swab as well as nasal swab) Lateral flow tests will be offered to Secondary School age students in school where parents have given 	<p>SH</p> <p>RR/KA/ HH</p> <p>SS</p> <p>PA/LKi</p> <p>DJT DJT</p> <p>SH</p> <p>SHi/CAB</p> <p>Public Health</p> <p>Public Health</p>

	To think about	Guidance and considerations	Actions	By Whom
			<p>consent and where students are able to take the LFT with their anxieties and condition we will but we realise that many of our eligible kids will simply not be able to access the testing and therefore we will stick to standard arrangements and monitor symptoms and isolate for 10 days.</p> <ul style="list-style-type: none"> Where someone tests positive within a bubble we do NOT support serial testing to the remainder of the bubble to keep them within school. They will be sent home to isolate for 10 day. Infection rates in Calderdale (as of December 20) are 176 per 100,000 during first wave figures were just below 500 per 100,000. Calderdale are currently ranking 276th in LA's in England New Variant is not the dominant strain in Calderdale – few cases currently however this is 70% more transmissible than initial strain. Local Authority to have weekly meetings with Specialist Provision Cluster Schools to address specific issues quickly. 	<p>Public Health</p> <p>LA/SCA</p>
Safeguarding	<ul style="list-style-type: none"> There has been a significant increase in the incidences of domestic abuse. This could impact on many children, parents and staff. There will be children who have been groomed or bullied online; some will have experienced abuse or been 	<ul style="list-style-type: none"> Is staff training up to date? Can refresher training be arranged to ensure all staff are aware of increased risks, signs to watch for etc.? See Staffing and Emotional health and wellbeing sections re safe places, support for staff who have experienced abuse etc. 	<ul style="list-style-type: none"> Updated CP policy has been issued to incorporate COVID 19. Ensure DSL is available at all times A deputy DSL or DSL is either onsite or on call 24/7 during school week. Independent Monitoring Visits to take place virtually. CP to hold regular virtual meetings and update SLT. 	<p>DJT</p> <p>DJT</p> <p>DJT</p> <p>DJT</p> <p>DJT</p>

	To think about	Guidance and considerations	Actions	By Whom
	<p>bullied at home, including bullying by siblings.</p> <ul style="list-style-type: none"> • There will be some children not previously identified as vulnerable who have been abused. • Those who have experienced abuse or bullying may not disclose or show any obvious signs but there could be changes in behaviour. 	<ul style="list-style-type: none"> • 'Daily key messages for Education and Inclusion: Safeguarding e-learning training courses for school staff', 14th April 2020. https://calderdalescb.vctms.co.uk/ https://calderdalescb.safeguardingchildren.ea.co.uk/selectDepartment.aspx • 'Daily key messages for Education and Inclusion: Prevent training', 6th April 2020. https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals https://www.elearning.prevent.homeoffice.gov.uk/channelawareness • See Staffing – what needs to be in place to ensure DSLs and paediatric first aiders available at times of reduced staffing? 	<ul style="list-style-type: none"> • School to continue to send out relevant information on Online Safety (NOS). • Maintain and fully utilise individual Covid 19 plans for all boys on SID. • All our children are classed as vulnerable and the CP team have an eye on all our children and monitor the changes of each case, whether the child is in school or remains at home with their family. • ABE (Achieving Best Evidence) and Disclosure training to be delivered to all staff. • CP team to identify greater risks to the safeguarding networks of children with in and out of school. (We direct additional support if required). • DSL to ensure that we have regular (eyes on) families where contact has not been as regular as the school would like. • Individual risk assessments to be completed for all staff and students and whole school rebuild plan to be shared • Face to face contact with all families over summer in readiness for the new academic year- maintaining the connection through summer will aid in the well-being of all children, particularly the ones that have not been in school. 	<p>DJT/KH</p> <p>DJT/KH</p> <p>DJT/KH</p> <p>DJT</p> <p>DJT/KH</p> <p>DJT/KH</p> <p>DJT/CP team</p> <p>DJT/AJH</p> <p>SH/CAB</p>


	To think about	Guidance and considerations	Actions	By Whom
Transition	<ul style="list-style-type: none"> • How are you going to prepare for school to fully reopen, this will be a unique transition period? • Consider transition for all children – transition back to setting/school, from one setting to another, transition for children leaving and joining, vulnerable children etc. • What will transition look like at all phases? • How will you support children, especially the very young, who will be used to being with parents full-time and may have separation anxiety? 	<ul style="list-style-type: none"> • See Calderdale document with some ideas to consider (in consultations with heads, managers of EY settings, SEOs, EYIOs, Virtual school, SEND team, health and wellbeing team).  <p>20200504 COVID-19 Transition Document.c</p>	<ul style="list-style-type: none"> • Whole school staff (and families) will be made aware of the Recovery Curriculum - issues and ideas (Barry Carpenter training). • Recovery Curriculum to be shared with whole school community. • Individual Risk Assessments being completed for all staff and students in terms of their return. • Face to face contact with all students will be in place before summer. • Extended and extensive outreach plans in place over the summer (reconnect with kids). • Support Y11's in their transitions to college/work etc. Connections to be made over summer to assist with transitions. • Post 16 young adults to also receive additional support to ensure that the correct support is in place for life beyond college/school. • Summer outreach to be offered to all leavers. 	<p>SLT</p> <p>SLT</p> <p>SS/KA</p> <p>DJT/AJH</p> <p>JA/MG</p> <p>KH</p> <p>Post 16</p> <p>JA/KH</p>
Children with SEND		<p>Children with EHCP's attending school if it is as safe for them as staying at home is reiterated here:</p> <p>https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june</p>	<ul style="list-style-type: none"> • All our students have an EHCP (Reviews continuing and additional communication with LA's being made). • Weekly contact is made with all students, parents and families to continually update risk factors. • All LA's are communicated with on a weekly basis in terms of continuing to meet SEND and EHCP outcomes. 	<p>MG</p> <p>KW's</p> <p>MG</p> <p>SDT</p>

	To think about	Guidance and considerations	Actions	By Whom
			<ul style="list-style-type: none"> • Virtual progress meetings take place on 1st June – EHCP targets to be reviewed and updated. • Covid Support Plans and Risk assessments being sent to LA's. • Number of students receiving direct support is being increased in relation to their changing needs. • Rebuild and recovery plans and curriculum in process. • PBS plans to be reviewed and updated. 	<p>MG</p> <p>MG</p> <p>SLT</p> <p>SDM</p>
Attendance	<ul style="list-style-type: none"> • What can you do so that children want to return to school? Many will be excited and many will be anxious. • How will you support children whose parents are not prepared to send them back to school? 	<ul style="list-style-type: none"> • How can you relaunch your positive attendance strategies etc.? • What support can you put in place for those who are struggling to attend school or very wary? Some may be wary of attending after a long period of school closure and some parents will not be prepared to send children to school whilst the threat of COVID-19 remains present (we are asking DfE for guidance on this). • Some families that you have worked hard with to engage over years to ensure that children attend may need to be a focus, as their routines have changed. • Some children may be vulnerable, some may be absent due to symptoms. 	<ul style="list-style-type: none"> • Weekly contact is made with all students, parents and families to continually update risk factors. • Many virtual sessions have taken place and will continue to do so including fitness, cooking, bingo, etc... • Virtual weekly assemblies taking place to create an opportunity to see familiar faces at school. • Weekly updates sent to parents/carers to inform of changes within school, etc... • Welfare visits arranged to link in with students offsite and gauge anxiety levels. • Transition plans in place to ease the transition back into school. • Key staff used when student is due back into school. • Phone calls to parent/carers/students to ensure they know changes that have been made in school. 	<p>SDM's</p> <p>SDM's</p>

	To think about	Guidance and considerations	Actions	By Whom
			<ul style="list-style-type: none"> Recovery Curriculum to ease students back into WHSS after separation and lockdown. 	
Admissions	<ul style="list-style-type: none"> Consider how the school will manage any in-year transfers (see transitions)? Admissions appeals will be taking place - further information will be made available about the process. 	<ul style="list-style-type: none"> How will children transferring to the school be supported through transition? Consider the support new starters may need whilst the setting or school is providing emergency childcare – low numbers, different routines and expectations, changes to staff through rota etc. 	<ul style="list-style-type: none"> Face to face contact with all students will be in place before summer. Extended and extensive outreach plans in place over the summer (reconnect with kids). Reintegration model; Welfare Visits and Walks; School Visits; Leaflets and Resources sent home. Phases of transition considered on an individual basis (not groups), with MG acting as 'Gate Keeper'. 'Bubbles' will be increased and extended in line with needs New admissions being managed virtually with physical distancing visits on Friday pm. Transition to school will be at a much slower pace (and will involve new admissions being in their own 'bubble'.) More extensive communication with LA's, other professionals and parents/carers prior to admission (and in relation to Appeals). Transition for leavers will be extended to September, i.e. College support and handover. 	<p>DJT/MG</p> <p>MG/DJT/JA</p> <p>MG/SLT</p> <p>MG</p> <p>SDM</p> <p>MG/JMcB</p> <p>MG</p> <p>MG</p> <p>MG/KH</p>
Behaviour	<ul style="list-style-type: none"> See safeguarding section After a long and unsettled period off school, how will you relaunch your behaviour policy-does it need any amending? 	<ul style="list-style-type: none"> Review and relaunch your behaviour policy. Positive Behaviour Support Plans to review. Plans to develop all social and emotional aspects of learning. 	<ul style="list-style-type: none"> Positive Behaviour support plans to be reviewed during virtual progress meetings. BC to look through behaviour policy to see if it needs amending. 	<p>BC</p> <p>BC</p>

	To think about	Guidance and considerations	Actions	By Whom
	<ul style="list-style-type: none"> • After a sustained period of unstructured days, how will you ensure the rules and routines are in place? • Children will not have interacted with others for a long time-some may be very wary and scared of returning to school. • Some children's behaviour will have changed, possible indication of safeguarding concern. 	<ul style="list-style-type: none"> • High focus on developing relationships and friendships. • Helping children to learn to interact and play with each other. 	<ul style="list-style-type: none"> • Creative individual strategies are used to ensure students know what is expected. • Small thought out bubbles taking into account relationships have been created. • Recovery curriculum encourages outdoor learning. Big push on learning experiences involving communication and interaction. • All safeguarding concerns continue to be passed on the safeguarding team. • BPL to write a paper on restraint guidance during Covid 19. • BPL to deliver training sessions via zoom on restraint guidelines during Covid 19. 	<p>BC</p> <p>BC</p> <p>BC</p> <p>BC</p> <p>BPL</p> <p>BPL</p>
School Development 2020-2021	<ul style="list-style-type: none"> • How will you develop your School Improvement Plan for 20-21 to ensure it addresses the priorities for the school, can be flexible to respond to an ever changing situation and provides structure for the school's work? • Leaders will need to consider any priorities for pupil outcomes in the current context. • Plans need to be reasonable and realistic and very much 	<ul style="list-style-type: none"> • What has been the impact of COVID-19 on your school provision? • Is this reflected in your plans? • Last year the EEF published a guidance report many schools found valuable: 'A School's Guide to Implementation'. https://educationendowmentfoundation.org.uk/index.php?/tools/guidance-reports/a-schools-guide-to-implementation/ 	<ul style="list-style-type: none"> • Review level of supervision and clinical support / coaching. • Review pressures. • Staff IT training programme. • Recovery Curriculum implemented. • Homeworking / working review. • Virtual wellbeing to continue. • Changes to wellbeing offer. • Additional appropriate technology for staff working from home. • Broadband bandwidth to be increased. • More outdoor learning opportunities. • Online staff training to continue. • Zoom / Teams meetings to continue. 	All driven by SLT and SDM

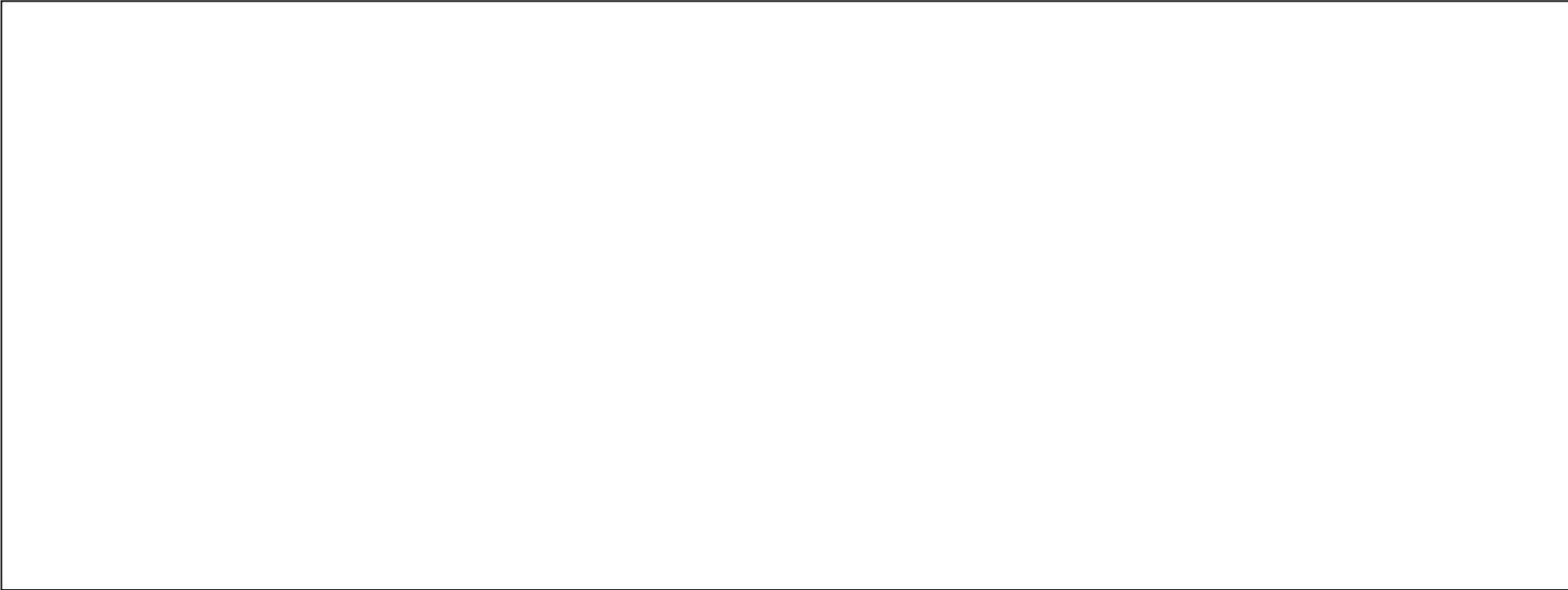
	To think about	Guidance and considerations	Actions	By Whom
	<p>matched to the school's context and needs.</p>		<ul style="list-style-type: none"> • Funding and finance post Covid review. • Frequent staff briefings to continue. • Family Zoom assemblies and receiving emails from school is liked by many families. • Baking/cooking/quiz/ bingo zoom meetings to continue. • Consider zoom chats with teacher/keyworker to continue if possible. • Daily walks for students. • Increase car parking and safe pedestrian areas. • 52 week provision to progress. • Progress Lowry and Therapy swap. • Science refurb and reassign use. • Replace remote desktop server. • Develop Outreach offer – facility. • Further management training. 	
Curriculum	<ul style="list-style-type: none"> • See Emotional health and wellbeing section • How are you adapting the design of your curriculum, following a term of disruption to learning? • How are you supporting the most vulnerable, and children with SEND? • How are you assessing the gaps in learning? • What does your assessment tell you? 	<ul style="list-style-type: none"> • What has been the positive impact and negative impact on learning? • Residential Care. • How can you mitigate for the wide ranging experiences? Some children will have had a very rich and positive experience in lockdown, others will have had a very traumatic and negative experience whilst some will have had no support, possibly not spoken English, held a book or a pencil for the duration. • How can you adapt your curriculum to reflect the impact, so that you have a coherent and sequence curriculum? 	<ul style="list-style-type: none"> • Plan for timetables with no more than 10 in one classroom area. • So far as possible work in same groups. • Minimum number of staffing to enter residential houses and to record who is in and when. • No non boy contact staff to work with the boys. • Outdoor experiences to be offered to all students. • Working outside to be promoted. • Classrooms have been adapted to support physical distancing. 	All Ed Leads

	To think about	Guidance and considerations	Actions	By Whom
		<ul style="list-style-type: none"> What will your 'recovery curriculum' look like? See the think piece on the Evidence for Learning website. As part of the School Effectiveness traded service, in April and May 2020 subject leaders can join online training with SEOs about the curriculum.  <p>20200422 Professional Developpr</p>	<ul style="list-style-type: none"> All other equipment to be taken out if not washable or that can be easily wiped down. Learning packs sent out to all students. A new resources section added to the Website. Aspects of the recovery curriculum to be delivered in PHSE, this will be key to delivering the recovery curriculum within the classroom in the new academic year. Alternative/transitional Recovery Curriculum to be developed to include PHSE and SRE daily alongside outdoor learning such as gardening and exploring the natural world which will include more arts and crafts, Frill and Flounce, music and cookery alongside literary, numeracy, phonics, reading, mindfulness and meditation. 	
Governance	<ul style="list-style-type: none"> How have the governors continued to carry out their statutory duties? How are governors ensuring the wellbeing of the Head, staff and children? 	<ul style="list-style-type: none"> What needs to be done before school reopens? Gov. uk School governance update March 2020, updated 15 April 2020. Do governors understand the pressure Heads are under, the difficulty decisions being made and the new 	<ul style="list-style-type: none"> The school has never closed so the school is working carefully and sensitively to accommodate more students where it is safe to do so. All of the actions outlined in this document are to be implemented to allow the gradual increase based on vulnerability and increasing risk. The school is providing varying degrees and forms of attendance, part time, outreach, residential (some students have temporarily moved to residential status 	RJT

	To think about	Guidance and considerations	Actions	By Whom
		<p>and increased responsibilities that sit with school leaders?</p> <ul style="list-style-type: none"> • How are governors supporting the Head and other senior leaders? • What is in place to support the wellbeing of the Head? 	<ul style="list-style-type: none"> • to reduce transportation challenges and risks. • Yes the Governors do understand the pressure the Head and the SLT are under at this difficult and challenging time. • Governors are offering help and assistance - some are able to do so on site/in person others are supporting remotely and using technology - Zoom calls etc. We have taken on some responsibility for policy review in some areas to allow the leadership team to manage the school. • Direct support has been offered by Governors to the head in particular by the chair who is in regular contact. See above for specifics. 	<p>RJT</p> <p>RJT</p> <p>RJT</p>
Website	<ul style="list-style-type: none"> • Is your school website up to date? • Are regular checks made to ensure COVID-19 related messages remain accurate and current? 	<ul style="list-style-type: none"> • Latest statutory guidance Gov. uk https://www.gov.uk/guidance/what-maintained-schools-must-publish-online 	<ul style="list-style-type: none"> • Continue to add all Covid 19 updates to the new section of the website. • To review the new resources section of the website and update daily. 	<p>AG/JC</p> <p>RR</p>
School Policies	<ul style="list-style-type: none"> • Are your statutory policies up to date? • Do any policies need to be reviewed and updated, 	<ul style="list-style-type: none"> • Gov uk. List updated January 2020: Statutory policies for schools and academy trusts. 	<ul style="list-style-type: none"> • We have a new suite of policies in relation to COVID 19 – these have been issued to all staff. 	<p>CAB</p>

	To think about	Guidance and considerations	Actions	By Whom
	particularly in light of COVID - 19?	https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts	<ul style="list-style-type: none"> • Student friendly versions of posters and signage around school. • Communicate policy changes to families. • Governors to have input into policies (are reviewing a number of policies each). 	Governors
Together again	<ul style="list-style-type: none"> • How can you 'mark' this period in history? • How will you reflect upon these unprecedented times? 	<ul style="list-style-type: none"> • How will you sensitively all come together again? Some may have had a very difficult time, others positive. • How can you give time for everyone to reflect upon and share their experiences? • What has been effective during this period that you can build on? Think about what worked really well, how can you further develop this eg communications, partnerships with parents? • How can you capture what has happened in these unprecedented times? 	<ul style="list-style-type: none"> • Training on recovery curriculum. • Sharing recovery plan with all staff. • Assessing individual risks and concerns via risk assessments and plans. • Finding out what has life been like for our children these last three months. • Considering types of losses - Routine, Structure, Friendship, Opportunity, Freedom, Bereavement. • Sharing of ideas and best practice in these areas with the SPC. • Considering consequences of loss - Trauma, Anxiety, Attachment. • Use of levers - Relationships (reach out), Community (engage, listen, understand, group together), Meta Cognition (scaffold), Transparent Curriculum (co construct and address gaps), Space (to re discover self image, esteem and confidence). • Periods of transition consideration. 	<p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SCA</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p>

	To think about	Guidance and considerations	Actions	By Whom
			<ul style="list-style-type: none"> • Involvement of MHFA leads. • Develop transition tool box . • Keeping emotionally strong, only short bursts of learning. • Use of copying, mirroring, imitation, modelling. • Investigate emotional well-being journal and or happiness boxes / Covid capsules. • Kindness to be big part of community. • Co-creating a space for sharing, ' to breath'. • To be acknowledged that we will not go back to normal. • Use of I am being kind to you keeping my distance, I care the same as I did before. 	<p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p> <p>SAY</p>



Appendix 1

List of guidance and information

N.B. the most recently released or updated guidance is highlighted in bold.

Actions for Education and Childcare settings to prepare for wider opening from 01/06/2020 – Published 11/05/2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcaresettings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-andchildcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Attendance recording for educational settings FAQ – Updated 03/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-foreducational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>

Awarding GCSE'S and A Levels – Updated 03/04/2020 <https://www.gov.uk/government/news/how-gcses-as-a-levels-will-be-awarded-in-summer-2020> **Case studies: remote education practice for schools during coronavirus (COVID-19) – Published 05/05/2020**

<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schoolsduring-coronavirus-covid-19>

CCGs on providing support – Published 25/03/2020

https://www.england.nhs.uk/coronavirus/wp-content/uploads/sites/52/2020/03/Managing-demandand-capacity-across-MH-LDA-services_25-March-final.pdf

Children and young people's mental health and well-being – Updated 21/04/2020

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-youngpeoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-andyoung-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Cleaning of non-healthcare settings – Updated 26/03/2020

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

Coronavirus, COVID-19 getting tested – Updated 11/05/2020

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Coronavirus (COVID-19): getting tested (essential workers) – Updated 11/05/2020

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#essential-workers>

Critical workers who can access schools or educational settings (Key worker list) – Updated 05/05/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educationalprovision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Data collections which have been cancelled, deferred or are continuing – Published 20/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings>

Details on phased wider opening of schools, colleges and nurseries – Gavin Williamson Press Release – Published 11/05/2020

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

Early Years Provision – Updated 24/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

Emergency funding to support most vulnerable in society during pandemic – Published 02/05/2020

<https://www.gov.uk/government/news/emergency-funding-to-support-most-vulnerable-in-society-during-pandemic>

Exceptional costs for schools during the pandemic – Published 07/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>

Financial support for education, early years and children's social care – Updated 22/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>

Free School Meals Guidance – Updated 30/04/2020

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>

Free School Meals – Schools Admin User Guide

https://www.edenred.co.uk/Documents/DfE/DfE_FreeSchoolMeals_AdminUserGuide.pdf

Free School Meals – Parent/Carer FAQs

https://www.edenred.co.uk/Documents/DfE/DfE_FreeSchoolMeals_ParentCarerFAQs.pdf

Free School Meals Voucher scheme - link to Edenred

<https://www.edenred.co.uk/campaigns/schoolmeals/contactchange.html>

Guidance to educational settings about Covid-19 – Updated 07/04/2020

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid19/guidance-to-educational-settings-about-covid-19>

Help with access to technology for remote education during COVID-19 – Updated 04/05/2020

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

Implementing protective measures in education and childcare settings – Published 11/05/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Inductions for newly qualified teachers – Updated 01/05/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>

Isolation for residential/educational settings – Updated 08/04/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings>

Local Authorities guidance on children's social care – Updated 06/05/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-for-childrens-social-care-services/coronavirus-covid-19-guidance-for-local-authorities-on-childrens-social-care>

Managing school premises during the pandemic – Published 24/04/2020

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

Oak National Academy SEND resources – Published 19/04/2020

<https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

Online learning resources for schools to use and share with parents – Updated 06/05/2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers – Updated 11/05/2020

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

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