

# COVID19: Re-opening Risk Assessment and Action Plan

**SCHOOL NAME:** Montgomery Infant School and Nursery

**OWNER:** Essex County Council

**DATE:** 27.05.2020

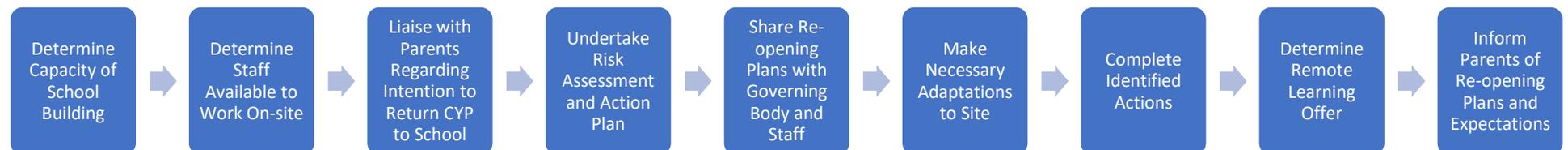
## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'
- Please also read initial school risk assessment

## Steps of Re-opening Preparation:



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Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Preparing Buildings and Facilities	<p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> <li>• Water treatments</li> <li>• Fire alarm testing</li> <li>• Repairs</li> <li>• Grass cutting</li> <li>• PAT testing</li> <li>• Fridges and freezers</li> <li>• Boiler/ heating servicing</li> <li>• Internet services</li> <li>• Any other statutory inspections</li> <li>• Insurance covers reopening arrangements</li> </ul>	Business manager is unavailable	H	Source alternative suitably trained person, seek support from the Juniors or other member of consortium school		L
		Site Manager is unavailable		Site walk around noting work that needs doing head teacher and site manager		L
		Some parts of the site haven't been used during lockdown	M	<p>Service contracts renewed</p> <p>Water – Primec</p> <p>Fire alarms – WFP</p> <p>Grass cutting- countryside</p> <p>Boilers –SES</p> <p>Internet – D.L.Solutions</p> <p>Insurance –Essex County Council</p>		
		No hot water for cleaning/hand washing	M	Site manager to manage reinstallation of hot water service. If hot water is going to be lost for some time seek Essex Guidance regarding cleaning and handwashing.		L

	<p>Office spaces re-designed to allow office-based staff to work safely.</p>	<p>Office does not allow for adequate space between staff members, windows offer poor ventilation.</p>	<p>M</p>	<p>One member of staff in the office at any one time. Office staff on a rotation and continue to work from home. Office manned in the morning.</p> <p>Screen between desks and window open for ventilation if more than one person needs to be in office.</p>		<p>L</p>
	<p>Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</p>	<p>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</p>	<p>M</p>	<p>2-meter markers are present on floors. Including playgrounds and on fence as children approach school</p> <p>Signs put up on entrance door asking parents to wait and only one person in foyer at a time.</p> <p>Teaching staff enter building through their classes external doors. All doors to be open by 8:00am staff exit using these doors by 3:30pm.</p> <p>Staff no longer fob in but sign against daily register, time they were in and time they left.</p> <p>Children accessing playground also use external doors and go around the school rather than through the school.</p>		

				Children will be picked up by adult with parental responsibility from their classroom base. Parents will be informed of this by letter. Staggered start and collection times.		
	Staff room and reprographics room					
	Consideration given to after school clubs in the hall	Hall will need to be cleaned after school cleaners not available to do it after clubs have finished	M	No clubs in the hall will be reviewed at the beginning of the next academic year.		
	Consideration given to the arrangements for any deliveries.	Entry to building by delivery person. Parcels packages left in foyer that could be contaminated		Deliveries are left in the foyer or corridor. Packs to be wiped down with cleaning materials and removed as soon as possible. Delivery person remains on site for least amount of time. Deliveries are not signed for.		
<b>Emergency Evacuations</b>	Evacuation routes are confirmed, and signage accurately reflects these. <i>NB In the event of emergency the priority is getting out of the</i>	Current evacuation routes would cause multiple groups of people to	M	Classes evacuate through their classes external door children line up on distance markers in the playground. Nursery markers are on entrance path	L	

	<p><i>building calmly regardless of social distancing.</i></p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p>come into contact. More appropriate alternatives are possible.</p>		<p>SLT member would take on responsibility of evacuation</p> <p>Training for SLT on evacuation procedures including fire drill and lockdown</p>		
<p><b>Cleaning and waste disposal</b></p>	<p>Enhanced cleaning regime is in place in line with <a href="#">COVID19: Cleaning in non healthcare settings guidance.</a></p>			<p>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Teaching staff will support children in cleaning toys and work areas they have used using soapy water.</p> <p>Hand towels and handwash are to be checked and replaced as needed by the site manager and cleaning staff</p> <p>Cleaning staff will clean toilets and regularly used areas at lunch-time.</p> <p>Cleaning checklist implemented</p>		
	<p>Capacity of cleaning staff is adequate to enable enhanced cleaning regime.</p>			<p>Rota of cleaning team to come in after lunch to clean toilets and nursery (when in use)</p>		

	<p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p>No hand sanitiser for visitors to reception.</p> <p>Classrooms do not have tissues.</p> <p>Low supply of soap.</p> <p>Toilets shared by two classrooms and only one towel dispenser</p>	<p><i>M</i></p>	<p>Hand sanitiser available at the school entrance</p> <p>Lidded bins in classrooms</p> <p>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</p> <p>Stock check and ordering schedule reviewed and order made.</p> <p>Toilets allocated to each class. Marker on floor to show toilet designation, sign on toilet door and above sink. Paper towel dispenser put up in the two classes that would otherwise share.</p>		<p><i>L</i></p>
	<p>Sufficient time is available for the enhanced cleaning regime to take place.</p>		<p><i>M</i></p>	<p>Lunch-time cleaning 12:00pm -1:15pm when classes are at lunch see cleaning timetable</p> <p>All staff advised to leave the site by 3:30pm in order for cleaning to be undertaken.</p>		<p><i>L</i></p>
	<p>Waste disposal process in place for potentially contaminated waste.</p>	<p>Where a suspected COVID case has been</p>		<p>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</p> <p>Use of swabs and dressing bin in medical area.</p> <p>Waste collections made when the minimum number of persons are on site (i.e. or before normal opening hours).</p>		

	Staff toilets enclosed space with poor ventilation	Staff unable to keep 2 metres apart		Entrance to staff toilet doors kept open. Staff enquire if anyone is in the toilet before entering. Signs on door stating to keep open. Hand dryers must not be used signs. 'Do not Use' signs displayed.		
	Disabled toilets have no lid (faeces dispersal)	Plumber maybe needed to change seat due to where the fittings are		Toilet seats to be replaced with seats with lids on		
<b>Classrooms</b>	The number of staff and CYP that can use each room at any one time has been determined according to the physical capacity of the school site. NB: up to 15 per group. 10 children and 5 staff on a rotation.	Staff illness non-covid related		All classrooms will have the maximum of 10 children and two adults in attendance at any one time. Learning bubbles created which consist of 10 children and maximum of 5 adults. (max of two of these adults in attendance on any one day) Adults with in bubble to cover any absence by other adults.		
	Classrooms have been re/arranged to allow as much space between individuals as practical.			Tables and chairs removed and stored in classroom that will not be in use.  Additional furniture and equipment removed.		
	Classroom entry and exit routes have been determined and appropriate signage in place.			Markers to be sprayed at 2 metre intervals showing entrance to classrooms.  Classrooms to use external doors to prevent usage of corridor.  Signs indicating drop off points for children.		

	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].		L	Packs created for each child to include pencils, glue stick, workbook, scissors etc. Nursery children can have dough and items to be named. Each child to have a named tray to store their own items in.		L
	Resources which are not easily washable or wipeable have been removed or reduced	Soft toys and cushions in classrooms. Balance to ensure there are activities for children to engage in.		Soft toys and cushions to be removed  Class 20'C used as a storage point for items removed from other classrooms  Items boxed bagged up and labelled		
	Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.	No COVID19 information posters currently in place. Limited reminders/ awareness for children.		e-Bug posters displayed: <ul style="list-style-type: none"> <li>• <u>Horrid hands</u></li> <li>• <u>Super sneezes</u></li> <li>• <u>Hand hygiene</u></li> <li>• <u>Respiratory hygiene</u></li> <li>• <u>Microbe mania</u></li> </ul> <u>Posters displayed in pinch point areas</u>  <u>Posters simplified for EYFS</u>		
<b>Staffing</b>	Staffing numbers required for entire eligible cohort have been	Staff have child care issues and		Staff audit re available to work on-site from 1st June		



				Regular updates/newsletters sent to all staff by headteacher		
Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.				See above 3 deputy SGL AHT none teaching to be able to provide cover Facility to access cover within learning bubble		
Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).				Tabards supplied to support staff with less washing. Staff to wear comfortable clothing. Staff initially in for fewer hours/days		
Approaches for meetings and staff training in place.				Regular staff Zoom meetings open to all staff. Smaller zoom meetings between year groups. Face to face meetings in the hall if needed		
Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.				Staff are only expected in school initially for two teaching days (where possible this is less) the other three teaching days staff will be involved with facilitating remote learning this will increase as government guidance changes		
Consideration given to the options for redeployment of staff to support the effective working of the school.	<i>LSA s are required to lead some groups as not enough teachers</i>			Each learning bubble will have a teacher lead who will provide planning for LSAs, this will run side by side with home school learning. Where possible LSAs who have not had experience of whole class		

	If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	<i>on site to cover numbers.</i>		teaching before will work with colleague from their bubble or will work for shorter period (am or pm session)		
	Staff safe travel to and from school	Staff to avoid public transport where possible		If a staff member cannot avoid public transport PPE and hand sanitizer to be supplied		
	Approach to support wellbeing, mental health and resilience in place, including bereavement support  How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.			Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service <a href="https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx">https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</a> Signpost to sites offering support for wellbeing on school website  The Bereavement Policy has been reviewed to ensure it reflects current circumstances and arrangements  Thrive practitioner available to offer advice TTP training Staffroom has been extended to incorporate a quiet garden where staff can sit and have lunch/break		
	Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.			<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>  see suspected covid-19 case guidance		
	The approach for inducting new starters has been reviewed and	New starters can not be shown		Virtual tour of the school, video meet and greets. To be reviewed in line with		

	updated in line with current situation.	round the school, stay and plays cannot be held or meet the teachers		current HR guidance at time of induction in accordance with the recruitment process.		
	Return to school procedures are clear for all staff.	Most staff have been in supporting critical worker children		Staff who are newly returning have access to planning documents, contact with head and SLT prior to starting back. Work in a support group. All staff receive constant communication regarding school plans from HT and SLT Staff declaration form completed and discussed with HT.		
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.			Will be actioned by SBM		
	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.					
	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>			<p>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</p> <p>Risk assessments are requested from contractor and social distancing measures implemented.</p> <p>If requiring the toilet guide to outside toilet between two schools. Site manager to check on cleanliness and maintenance.</p>		

	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.	Limited amount of staff and pupils on site,		Football and dance after school classes will not resume until it is safe for more children to attend school. These arrangements will then be reviewed again.		
<b>Group Sizes</b>	Class groups have been determined on the basis of small, consistent groups of CYP, that can remain separate from other people and groups. NB: Up to 15 pupils in any one group.	Infant children are not able to maintain a 2 metre distance.		Class sizes of no more than 10 children. Use of inside and outside spaces to maximise social distancing. Children remain in their learning bubble and don't mix with other children. Amount of children on site capped at 60 to allow safety arrangements in hall. This will be reviewed fortnightly.		
	Vulnerable and critical worker group sizes determined. NB: with peers where possible.	Infant children are not able to maintain a 2 metre distance.		Groups of no more than 10. Children have been grouped in year groups where possible or mixed year group containing only two year groups. Children have been kept where possible with children from their own class.		
	Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers.			Staff have been assigned to a learning bubble maximum size is 16 – 10 children 5 teaching staff and 1 MDA or 14/15 – 10 children and 4 or 5 keyworkers working on rotation to cover lunch breaks. Teaching staff remain on a rota until it is safer to have more adults in school. Staff within the bubble will support any		

				<p>absenteeism of other staff by changing rota. See Learning bubbles. 1 AHT is non-teaching to support possible absence within nursery staff</p>		
<b>Social Distancing</b>	<p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> <li>• Staggered school drop off/pick up times and locations (if possible)</li> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches</li> <li>• Toilet arrangements</li> </ul>			<p>Critical worker and vulnerable children groups operate staggered drop off with in bubble (arrangements based on parents working hours) EYFS drop offs and pick ups staggered.</p> <p>Each class has it's ow entrance and collection points.</p> <p>Parents will be told to enter and exit at gate 1 or 2.</p> <p>Signs displayed by gates</p> <p>SLT on gates at possible bottle neck times.</p> <p>Staggered lunch-times and break times in place. Children and staff exit classes by external doors so corridors usage is limited.</p> <p>Lunch-times: 2 x learning bubbles of 10 at one sitting. MDA will radio Keyworker when hall is ready. (first group from Rainbow suite) 1 keyworker will bring their bubble in and seat them at a table 3 tables for 10 children (4, 3, 3)</p>		

				<p>Once children are in hall MDA will radio for next learning bubble to be brought in (main building)</p> <p>Keyworkers stay with the children. MDA delivers food to the table.</p> <p>1 bubble will access the KS1 playground, 2 bubble will access EYFS playground. All children will go with their keyworker or MDA if assigned.</p> <p>Hall MDA will clean down tables and chairs and radio for next sitting. (repeat)</p> <p>Toilets – children will be encouraged to use the toilets before going to the hall.</p> <p>Toilets cleaned after lunch.</p> <p>Toilets in classroom in rainbow suite will be marked/taped off, so each bubble has a designated toilet. Children will be taught not to use the other toilet</p>		
	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.			Parent pack with information about re-opening school provided and shared on website.		
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.			Children are accompanied by parents and will go straight into their class and sit at their designated table. Parents will not come in to the building.		
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.			<p>Handwashing and cleaning (if needed)</p> <p>Conversations with parents</p>		

				Risk assessments and individualised approach in place for students who might struggle to follow expectations		
	Approach to assemblies – if still occurring, plan in place to manage social distancing.			Assemblies will continue to be videoed and uploaded on tapestry, children will access these through the smartboard in their classes with their key worker		
	Social distancing plans communicated with parents, including approach to breaches.			Parental agreement form signed before children re-admitted to school. Explanation in parent pack. If breaches continue		
	Arrangements in place for the use of the playground, including equipment. NB: outdoor equipment should not be used unless it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.			EYFS and KS1 playgrounds are zoned each zone will be used by one learning bubble each week. At the end of the week, it will be cleaned ready for the next group to use it the following week. Zones will be rotated weekly between groups.		
<b>Catering</b>	Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.		<i>M</i>	Junior school catering team have been providing meals for CWV group during lockdown.  Servery staff will continue to work on a rota as social distancing cannot be employed in the servery area staff will continue to wear PPE as pre COVID-19		<i>L</i>

	Arrangements for the continued provision of FSMs for children not attending school are in place.			The school will continue to distribute vouchers using EdenRed.		
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.			<p>Lunch sitting A time: 12.00- 12:20 location: Hall</p> <p>Lunch sitting B time: 12.20 – 12:45 location: Hall</p> <p>Lunch sitting C Time: 12:45 -1:05 Location: Hall</p> <p>Each sitting will have a maximum of 2 x learning bubbles =20 children. See above</p>		
	Arrangements for food deliveries in place	Government fruit scheme has been stopped		<p>Juniors provide catering surface Cool milk to restart 1<sup>st</sup> June for Under 5's</p>		
<b>PPE</b>	PPE requirements understood and appropriate supplies in place.			<p>Tabards, gloves, plastic aprons, visors, masks distributed to classes. Tabards and washable masks if used will be washed at the end of each day at 60 degrees C. Correct use of PPE shared with all staff.</p>		

	Long term approach to obtaining adequate PPE supplies in place.			Able to source long term from Essex Supplies and Adler Business Systems		
<b>Response to suspected/ confirmed case of COVID19 in school</b>	<p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>• Which staff member/s should be informed/ take action</li> <li>• Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> </ul>			<p>Key worker uses walkie talkie to contact office staff.</p> <p>Available member of office staff wearing PPE will collect child from class and escort to sick bay area and remain with child if need be.</p> <p>Office will ring parents for immediate collection. On collection parents will be requested to seek a COVID-19 test for their child if over 5 and inform the school immediately of the result. Child will self-isolate for 14 days if they cannot be tested.</p> <p>On collection area will be cleaned thoroughly.</p> <p>Classroom will be cleaned thoroughly as normal.</p> <p>Staff will follow cleaning guidance.</p> <p>Parents of children in the same 'learning bubble will be informed.</p>		
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> <li>• Approach to relocating CYP away from certain parts of the school to clean, if possible</li> <li>• Cleaning procedure in place</li> </ul>			<p>If there is a confirmed case of COVID19.</p> <p>The learning bubble will have to self-isolate for 14 days. (All children and staff within that bubble)</p> <p>The classroom including outside areas will be deep cleaned.</p> <p>Essex County Council and all parents of children currently using the school will be informed</p>		

	<ul style="list-style-type: none"> <li>• Arrangements for informing parent community in place</li> </ul>			Essex guidance will be followed regarding informing the wider community.		
<b>Pupil Re-orientation</b>  <i>back into school after a period of closure/ being at home</i>	List of all critical worker parents up to date, including those who haven't yet taken up the offer of provision.	High % of service families means potentially over 60% critical workers		A folder containing all paper copies of applications from critical workers. Digital copy of phone and email contacts. Priority to those already accessing provision waiting list created families will be informed of a place when it is safe to expand the bubbles and have more children in.		
	Approach and expectations around school uniform determined and communicated with parents.			Children will continue to come in their home clothes to ensure that these are washed and clean on each day. This is informed to parents through the return to school pack/letter		
	Changes to the school day/timetables shared with parents.			Parents are informed of this during initial return to school pack/letter		
	No water bottles are being brought into school. Drinks fountains must not be used.			Drinks fountains taped off Each classroom has a jug and 10 cups. There will be times during the day where the class will stop sit at their desk and have a drink of water and sometimes a fruit snack. Cups and jugs will be cleaned with warm soapy water and stored before using		

				again. Frequent drink breaks throughout the day will be offered.		
	<p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.</p>			<p>We will continue to support children both accessing our school premises and those who are learning from home.</p> <p>Staff within their learning bubble and year groups will continue to share planning both home learning and school based.</p> <p>During the first week of school emotional support and welcoming children back to a different school will be priority.</p> <p>Videos will be uploaded to tapestry of the changes that have happened in school, photos of key workers will be shared with children accessing school before they start.</p> <p>Daily assemblies will continue to be uploaded on tapestry to be shared with both sets of children. Friday achievement assemblies will share the achievements of those accessing the school and those continuing to learn at home.</p> <p>This will include monthly birthday celebrations, learning to ride bikes and other important things to our children</p>		
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.			Bereavement policy is uploaded on our website all staff are familiar with this.		

				<p>Thrive practitioner is available to support staff in supporting children within their learning group.</p> <p>Essex guidance will be followed.</p> <p>Initial curriculum will have wellbeing and mental health as a key focus before further learning is pursued.</p>		
	Re-orientation support for school leavers is developed.			<p>Dialogue with juniors</p> <p>Videos of junior classrooms shared</p> <p>Welcome from Junior headteacher</p> <p>Extended tapestry so communication can continue through to autumn term if needed.</p>		
	Induction of new pupils, transition to next class			<p>Virtual tour of the school, video meet and greets from teachers. Videos of PP presentations for new starters/new to year group. All Reception children who are due to start in September will have early access to tapestry.</p>		
	<p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Increased FSM eligibility</li> <li>• Referrals to social care and other support</li> </ul> <p>PPG/ vulnerable groups</p>			<p>Teacher check list of frequency of contact maintained.</p> <p>Parents who aren't accessing learning platforms to be contacted to see if everything is okay.</p> <p>Parents directed towards wider agencies to offer support</p>		

<b>Partial Re-opening</b>	<p>All students have access to technology and remote learning offer.</p> <p>Blended approach between physical and remote learning developed, including support for those CYP who are shielding/ clinically vulnerable.</p>	<p>Not all our families have access to computers and some experience poor connections</p>		<p>Learning packs will continue to be produced for collection by parents. Parent who are not engaging will have packs delivered as part of our regular contact with parents.</p>		
	<p>Intelligence around critical worker parents – numbers intending to take up provision is known.</p>	<p>Increased numbers of critical worker children – means fewer children in eligible year groups can return</p>		<p>Due to 60% of our families being service families it is impossible for us during the current climate to provide a facility for all possible critical workers. To ensure correct safety measures can be in place we are capping at 60 children. 6 groups of 10. If critical worker take up exceeds 40. We will not be able to offer additional schooling for the government’s priority list until a time that it is safe to increase our bubble sizes.</p>		
<b>Transition into new year group</b>	<p>Online/ website support for families and young people around transition.</p>			<p>Website to be updated, Including information as above</p>		
<b>What will need to be different</b>	<p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p>			<p>Welcome packs created Video tour on website Welcome video from new class teacher including story time</p>		

<b><i>this year because of COVID19?</i></b>	<ul style="list-style-type: none"> <li>• EY to year 1</li> <li>• Year 2 to year 3</li> <li>• Vulnerable children</li> <li>• Children with SEND</li> <li>• Physical and sensory needs, including adaptations, equipment etc (lead in times)</li> <li>• School Leavers</li> </ul>			<p>SENCO involved with dialogue with parents and previous settings. EYFS lead dialogue with previous settings. Virtual stay and play. Work with juniors to create welcome pack for year 2, introduction to new teachers.</p>		
<b>Safeguarding</b>	Individual CYP's risk assessments are in place and welfare checks being undertaken.	Re-opening arrangements not reflected in risk assessment.	M	Review risk assessments for children to ensure they reflect any changes due to reopening arrangements for eligible year groups frequency of contact lists created by teachers. Concerns followed up by SLT and recorded using CPOMs		
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			Staff refresher training session on processes and procedures and the revised wellbeing material. Safeguarding training provided and updated by The Key –available to all staff.		
	Updated Child Protection Policy in place.			Adopted Temporary COVID19 Child Protection Policy		
	Work with other agencies has been undertaken to support vulnerable CYP and families.			Continue to support families and work with other agencies.		
	Consideration given to the safe use of physical contact in context of managing behaviour.			Our Positive Behaviour Management Policy continues to be applied		

<b>Curriculum / learning environment</b>	Current learning plans, revised expectations and required adjustments have been considered.			learning intentions for home and school based learners according to year groups to be set- email to be sent to all staff detailing expectations		
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> <li>• PE</li> <li>• Practical science lessons</li> <li>• DT/ FT</li> </ul>			Curriculum to be redeveloped over time		
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> <li>• Wellbeing curriculum</li> <li>• recognising 'non-curriculum' learning that has been done</li> <li>• capturing pupil achievements/ outcomes</li> </ul>			staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.		

<b>CYP with SEND</b>	Approach to provision of the elements of the EHCP including health/therapies.			Follow Essex guidance and 'Reasonable Endeavours' documents		
	Annual reviews.			Held via zoom or phone		
	Requests for assessment.					
<b>Attendance</b>	Approach to supporting attendance for prioritised year groups determined.	High % of critical worker families lower capacity for prioritised groups		Priority will be given where possible to children who have SEND and/or who haven't been engaging with home learning. Flexible part-time attendance offered. Potential rota to allow more children to access provision following government guidance,		
	Approach to support for parents where rates of PA were high before lockdown.			Dialogue with parents, home (social distanced) visit to encourage participation		
<b>Communication</b>	Information shared with staff around the re-opening plan, returning to site, amendments to			Zoom meetings, weekly newsletters risk assessment and plan shared with all staff. Checklists created.		

	usual working patterns/practices and groups.					
	Re-opening plans shared with governors.			Emailed out governors, governor zoom meetings		
	Communications with parents: <ul style="list-style-type: none"> <li>• Plan for partial re-opening</li> <li>• Social distancing plan</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning</li> </ul>			Returning to school pack created. Information published on website including risk assessment.		
	Pupil communications around: <ul style="list-style-type: none"> <li>• Changes to timetable</li> <li>• Social distancing arrangements</li> <li>• Staggered start times</li> <li>• Expectations when in school and at home</li> <li>• Travelling to and from school safely</li> </ul>					
	On-going regular communication plans determined to ensure parents are kept well-informed			Letters, website updates, social media		
	Meetings and decisions that need to be taken prioritised.			Virtual governing body meetings using zoom and emailing out any changes.		

<b>Governors/ Governance</b>	Governors are clear on their role in the planning and re-opening of the school, including support to leaders.  Approach to communication between Leaders and governors is clear and understood.			Scheduled governors meetings, governors contact SLT via phone, email, zoom. Re-opening strategies discussed and agreed, Clerk sending governor information. Staff are fully supported by governing body.		
	Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be reviewed and potentially reinstated.			Next governors meeting scheduled via zoom. Not school visits to support infection control.		
<b>School events, including trips</b>	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.			School trips and visiting theatres/artist cancelled or postponed		
<b>Finance</b>	Additional costs incurred due to COVID19 are understood and clearly documented.			SBM as time progresses costs could incur		

	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM			FSM voucher scheme paid by DFE Premises costs budgeted Resources purchased will be covered by the reduction in catering costs. Unable to claim reimbursement due to school reserve.		
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.					
	Insurance claims, including visits/trips booked previously.			None		
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• IT support</li> <li>• Catering</li> </ul>			arranged		
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					