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Department of Education guidance for full opening: special schools and other specialist settings – 2nd July

It is the Government's plan that all children and young people, in all year groups and setting types, will return to education settings full time from the beginning of the autumn term.

This guidance specifically for special schools and specialist settings is in 5 sections. The first section sets out the actions special education setting leaders should take to minimise the risk of transmission in their setting, highlighting additional or different considerations for special education settings, compared to mainstream. This is public health advice, endorsed by Public Health England (PHE), and is relevant for all specialist settings. The rest of this guidance is focused on how the Department for Education expects settings, including special schools, to operate in this new context.

Welcoming children and young people back to education settings

- The circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased and our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within education settings.
- The risk to children and young people themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school or college.
- Whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on coronavirus (COVID-19) related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.
- We can plan for all children and young people to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children, young people and families.
- Settings should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.
- The measures set out in this guidance provide a framework for education leaders to put in place proportionate protective measures for children, young people and staff, which also ensure that all pupils and students receive a high - quality education that enables them to thrive and progress.
- In welcoming all children and young people back this autumn, settings will be asked to minimise the number of contacts that a pupil or student has during the day as part of implementing the system of controls outlined below to reduce the risk of transmission.
- If settings follow the guidance set out here, they can be confident they are managing risk effectively.

Purpose of this guidance

- The first section of this guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission. It has been developed with advice from Public Health England.
- In developing this guidance for special settings, our partners have been clear that special education settings face some specific challenges, with social distancing and the use of consistent groups (bubbles).
- Coproduction and consultation with families is crucial.
- The public health advice in this guidance makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a revised setting-based risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
- All elements of the system of controls are essential. All settings must cover them all, but the way different settings implement some of the requirements will differ based on their individual circumstances
- Where something is essential for public health reasons, as advised by PHE, we have said 'must'.
- Education setting leaders will be best placed to understand the needs of their settings and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.
- We want all children, young people and staff to be back in settings, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

Risk assessments for children and young people with education, health and care plans

- Following the partial closure of educational settings, local authorities were asked to consider the needs of all children and young people with an EHC plan and to carry out a risk assessment.
- Local authorities were asked to work with education settings and parents or carers to determine whether children and young people would be able to have their needs met at home and be safer there than attending an education setting.
- Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with EHC plans need to make a successful return to full education.
- Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a setting to return to more limited attendance, or temporarily close.
- Whether individual risk assessments are used to help plan for the autumn term or not, education settings should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their setting from September.
- They should also contact and involve young people over 16 who have EHC plans

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

- Settings should not put in place rotas.

- Settings should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below.
- Essential measures include:
 - a requirement that people who are ill should stay at home
 - robust hand and respiratory hygiene
 - enhanced cleaning arrangements
 - active engagement with NHS Test and Trace
 - formal consideration of how to reduce contacts and maximise distancing between those in school or college and wherever possible minimise potential for contamination so far as is reasonably practicable.
- How contacts are reduced will depend on the setting's circumstances and will (as much as possible) include:
 - grouping children together
 - avoiding contact between groups
 - arranging classrooms with forward facing desks
 - staff maintaining distance from pupils and other staff

Risk assessments

- As part of planning for full return in the autumn term, it is a legal requirement that education settings should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.
- Settings should ensure that they implement sensible and proportional control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.
- School employers should have active arrangements in place to monitor that the controls are: effective, working as planned, updated appropriately considering any issues identified and changes in public health advice.

The system of controls: protective measures

This is the set of actions education settings must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting.
2. Clean hands thoroughly more often than usual.
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

1-4 must be in place in all settings at all times

5. Minimise contact between individuals and maintain social distancing wherever possible.

5 must be properly considered and settings must put in place measures that suit their particular circumstances.

6. Where necessary, wear appropriate PPE.

6 applies in specific circumstances.

Response to any infection:

7. Engage with the NHS Test and Trace process.

8. Manage confirmed cases of coronavirus (COVID-19) amongst the setting's community.

9. Contain any outbreak by following local health protection team advice.

Must be followed in every case where they are relevant.

How can schools prevent and respond?

Prevent

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend your setting.

- This section contains identical information that schools have seen before. It talks about testing and number of days to isolate etc. There is one aspect which is new or more firmly worded: Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual.

- Special education settings will want to consider what frequency of hand washing is best for which pupils, students and staff, and incorporate time for this in timetables or lesson plans.
- Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may need more opportunities to wash their hands than children and young people who do not.
- Specialist settings will typically have handwash basins in or adjacent to classrooms, so may be able to use these to maximise hand washing.

Things to consider in your setting:

- whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly;
- supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative;
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

- As with hand cleaning, settings must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates.
- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.
- Schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.
- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.
- Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.

- Points to consider and implement:
 - putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes
 - more frequent cleaning of rooms or shared areas that are used by different groups
 - frequently touched surfaces being cleaned more often than normal
 - different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

5. Minimise contact between individuals and maintain social distancing wherever possible.

- Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.
- The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.
- It is recognised that maintaining distance or forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending.
- It is also stated that the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual.

How to group children.

- Consistent groups reduce the risk of transmission by limiting the number of children, young people and staff in contact with each other to only those within the group. Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

- It is acknowledged that maintaining consistent groups whilst remaining important may be more difficult, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.
- Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists.
- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible.

Measures within the classroom

- Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.
- Educational and care support should be provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission.
- When staff, children or young people cannot maintain distancing, the risk can also be reduced by keeping pupils and students in the smaller, class-sized groups described above.
- Settings should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

Measures elsewhere

- Groups should be kept apart, meaning that settings should avoid large gatherings such as assemblies or collective worship with more than one group.
- When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, settings should avoid creating busy corridors, entrances and exits.
- Settings should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).
- Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

Measures for arriving at and leaving the setting

- If travel patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.
- Settings should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the gates and otherwise coming onto the site without an appointment is not allowed.
- Settings should also have a process for removing face coverings when pupils, students and staff who use them arrive at the setting and communicate it clearly to them.
- Pupils and students must be instructed not to touch the front of their face covering during use or when removing them and must wash their hands immediately on arrival,

- Pupils and students must dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

NOTE: There is nothing here about putting on face coverings for the homeward journey.

Other considerations

- Some children and young people with SEND will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs.
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.
- Supply teachers, peripatetic teachers or other temporary staff can move between settings.
- Settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.
- A record should be kept of all visitors.
- Where a child or young person routinely attends more than one setting on a part time basis, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person.
- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously between each bubble using it, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies to determine whether this equipment can withstand cleaning and disinfection between each use and the practicality of doing this before it is put back into general use.
- Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.
- Outdoor playground equipment should be more frequently cleaned.
- It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
- Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

6. Where necessary, wear appropriate personal protective equipment (PPE)

PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used
- When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.

Respond

7. Engage with the NHS Test and Trace process

- Settings must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.
- This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:
 - book a test if they are displaying symptoms - staff and pupils must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them when at the setting - all children and young people can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
 - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
 - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
 - By the autumn term, settings will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child or young person who has developed symptoms at their setting, or staff who have developed symptoms at work, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

8. Manage confirmed cases of coronavirus (COVID-19) amongst the school and college community

- Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.
- The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, settings must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)
- proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case
- travelling in a small vehicle, like a car, with an infected person
- A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.

9. Contain any outbreak by following local health protection team advice

- If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

Supporting children and young people in special residential settings

- The DfE have produced guidance on isolation for residential education settings. This applies to residential special schools and colleges. It contains advice on how to manage self-isolation in such settings in the event of a confirmed or possible case.
- In the case of any localised outbreaks, we expect you to keep your residential provision open where necessary. Decisions will be made on a case by case basis.

You will need to remain open to those who:

- have particular needs that cannot be accommodated safely at home
- do not have suitable alternative accommodation

Supporting children and young people receiving hospital education on hospital sites.

- It is the DfE's intention that all pupils in hospital schools will return to their setting full time from the beginning of the autumn term, where it is safe and feasible to do so and in line with hospital infection prevention and control (IPC) measures.
- Headteachers and local NHS trusts should work together in order to deliver a broad and balanced curriculum for all patients as far as their health permits.
- The DfE expect local NHS trusts to continue to work collaboratively with headteachers to enable students to receive their education, including through access to classrooms and space in which to teach.
- Mainstream schools should continue to support their pupils in hospital, including through remote learning support, to minimise the impact of their hospital stay on their education

Section 3 - Curriculum, behaviour and pastoral support

The key principles that underpin our advice on curriculum planning are:

- education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life

- the curriculum remains broad and ambitious - all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision - schools and other settings continue to build their capability to educate pupils remotely, where this is needed

Key expectations for 2020-21

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- Aim to return to the setting's normal curriculum in all subjects by summer term 2021
- Plan on the basis of the educational needs of pupils
- Develop remote education so that it is integrated into school curriculum planning

Remember: Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early years foundation stage to key stage 3 and Specific points for key stages 4 and 5

These two sections outline what should be taught within the curriculum offer. You will need to read this if you are working with children and young people following full national curriculum.

Physical activity in schools

- Settings have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.
- Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.
- Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.
- Settings are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.

Catch up support

- Additional funding will be paid as a one-off grant to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.
- Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.
- For pupils with complex needs, we strongly encourage settings to spend this funding on catch up support to address their individual needs, including speech and language therapy, travel training, education psychologist time, or other small group and individual interventions.
- The DfE will also roll out a National Tutoring Programme which will deliver proven and successful one-to-one tuition to the most disadvantaged and vulnerable young people.

Extending provision set out in an education, health and care plan

- It is not anticipated that children and young people will need to repeat a year of educational provision as a consequence of the coronavirus outbreak.
- In a small number of individual cases it may be appropriate for a child or young person to extend their current educational provision or have their EHC plan extended. In most cases this would consist of an individualised programme for a term or half term.
- In all circumstances, this would need to be decided by the local authority, following a review of the child or young person's needs and EHC plan.
- School funding regulations do not allow for those aged over 19 to remain in a school setting, unless given exceptional approval by the Secretary of State for Education. In the exceptional circumstances that a local authority decides that a young person would be best served by remaining in a school setting after they have turned 19 years of age, the local authority must apply for a relaxation of the normal rules for continuing financial support to schools of all kinds for students aged 19.

Pupil wellbeing and support

- Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with complex needs.
- DfE are offering support through:
 - Webinar – 9th July (<https://www.eventbrite.co.uk/e/dfesupporting-pupil-and-student-mental-wellbeing-tickets-110796856380>)
 - Whole School SEND Consortium Training (<https://www.sendgateway.org.uk/training-events.html>)
 - Relationship, sex and health education training modules for teachers (<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>)
 - Coronavirus Staff Resilience Hub – MindEd (<https://covid.minded.org.uk/>)
- Settings should consider how they are working with school nursing services to support the health and wellbeing of their pupils. School nursing services have continued to offer support as pupils return to school. School nurses as leaders of the Healthy Child Programme can offer a range of support including:
 - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
 - support for pupils with additional and complex health needs
 - supporting vulnerable children and keeping children safe
- Settings and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation) working together to identify health and wellbeing needs which will underpin priorities for service delivery.

Behaviour expectations

- Settings should consider updating their behaviour policies with any new rules or policies, and consider how to communicate rules or policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.
- It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to settings, resulting in increased incidence of poor behaviour.

- Settings should set out clearly at the earliest opportunity what the consequences are for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.
- Settings should work with those pupils who may struggle to engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- The DfE acknowledges that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors.
- Provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Settings will need to work with local services (such as health and the local authority) to ensure the services and support are in place to ensure a smooth return to settings for pupils.
- The disciplinary powers that schools currently have, including exclusion, remain in place.

Section 4 - Assessment and accountability

Inspection

- For state-funded settings, routine Ofsted inspections will remain suspended for the autumn term.
- During the autumn term, inspectors will visit a sample of settings to discuss how they are managing the return to education of all their pupils. These visits will not result in a judgement.
- Ofsted will have the power to inspect a setting in response to any significant concerns, such as safeguarding or a breakdown in leadership and management.

Primary Assessment

- The DfE are planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:
 - the phonics screening check
 - key stage 1 tests and teacher assessment
 - the year 4 multiplication tables check
 - key stage 2 tests and teacher assessment
 - statutory trialling
- The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving settings flexibility to sign up to our early adopter year in 2020 to 2021.
- The STA are reviewing requirements for the phonics screening check in year 2 following the cancellation of the 2020 assessment. They are also reviewing arrangements for implementation of the engagement model for the assessment of pupils working below the national curriculum and not engaged in subject-specific study and will provide an update to settings before the end of the summer term.

Exams

- The DfE are planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.
- There will also be an exam series taking place in autumn 2020.

Accountability expectations

- Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.

Section 5 - Contingency planning for outbreaks

Process in the event of local outbreaks

- If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide on which measures to implement to help contain the spread.

Contingency plans for outbreaks

- For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend their setting due to coronavirus (COVID-19).
- In the event of a local outbreak, the PHE health protection team or local authority may advise a setting or number of settings to close temporarily to help control transmission.
- Settings will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect settings to have the capacity to offer immediate remote education.
- Settings are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.
- The DfE recognises that some pupils with SEND may not be able to access remote education without adult support; settings should work with families to deliver a broad and ambitious curriculum.
- Providers should engage proactively with parents and carers to explain the support that their children are receiving, to discuss the plans for returning to settings and to consider how parents can support this and any additional help they might need.
- Designing at-home learning and support for children and young people with EHC plans could involve a wide range of professionals, to design or adapt interventions or learning materials.
- The expectation on settings is to:
 - use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- When teaching pupils remotely, the expectation is on settings to:
 - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
 - provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos
 - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
 - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding
 - plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with teachers.
- A range of resources are available including:
 - Curriculum maps for key subjects for year groups from reception to year 9 will be published in July.
 - A quality assured list of high-quality remote education resources which are available to settings and parents for free over the summer term.
(<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send>)
 - Oak National Academy Video lessons (<https://classroom.thenational.academy/>)
 - Oak National Academy specialist content for pupils with SEND.
(<https://classroom.thenational.academy/specialist>)
 - Government funded free-to-use digital education platforms, lap-tops, tablets and 4G routers and a network of schools and colleges for help and support on effective use of tech for remote education (EdTech Demonstrator Programme)

Annex A – Health and Safety Risk Assessments

Coronavirus (COVID-19) specific

- Employers must make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the setting 'COVID-secure.'
- Settings should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.
- Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable), young people and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place.

- Settings should share the results of their risk assessment with their workforce.
- If possible, settings should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

- The employer is accountable for the health and safety of setting staff and pupils. The day-to-day running of the setting is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters.
- Settings need to record significant findings of the assessment by identifying:
 - the hazards
 - how people might be harmed by them
 - what they have in place to control risk
- Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.
- Risk assessments consider what measures you need to protect the health and safety of all:
 - Staff
 - Pupils
 - Visitors
 - contractors

Consulting employees (general)

- It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff.
- As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer.
- Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.
- Employers and staff should always come together to resolve issues.