



COVID-19 Response / Development Plan

Context

The purpose of this plan is to ensure that we are proactive in keeping staff and learners safe whilst enable learning for those who must remain at home.

In mid-March Greenside changed its provision in order to ensure the safety of all learners and staff. Provision was made for learners whose parents were key workers as well as those who are regarded as exceptionally vulnerable. Support was provided for learners and families who were unable to attend. The length of the school day was reduced to enable additional cleaning.

The Health and Safety and Child Protection Policies were revised to meet the demands of COVID. A full COVID risk assessment was undertaken. The level of cleaning has significantly increased. Ordering of resources, supplies, snacks etc. has been revised in order to create paperless systems. PPE resources have been secured and guidance arranged. Use of shared resources / areas was reduced. Community learning stopped and the school's social enterprise (The Greenside Studio) was closed.

From the 1st June the school has made significant adjustments to reduce the risk of infection by creating 4 areas ("bubbles") each with their own entrance, play area, staff recreation and toilets. A named person leads each area. There are currently a maximum of 4 learners in each day in each group.

There has been a gradual and controlled increase in the number of learners attending the school. In order to maintain social distancing, the majority attend on a part time basis. A staff rota ensures that the number of people on site is kept to a minimum. Risk assessments have been undertaken for staff who have health issues relating to COVID-19

Introducing Greenside School's COVID-19 Response / Development Plan

The COVID Response / Development Plan is based on informed assumptions about the foreseeable future...

- The government will require all learners to return to school on a full time basis.
- The risk of infection will remain.
- The majority of our learners do not have an understanding of social distancing, but social distancing requirements maybe revised, will remain in place.
- The medical needs of many learners place them at a higher level of risk. Some learners have low immune systems that place them at a significant level of risk, as a result some will be unable to return to school. Greenside must ensure a high quality provision for those learners who remain at home.
- The medical condition of some members of staff means they may not be able to work in classrooms.
- Track and trace, self-isolation requirements will cause disruption resulting in part or full closure of the school.

Issue	Response (1 st part of autumn term)	Impact	Development (After November 2020)
1. Control the risk of infection	<ul style="list-style-type: none"> a. School operates in 5 areas + admin accommodation Each has a separate entrance; staff area; adult toilet(s), play area b. Operate a shorter school day for learners (9.40 – 3.00) enables PPA without cover. TAs will work from 9.15 – 3.25. Staff will have a short (not more than 5 min) morning break and a 30 break at lunchtime. c. No mixing between areas (“bubbles”). d. Class staff do not work in different areas e. Limited community learning f. Greenside Studio closed to the public (used as a classroom) g. Gibson (school dog) does not attend school h. Limited sharing of facilities at Barnwell High School i. Virtual outreach delivered to other schools j. Cleaning levels remain at an increased rate k. Shared areas wiped regularly throughout the day. l. PPE resources and guidance readily available m. Use of resources controlled throughout the day, cleaned immediately after use – others prevented from using them (if they cannot be cleaned immediately). n. Individual mats (marked to identify) for learners who need to work on the floor (washed immediately after use) o. Specialist equipment washed immediately after use p. Limited sharing of books, use of the library and IT suite. q. No home / school books – contact via email/phone r. Separate allocation of art and stationary resources for each area s. Sand play on an individual basis. Use of Play Doh – Slime and other related resources to be carefully controlled - disposed of after use (no sharing) t. Quarantine area for staff and learners in place. It is <u>vital</u> parents and carers collect their child as soon as they are asked to do so. u. Paperless systems for payment of lunches, snacks and resources v. Larger meetings and training will be under via Microsoft Teams w. Safeguarding Policy COVID outbreak addendum flow chart demonstrates actions that will be taken when someone displays COVID-19 symptoms. 	<ul style="list-style-type: none"> ○ In the event of a learner or member of staff testing positive for COVID only one area would be affected – the number of people who would have to self – isolate is reduced. ○ Risk of infection from touching surfaces reduces ○ Protection for staff and others ○ Reduced risk of infection 	<ul style="list-style-type: none"> ○ Review need for separate areas in light of infection rates; risk assessment and DfE / LA guidance. <ul style="list-style-type: none"> ○ Consider... <ul style="list-style-type: none"> - extending length of school day - plan to cover for PPA ○ Reintroduce... <ul style="list-style-type: none"> - assemblies - use of Barnwell facilities - outreach (on other sites) - community based learning ○ On-going monitoring and review

2. Social distancing requirements will remain in place	<ul style="list-style-type: none"> a. Use of separate entrances for staff and learners. b. COVID risk assessments undertaken for all learners c. COVID risk assessments for staff (who require one) d. Greenside Studio and 2Learn to be used as a class base e. Gradual increase in staff related to the number and needs of learners f. Staggered times for home / school transport 	<ul style="list-style-type: none"> ○ Number of adults on site kept to a minimum. ○ Reduced risk of infection 	<ul style="list-style-type: none"> ○ Review social distancing in relation to infection rates; risk assessment and DfE / LA guidance. ○ Work in partnership with other SLD / PNI special schools
3. Home Learning and Support	<ul style="list-style-type: none"> a. Provide bespoke, relevant, personalised provision for those learners who are not attending school b. Audit, monitor and review quality of home learning. c. Extend use of Zoom and Microsoft Teams – regular online lessons– school can deliver (“doorstep”) resources so parents can use them during the lesson d. Provide specialist resources for families to support home learning e. Class leads to ensure progress and achievement is recorded via the Evidence for Learning tool. Eg recording information shared by parents and carers, verbally, via email, Facebook or Instagram 	<ul style="list-style-type: none"> ○ All learners access learning ○ Activities and resources are related to the individual needs. ○ Parents, carers feel supported 	<ul style="list-style-type: none"> ○ On-going monitoring and review – liaison / collaboration with other agencies ○ Risk assess home visits to support specific learners
4. Potential of change learners skills	<p><i>(it is probable that following an extended period out of school there will be changes in the skills and knowledge of learners).</i></p> <ul style="list-style-type: none"> a. Class leads undertake assessments based on EHCP outcomes to identify current attainment – revise planning 	<ul style="list-style-type: none"> ○ An objective understanding of each learners attainment level 	<ul style="list-style-type: none"> ○ Re-instate assessment – recording procedures (fully follow assessment policy)
5. Emotional Wellbeing	<ul style="list-style-type: none"> a. Consider the emotional / wellbeing needs of each learner as they are reintroduced to school, following as extended period when many would be socially isolated b. Prepare range of resources to support learners prepare to transition back to school. c. Enable effective transition for new learners 	<ul style="list-style-type: none"> ○ The emotional needs, concerns, stresses of each learner are identified – support strategies devised & implemented. 	<ul style="list-style-type: none"> ○ On-going assessment of learners emotional needs. ○ Stress reduction plans implemented