

Larkspur Primary School



Covid -19 Addendum Policy

June 2020

COVID-19 Policy Addendum

Policy Rational

The purpose of this document is to provide clear additional and actionable guidance for policies related to safe operations through the prevention, early detection and control of COVID-19 at Larkspur Primary.

The procedures within this policy addendum have been considered by school staff in order to promote public health. This guidance has been compiled to support school policies during the COVID-19 pandemic period of operation. The policy addendum should be considered with reference to other documentation and guidance provided to prevent the spread of viruses whilst maintaining safe school operations or reopening schools after closure due to COVID-19. This includes:

- Coronavirus (COVID-19): Guidance for Educational Settings (Public Health England).
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (Department for Education)
- Larkspur Primary School COVID-19 Risk Assessment
- Actions for schools during the coronavirus outbreak (Department for Education)
- Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak (Department for Education)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers
- Guidance on implementing protective measures in education and childcare settings (Department for Education)
- Guidance on critical workers (Department for Education)
- Guidance on vulnerable children and young people (Department for Education)
- Supporting children and young people with SEND as schools and colleges prepare for wider opening (Department for Education)

COVID-19 - Public Health Summary

The outbreak of coronavirus disease (COVID-19) has been declared a Public Health Emergency of International Concern (PHEIC) and the virus has now spread to many countries and territories. COVID-19 is a disease caused by a new strain of coronavirus. The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold. Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical conditions. As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. While COVID-19 continues to spread it is important that communities take action to prevent further transmission, reduce the impacts of the outbreak and support control measures.

The Protection of Children and Educational Facilities

Precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between ethnicities, disability status, age or gender. Education settings should continue to be welcoming, respectful, inclusive, and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus, while minimizing disruption and protecting students and staff from discrimination.

Vital Role of School

Today, children and young people are global citizens, powerful agents of change and the next generation of caregivers, scientists, and doctors. Any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience while building a safer and more caring community. Having information and facts about COVID-19 will help diminish students' fears and anxieties around the disease and support their ability to cope with any secondary impacts in their lives.

Basic Principles

Following basic principles can help keep students, teachers, and staff safe at school and help stop the spread of this disease. Recommendations for healthy schools that have been adopted are:

- Sick pupils, teachers and other staff should not come to school
- School staff will enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer and daily disinfection and cleaning of school surfaces
- School facilities staff will provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures
- School staff will promote social distancing (a term applied to certain actions that are taken to slow down the spread of a highly contagious disease, including limiting large groups of people coming together)

COVID-19 Risk Assessment

Our Larkspur COVID RA (risk assessment) document identifies safe school operations during the COVID period of operation as well as emergency and contingency plans. This includes:

- Cancelling any community events/meetings that usually take place on school premises
- Reinforcing frequent handwashing and sanitation and procure needed supplies.
- Prepare and maintain handwashing stations with soap and water and place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets.
- Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people
- Implement social distancing practices
- Staggering the beginning and end of the school day
- Cancelling assemblies, gatherings and other events that create crowded conditions
- Create space for children's desks to be at least two metres apart

- Teach and model creating space and avoiding unnecessary touching
- Establish procedures if pupils or staff become unwell
- Plan ahead with local health authorities, school health staff and update emergency contact lists. Ensure a procedure for separating sick children

Operational Impact of COVID

Following 'Basic Principles' and our Larkspur RA guidance is supported by the following regulation on specific operations within school. These operations are identified as those related to activities with increased likelihood of compromising RA protocols and therefore require additional direction at this time. The addendums for each policy support previous non-COVID policy for the duration of the COVID period. 'The COVID period' refers to school opening where measures related prevention, early detection and control of COVID-19 at Larkspur Primary are required. The addendums provide protocols that are required to further support the following policy areas:

- Attendance Policy
- Behaviour Policy/Exclusion Policy
- Illness Policy
- Intimate Care Policy
- Managing Medicines on School Premises Policy
- Medical Conditions Policy
- Parent Engagement Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- SEND Policy

1. Attendance Policy COVID Addendum 2020/21

The law requires all schools including independent schools to have an admission register. We will resume taking the attendance register from 1 June 2020 and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

If a pupil fails to attend (after the agreement of parent/carer) on the agreed or notified date, the school will establish the reason for the absence and mark the attendance register accordingly. The school should follow up any such absences to ascertain the reason in order to ensure the proper safeguarding action is taken.

During the COVID period the legal monitoring of attendance including correspondence to parents/carers will be suspended and those families (other than those identified as vulnerable learners or with a safeguarding concern) will not be contacted for non-attendance.

Pupils will be expected to be punctual relation to the agreed 'staggered' time of attendance.

All parents will be expected to be available to collect pupils immediately if called by school during the COVID period.

2. Behaviour Policy COVID Addendum 2020/21

During the COVID period it is vital that during childcare provision and the wider reopening for additional groups of pupils is underpinned by our school rules and expectations around the behaviour of pupils remains high.

Social distancing and hand washing arrangements and good hygiene will be identified to pupils as part of the 'treat others with respect' rule to be adhered to.

There will be additional support for pupils and staff through the HT and SLT for pupils displaying poor behaviour on a daily basis.

For these pupils or those who may have experienced fixed term exclusion, we will have an agreed Behaviour Plan to support behaviours that are deemed to be persistently poor (and which potentially compromise the RA).

Behaviour plans will consider social distancing expectations and the RA. They will be drawn up by the SENDCO, HT and SLT and communicated to staff supervising childcare or for other groups returning to provision

The steps to encourage positive behaviour will be adapted by staff in line with social distancing measures and the need to maintain class 'bubbles'.

If a staff member feels their steps to encourage positive behaviour are unable to support the RA, the HT and SLT will be contacted to support the behaviours of the child.

A child demonstrating poor behaviours that compromises the RA will be removed from group for 'time out' and will complete work away in an appropriate location within the 'bubble' with other staff members present.

A child continuing to demonstrate poor behaviours that compromises the RA during 'time out' with other staff within the 'bubble' will then be supervised by the HT, SENDCO and SLT

Parents will be contacted in the event of poor behaviours that are not modified to support the RA.

The Exclusion Policy will continue to be applied for pupils for the most serious, deliberate acts where pupils commit physical and verbal threatening behaviours as well as instances of bullying, racist abuse, damage, sexual misconduct, theft and persistent disruptive behaviour (see Exclusion Policy)

Positive handling and physical intervention arrangements to remove a pupil will be modified to reflect the RA (see Positive Handling addendum). They will continue to reflect our duty for pupils and staff.

Star of the Week assemblies will be cancelled for classroom based approaches.

3. Illness Policy COVID Addendum 2020/21

COVID-19 is now identified within our list of diseases and illness that require a minimal exclusion period.

Any child displaying symptoms will be immediately isolated from their 'bubble' until a parent/carer can collect the child. The main symptoms of coronavirus are:

- High temperature
- New, continuous cough

- Loss or change to your sense of smell or taste

If a child or staff member has symptoms of coronavirus they will be directed to guidance from NHS England and their date of starting self-isolation will be recorded. They will be instructed to self-isolate for 7 days. No return to school will be permitted until any isolation period is complete.

School staff will advise parents and carers on the expected date of return to school. This may include advising that after 7 days they can stop self-isolating if symptoms have gone or keep self-isolating if they have any other symptoms (such as a high temperature, runny nose, feeling sick or diarrhoea). They can stop self-isolating when symptoms have gone after 7 days.

School staff will advise parents and carers living with someone who has displayed symptoms they should self-isolate for 14 days from the day the symptoms started. This is because it can take 14 days for symptoms to appear.

If more than 1 person at home has symptoms, they should self-isolate for 14 days from the day the first person started having symptoms.

If a person gets symptoms while self-isolating – they should self-isolate for 7 days from when the symptoms started, even if it means self-isolating for longer than 14 days.

If a person does not get symptoms while self-isolating – they can stop self-isolating after 14 days.

School staff and pupils within the bubble of a confirmed case of COVID on site will be instructed to self-isolate for 14 days.

All parents and carers will inform the school of current contact details during COVID and will agree to immediate collection should a child require isolation away from other pupils.

4. Intimate Care Policy COVID Addendum 2020/21

The Intimate Care Policy guidelines will continue to be followed but will be supported by staff with additional protective equipment:

- Disposable gloves
- Aprons
- Goggles
- Face shields

5. Managing Medicines on School Premises Policy COVID Addendum 2020/21

During the COVID period a member of the Headteacher or Deputy Headteacher or senior member of staff will be in attendance during child care period with lower pupil numbers/staff to support the management of medicines. The First Aid Lead will always be contactable. A first aid trained member of staff will be on site with widening of provision and increased pupil numbers.

The Managing Medicines on School Premises Policy guidelines will continue to be followed but will be supported by staff with additional protective equipment:

- Disposable gloves
- Aprons
- Goggles

6. Medical Conditions Policy COVID Addendum 2020/21

During the COVID period a member of the Headteacher or Deputy Headteacher or senior member of staff will be in attendance during child care period with low pupil numbers/staff to support those with medical conditions in attendance. The First Aid Lead will always be contactable. A first aid trained member of staff will be on site with widening of provision and increased pupil numbers.

Staff will continue to support all aspects of the Medical Conditions Policy.

School will ensure the provision or child care arrangements for the pupils with health care plans during the COVID period.

Those pupils identified with chronic illness, medical or potentially life-threatening conditions will undertake any offer of provision only after consultation with parents/carers and health care professionals.

7. Parent Engagement Policy COVID Addendum 2020/21

During the COVID period parents and carers will not be encouraged to enter the school building. Drop off and collection points will allow for children to enter and leave the building safely.

Those with queries and concerns on any aspect of child care or provision will be directed to appropriate methods of communication – telephone, email, text.

All information on child care arrangements and widening of provision will be communicated via website and email.

Support for parents during COVID will be publicised on the website.

8. Safeguarding and Child Protection Policy COVID Addendum 2020/21

Keeping Children Safe in Education (KCSIE) is statutory safeguarding guidance for which school will continue to have regard.

The way school will operate in response to coronavirus in a way that continues to be different - as more children return, important safeguarding principles continue to remain the same:

- The best interests of children must always continue to come first
- If anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- A DSL or deputy should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- Children should continue to be protected when they are online

Child Protection

Staff will continue to follow the procedures identified within the Safeguarding and Child Protection Policy.

Designated safeguarding leads (DSLs), Deputy DSL and trained DSLs can be available to be contacted via phone or online video at all times.

School will continue liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is acknowledged that DSL training is unlikely to take place during this period (although the option of online training will be explored). For the period coronavirus measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- Are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- Have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- Have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

We will continue to liaise with our Gateshead LA with regard to the key day-to-day responsibility for delivery of children's social care. We will continue to contact social workers and virtual school head as required to support vulnerable children in this COVID period. School staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school head and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance of Vulnerable Pupils

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to provision where this would now be appropriate for them to do so. We will work to support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- For vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable)

- For vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- For vulnerable children who are deemed otherwise vulnerable, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable)

We will notify social workers where children with a social worker do not attend. We will follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, we will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

Staff Training and Safeguarding Induction

All existing school staff have had safeguarding training and have read part 1 of KCSIE.

Staff will be made aware of any new arrangements as a result of more children returning, so they know what to do if they are worried about a child.

Staff who are being recruited will continue to receive appropriate vetting and induction procedures.

Children Moving Schools - Transition

Children who are about to attend another setting will continue to have any relevant welfare and child protection information passed on. This is especially important where children are vulnerable.

For looked-after children (LAC), any information passed on will be led and managed by the virtual school head with responsibility for the child.

The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum, the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know the child's social worker (and, for looked-after children, who the responsible virtual school head is). This will happen before a child arrives. Exchanges of information will ideally happen at DSL (or deputy) level, and likewise between SENDCOs for children with EHC plans.

Safer Recruitment/Volunteers and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. School leadership will judge on whether recruitment is needed and how this can best be done given the circumstances. When recruiting new staff, we continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of KCSIE. (Note that in response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak).

If our school utilises volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. This will be more important than ever as more children and staff return. As such, we continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of critical workers and vulnerable children on site, and/or more children returning to school our staff will ensure appropriate support is in place for them.

Teachers will be made aware during their return to school of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. Teachers will offer sessions on well-being in support of all returning pupils.

Online Safety

As more children return we will continue to support a safe online environment for those who remain at home. This will include publication of guidance from our Computing Coordinator.

In our own setting we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school systems.

It is important that all our staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals will continue to be made to children's social care and as required the police.

Remote Education

Our school will continue to consider the safety of children when they are asked to work online. The starting point for online sessions will be the same principles as set out in the school's staff code of conduct. This includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools will continue to ensure any use of online learning tools and systems are in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to our school and this should also signpost children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Our teachers in regular contact with parents and carers online through our website/facebook and parentmail and telephone will continue to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

Parents and carers may choose to supplement the school offer with support from online companies and in some cases individual tutors. In communications with parents and carers, our staff will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

9. SEND Policy COVID Addendum 2020/21

Following the partial closure of education settings, we continue to support EHC plan risk assessments to determine whether children and young people will be able to have their needs met at home, and be safer there than attending an educational setting.

We will continue to consult with parents/carers and offer places to all children and young people with EHC plans.

We will keep these risk assessments up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and the wider opening of education.

Our SENDCO will provide risk assessments that may prove useful when planning how best to support the return of individual children and young people with EHC plans. For example, where the return is initially only part-time.

The risk assessment will continue to be maintained for children and young people with EHC plans who remain at home, so that:

- They can be brought back into face to face education when it is right for them
- When attendance is not appropriate, assessments can help make decisions about the support children and young people should receive at home, noting that circumstances may have changed
- They provide helpful information to headteachers and other professionals in planning for, and supporting, those children and young people with an EHC plan when they do return to educational settings

When updating risk assessments, we will take into account that some parents and carers may be unable to sustain the levels of care and support that their children need for a long period of time.

As part of updating risk assessments, we will be mindful of, for example, access to respite and short breaks services, the loss of care from extended family, and the risks to health of caring week round for children and young people with complex needs.

Where families are unable to continue supporting children at home, we will work together with parents and carers to ensure that SEND pupils, in any year group, can return promptly to their educational setting. We will keep this actively under review after 1 June, particularly for children who do not return to our setting in the first phase of return.

The risk assessment will incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care.

Phased returns to educational settings

Particular care will be needed in planning for and supporting children and young people with EHC plans to return. We will contact parents and involve them in decisions about their child who has an EHC plan. We will ensure we have the staffing needed to support children and young people at safe ratios.

Due to the unprecedented circumstances presented by coronavirus, section 42 of the Children and Families Act 2014 has been temporarily modified so that local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge the duty to secure or arrange the provision specified in a child or young person's EHC plan. Local authorities and our school staff will therefore work together to consider for each child and young person with an EHC plan what can reasonably be provided during this temporary period.

Services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility will continue to be procured as far as possible. We will be mindful that these considerations could apply to pupils who they did not previously affect. Similarly, our SENDCO and school staff will work with other schools to ensure that key support services are available to facilitate transition plans.

We recognise that some children and young people with EHC plans will need careful preparation for their return, for example, social stories to help with the transition, or meaningful symbols to support children to follow protective measures that have been put in place. This could mean that, informed by risk assessments, the increase in attendance for some children takes place over a longer period of time. (we will consider similar approaches to support the return of pupils with SEND without an EHC plan.)

We intend to prioritise attendance for:

- Children approaching key transition points, for example, transition to another educational setting or where multi-agency work to secure that progression is needed
- Children and young people who most need on-site provision to support their life chances and development, for example to reinstate routines and engagement with learning

In order to ensure as many children are actively transitioning back to on-site education, we will utilise the use of flexible approaches. This may include:

- Part-time timetables and attendance rotas
- Blended onsite and home learning
- Phased returns for individuals or groups

Our SENDCO will ensure that parents and carers are aware of the education, health and care services available to them at home. We will ensure that pupils who are not attending settings full time in person continue to engage in learning as far as is possible (for example through remote education), and that an increasing focus is put on preparing the way for their return.

We will engage proactively with parents and carers to explain the support for their children and to discuss the plans for returning - to consider how parents can support this and any additional help they might need.

Designing at-home learning and support for the children with EHC plans could involve the design or adaption of interventions or learning materials.

For those children and young people with EHC plans our SENDCO will ensure that they have access to materials they can use to learn, drawing on other professionals to source or adapt online learning that addresses a child or young person's special educational needs. Similarly, our education psychologists may play a role in recommending the essential provision for a child or young person to receive at home.

In addition to a lessons and materials in our learning packs our teachers will attempt to liaise and adapt specialist curriculum for children with complex needs, in order that we are helping parents to support learning at home, including by publishing a list of online learning resources for children with SEND.

We recognise that some children with special educational needs present behaviours that are challenging to manage in the current context, such as physically challenging behaviours. The RA will ensure it will be impossible to provide the care that some children need without close hands-on contact. In these circumstances, staff will minimise close contact wherever possible, increase hand-washing and other hygiene measures, and clean surfaces more regularly and maintain existing routine use of personal protective equipment.