

| Issues | Comment |
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| <p>Health and Safety Check of the Building (SC 3, 4)</p> <ul style="list-style-type: none"> ■ hot and cold water systems ■ gas safety ■ fire safety ■ kitchen equipment ■ Specialist equipment used by pupils (eg for access/mobility/changing) ■ security including access control and intruder alarm systems ■ ventilation | <p>Completed and regularly checked</p> |
| <p>Cleaning and hygiene (SC 1 – 4)</p> <ul style="list-style-type: none"> ■ Will soap and, preferably warm, water be available at all times, with systems in place to ensure continuity of supply of soap and sanitiser? ■ How will the school ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival? ■ Are lidded bins available in every classroom? Unless operated by pedal, the lids will need to be regularly sanitised throughout the day. How will this happen? Who will empty them during the day?? ■ What arrangements are in place to keep every classroom supplied with tissues? ■ Will staff and children wash their hands for at least 20 seconds with water and soap on arrival, before departure and regularly throughout the day, including before and after every break and lunchtime, and how will this be supervised and monitored? ■ Will pupils be regularly reminded to catch coughs and sneezes with a tissue or elbow? ■ Will appropriate PPE be provided in schools where pupils are unable, or less able to catch their sneezes and coughs? | <p>Yes</p> <p>Very small numbers returning plus staggered arrival/departure times</p> <p>Lidded/Pedal operated bins provided</p> <p>Adequate supplies ordered. Regular checks during the day</p> <p>Yes – supervised by staff and Head of School</p> <p>Yes</p> <p>N/A</p> |

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| <ul style="list-style-type: none"> ■ Will hand dryers be disconnected and replaced with paper towels and bins? | Yes |
| <ul style="list-style-type: none"> ■ Will drinking fountains be taken out of use? | N/A |
| <ul style="list-style-type: none"> ■ Will only rooms with windows that can be kept open be used? | Yes |
| <ul style="list-style-type: none"> ■ Will doors be kept open where possible to aid ventilation? | Yes |
| <ul style="list-style-type: none"> ■ Will separate risk assessments take place in classes where leaving a door open will expose children to additional risks (eg runners)? | Yes |
| <ul style="list-style-type: none"> ■ Will all areas of the premises be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary? | Yes – in advance of each session |
| <ul style="list-style-type: none"> ■ Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment? | Yes |
| <ul style="list-style-type: none"> ■ Is there capacity amongst the cleaning staff to meet these requirements? | Yes |
| <p>Movement around the school (SC 5)</p> | |
| <ul style="list-style-type: none"> ■ Will a one-way system be introduced? If not, why is it not needed? | Very small numbers on site |
| <ul style="list-style-type: none"> ■ What arrangements are proposed for safe movement on staircases? | Working on one level as much as possible. |
| <ul style="list-style-type: none"> ■ How will staff and children be made aware of the new arrangements? | Individual phone calls/Team sessions |
| <ul style="list-style-type: none"> ■ Who will monitor that the systems are being complied with? Will a member of staff be on duty at all times? | Heads of School, SLT |
| <ul style="list-style-type: none"> ■ Are other measures needed in corridors, for example floor markings or removal of furniture or students walking in single file without holding hands? | N/A |

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| <ul style="list-style-type: none"> ■ Is there provision for the movement of pupils around the school who may need additional assistance from an adult? ■ How will pupils and staff keep 2-metres apart, even with these arrangements? ■ What arrangements are proposed around access to pupil toilets to ensure no overcrowding during lesson and break times? | <p>N/A</p> <p>Constant vigilance</p> <p>Not an issue due to small number of students</p> |
| <p>Site Examination (SC 1 – 4)</p> <ul style="list-style-type: none"> ■ Will additional resources be provided to ensure that classes have what they need? | <p>Yes</p> |
| <p>Audit of staff (SC 1, 7, 8, 9)</p> <ul style="list-style-type: none"> ■ Have Proposed rota arrangements been discussed and agreed with staff in conversations with Head of School ■ Will there always be a head/deputy, first aider, Designated Safeguarding Lead (DSL), SENCO on duty at all times? ■ Will consistency be ensured to minimise staff movement between classes? ■ Will sufficient cleaning staff be engaged to allow for the enhanced cleaning levels required? ■ Is there an assurance that non cleaning staff will not be expected to undertake cleaning work? ■ Has the site been measured to ascertain what the maximum capacity is and proportion of pupils that can be accommodated to allow safe distancing? ■ Is it clear to all staff and parents that only healthy staff and pupils who are not exhibiting symptoms, and who do not need to self-isolate, may attend school? ■ Is it clear that pregnant staff and those with underlying health conditions that make them vulnerable, or who live with or care for vulnerable or shielding household members or those over age of 70 are permitted to continue to work from home? ■ Have the risks to Black staff been assessed when planning rotas? | <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes (from letters)</p> <p>Yes</p> <p>Yes</p> |

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| <ul style="list-style-type: none"> ■ Will parents be advised that the school cannot guarantee to be able to keep their children socially distant, with support for parents to assess the risks to themselves and other family members of sending their child to school? ■ What arrangements are in place for safe induction of new staff during this period? ■ Is there a procedure to close the school or college at short notice if staffing levels fall to levels where safety cannot be assured? ■ Will the school close if any key staff are unavailable? | <p>Yes</p> <p>Video communication, relevant documents sent, INSET and full induction from September</p> <p>Yes</p> <p>Yes</p> |
| <p>Arrangements for group sizes, social distancing and PPE where necessary (SC 1 – 6)</p> <ul style="list-style-type: none"> ■ Given that social distancing is expected in all other areas of society, it is unacceptable that the Government expects schools to open without the protections that are recommended for other environments, eg shops and public transport. What is proposed to address this issue? ■ Where there is a risk of airborne contamination, because social distancing cannot easily be adhered to, particularly where staff are at risk from spitting or biting and where pupils are unable to catch or control coughs and sneezes, the joint unions believe that PPE must be provided and training given on its use and disposal. Will this happen? ■ Will PPE be available for emergency situations, for example when a pupil develops symptoms during the school day and is awaiting collection? ■ What assurances can be given about secure arrangements for sourcing PPE? ■ Can confirmation be given that, if any member of staff wishes to wear a face covering, they will not be prevented from doing so? | <p>We will aim to provide as much protection as possible in line with our pupils' profile.</p> <p>PPE has been ordered</p> <p>Yes</p> <p>Government approved suppliers</p> <p>Yes</p> |
| <p>Creating and staffing our temporary teaching groups (SC 1, 5)</p> <ul style="list-style-type: none"> ■ In special schools, given the level of adult support required for pupils, what is a safe number of people to have in a classroom and how is this determined? | <p>Based on individual pupil profiles and room dimensions</p> |

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| <ul style="list-style-type: none"> ■ In special schools, where social distancing will be impossible, what measures are in place to protect staff and pupils? ■ To what extent can parents of SEND children be reassured that their child will still be working with, or have access to, theirkeyworker/learningsupportassistant? ■ Is the school prepared to consider attendance on a rotational basis in order to reduce class sizes? ■ Can an assurance be given that teaching assistants, unless it is part of their normal role such as for higher level teaching assistant, will not be expected to lead classes? ■ Will supply teachers be brought in as necessary? ■ Will senior leaders be available to cover classes if needed? ■ Will parents be told not to bring their children to school if there is a shortage of staff for a particular class? | <p>N/A – pupils coming in can observe social distancing</p> <p>As much as is possible. Where this is not possible, our small cohort means that all students would have had one to one or other close contacts with all staff on their sites.</p> <p>Yes</p> <p>Yes</p> <p>This need is not envisaged.</p> <p>Yes</p> <p>Yes</p> |
| <p>Practical steps to reduce risk (SC 1 – 6)</p> <ul style="list-style-type: none"> ■ How does the school propose to ensure social distancing at the start and end of each school day? ■ If it is planned to undertake temperature checks, how will this be managed safely in terms of social distancing between the child and member of staff and to avoid queues building up? ■ What measures are in place to protect staff and pupils who may at times need to use physical interventions to protect pupils from harming themselves or others? (They will clearly not be able to socially distance when doing this) ■ In AP what measures are in place to ensure that enough appropriately trained staff are on site to support pupils with behavioural issues to keep safe? How and what PPE will be used in this situation? ■ Is it practical to stagger arrival times, if so how? | <p>Staggered starts and departures</p> <p>Laser thermometers allow required distancing. No queues due to small numbers coming in</p> <p>All staff are trained in de-escalation and positive handling. Appropriate PPE will be available</p> <p>See above</p> <p>15 minute intervals</p> |

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| <ul style="list-style-type: none"> ■ How will parents be informed and the system monitored? | Phone conversations, emails |
| <ul style="list-style-type: none"> ■ Is there sufficient staffing to monitor the safe arrival and departure of children at varying times? | Yes |
| <ul style="list-style-type: none"> ■ How will overcrowding at the school gates or in the playground be prevented? | N/A |
| <ul style="list-style-type: none"> ■ What will be expected of parents/carers in terms of social distancing and how will they be informed of arrangements? | Stay in car at drop off. Informed by phone, email/letter |
| <ul style="list-style-type: none"> ■ Will parents/carers be instructed that they may not enter the premises other than in an emergency situation? | Yes |
| <ul style="list-style-type: none"> ■ Will there be clear guidelines on entry to school about the procedures in place for essential visitors to the school? | Yes |
| <ul style="list-style-type: none"> ■ Will there be social distancing measures in place for visitors to the school? | Yes, although visits will be minimised and only if unavoidable |
| <ul style="list-style-type: none"> ■ Will visitors working closely with pupils be offered PPE where necessary? | If necessary |
| <ul style="list-style-type: none"> ■ How will other unauthorised visitors be kept away? | Gates and entrances closed |
| <ul style="list-style-type: none"> ■ Will enough staff be available at the beginning of the day (and able to socially distance) to assist children in coming into school where needed (children with anxiety etc)? | Yes |
| <ul style="list-style-type: none"> ■ How will break times operate to ensure social distancing? | Staggered break times |
| <ul style="list-style-type: none"> ■ What will happen in wet weather at break and lunchtimes? | Separate classrooms |
| <ul style="list-style-type: none"> ■ Have families been told to provide water bottles? | Yes |
| <ul style="list-style-type: none"> ■ How will breaks for staff operate? | As normal |
| <ul style="list-style-type: none"> ■ Is there a system in place for isolating children who develop symptoms during the day, while they wait to be picked up? | Yes (designated room to be deep cleaned afterwards) |
| <ul style="list-style-type: none"> ■ Will all staff be sent home as soon as they report symptoms during the school day and will arrangements be in place to provide cover as necessary? | Yes |

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| <ul style="list-style-type: none"> ■ Have off site visits been suspended? ■ What are the plans for ensuring that staff can travel safely to and from school? ■ Where school transport operates under normal circumstances, how will this operate at this time, ensuring social distancing and hygiene arrangements? | <p>Yes</p> <p>Safe travelling discussed with individual staff (after staff survey) as part of deciding who will be coming in</p> <p>Students in the first phase being dropped by parent. LA transport officers contacted to ascertain risk assessments in place and parents are happy with arrangements.</p> |
| <p>External Support for SEND and Behaviour</p> <ul style="list-style-type: none"> ■ Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place? ■ Will there be clear guidelines on entry to school about the procedures in place for essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), behavioural support, advisory teachers etc)? ■ If LAs cannot provide additional trauma support for pupils can another provider be quality assured and risk assessed in time for when the school begins to open more widely? | <p>Yes</p> <p>Done on virtual platforms</p> <p>As a non-maintained special needs school, we are not reliant provide such services</p> |
| <p>Changes to routines for staff and pupils (SC 1 – 5)</p> <ul style="list-style-type: none"> ■ Will guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins? ■ Will individual pupil risk assessments be in place for all pupils who exhibit anti-social behaviour, eg biting, before a decision is made about admitting them under the new arrangements? | <p>Yes – team zoom/teams sessions prior to reopening followed by trial runs in premises before students start to come in.</p> <p>Yes</p> |

Risk Management, Unions' Workplace Checklist and Staff FAQs

| Issues | Comment |
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| <ul style="list-style-type: none"> ■ Will compassionate and proportionate behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown, be in place by the time wider opening begins? | Yes |
| <ul style="list-style-type: none"> ■ It will not be safe to mark children's books during this period. Will clear instruction be given that no marking should take place and the books should not be taken to and from home/school? | Yes |
| <ul style="list-style-type: none"> ■ Will staff be told to wash their hands before and after handling pupils' books? | Yes |
| <ul style="list-style-type: none"> ■ Will library books be regularly sanitised? | N/A |
| <ul style="list-style-type: none"> ■ Some teaching assistants will be used to working in very close proximity to individual pupils, so how can this work continue in a safe manner? | Within social distancing guidance |
| <ul style="list-style-type: none"> ■ Have parents been informed about new arrangements for drop off and pick up routines? | Yes |
| <ul style="list-style-type: none"> ■ Have other regular visitors to the school, eg parent volunteers, been informed that they should not attend at this time? | Yes |
| <ul style="list-style-type: none"> ■ Do essential contractors understand how they may access the premises and what precautions are expected of them while they are on site? | Yes |
| <p>Communicating with staff (SC 1 – 9)</p> | |
| <ul style="list-style-type: none"> ■ Will senior staff be visibly present around school during the day? | Yes |
| <ul style="list-style-type: none"> ■ What arrangements will be put in place to ensure regular staff feedback on arrangements? | Normal daily debriefs |
| <p>Communicating with parents (SC 1 – 9)</p> | |
| <ul style="list-style-type: none"> ■ Head teachers are advised to communicate with parents so that they know who is eligible to attend school and from when and what measures will be in place to 'make the school a low-risk place for their child' | Done |

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| <p>Planning what to teach and how (SC 2, 3)</p> <ul style="list-style-type: none"> ■ The DfE toolkit recommends that children should be taught not to touch their faces – how can this realistically be taught or monitored? ■ It is also recommended that resources for painting, sticking and cutting be washed before and after use – what additional staff resources will be allocated to these tasks, given that these materials are likely to be in constant use? ■ How will staff ensure that children do not share these resources? ■ How will staff be supported to teach outside their usual year group/key stage responsibility? ■ Has time been given for staff to work together to agree shared priorities for children's learning? ■ Has support been given to teaching assistants to prepare for supporting pupils? ■ How will staff maintain continuity of learning and support as pupils begin to return, but have additional periods of time away? | <p>We have secondary age students and staff can reinforce these protective habits</p> <p>Not an issue given student cohort and offer</p> <p>Each student will be provided with their own pack</p> <p>Joint planning supported by Head of School</p> <p>Week starting 1st June</p> <p>Ongoing</p> <p>Virtual learning will be running in tandem with learning on site.</p> |
| <p>Remote education during wider opening</p> <ul style="list-style-type: none"> ■ What arrangements will be in place for students unable to attend? ■ What arrangements will be in place for pupils with underlying health conditions who cannot attend when the rest of their year group may be in school? ■ How will the senior leadership team (SLT) ensure that any change in opening arrangements does not increase workload for staff whether working at home or at school? | <p>Continue with virtual learning and support arrangements</p> <p>Continue with virtual learning and support arrangements</p> <p>Close monitoring, debriefs and continuing dialogue with staff.</p> |