

Eagle House Group

Returning to full capacity in September 2020 - Covid Safe

(ROGER)

The purpose of this document is to outline how Eagle House Group will minimise the risk of COVID 19 by using official advice for special settings. It also includes the process which should be followed if anyone develops coronavirus (COVID-19) symptoms while at school or college. This guidance has been developed with advice from Government and Unions. 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). Collaboration and consultation with families is crucial.

Guidance for full opening: special schools and other specialist settings

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

The Government guidance on the full opening of special schools is set in 5 sections and this document will follow the same layout and explain each step.

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.

The rest of this guidance is focused on how the Department for Education expects settings, including special schools, to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

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

Categories	“What the Government is saying”	How EHG will meet this
Staffing	<ul style="list-style-type: none"> ▪ Settings should not put in place rotas ▪ People who are ill should stay at home ▪ 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 	<ul style="list-style-type: none"> ▪ All staff and young people will return to their usual contracted hours ▪ SLT & HR will monitor the ongoing health of staff and young people ▪ Contact details of all staff and young people will be kept up-to-date to allow Test and Trace to work effectively. ▪ Test and Trace guidance will be sent to families
Risk assessments	<ul style="list-style-type: none"> ▪ Education settings must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures ▪ 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 ▪ Having assessed their risk, settings should work through this system of controls, adopting measures in a way that: <ul style="list-style-type: none"> ▪ Addresses the risk identified in their assessment ▪ Works for their setting, and the individual, often complex, needs of the children and young people they teach ▪ Allows them to deliver a broad and balanced curriculum, including full educational and care support for their young people and students 	<ul style="list-style-type: none"> ▪ A Covid response team will monitor the implementation of this and other associated risk assessments at each site ▪ All individual, environmental and activity risk assessments to be amended to include COVID control measures ▪ This risk assessment outlines many of the measures we are taking to control the risks associated with returning to full capacity ▪ The control measures take in to account to individual and complex needs of our young people ▪ All sites will update their individual site risk registers at least half termly or as required ▪ Subject leads will ensure all teaching staff are aware of the curriculum changes and are supported in planning and delivering the full range of subjects offered by the schools
Reducing transmission of the virus	<ul style="list-style-type: none"> ▪ 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 ▪ Active engagement with NHS Test and Trace ▪ Enhanced cleaning arrangements ▪ Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach ▪ 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 Clean hands thoroughly more often than usual 	<ul style="list-style-type: none"> ▪ Social Distancing <ul style="list-style-type: none"> ○ Class groups will not exceed 6 young people and 6 adults ○ Zones and bubbles will use designated toilets and outside areas ○ Communal spaces will be timetabled and cleaned following our Hygiene protocol between use by different bubbles ○ Young people will work at their designated work stations when appropriate ○ Social distancing of 1 metre plus will be encouraged wherever possible ○ specialist teachers and therapists will have to move round the school and work with young people in a variety of zones, as such they should endeavour to maintain adequate distance between young people and staff in each zone ○ There will be no expectation to engage in PI unless risk of harm

		<p>from not engaging in restraint is higher than risk of transferring the virus.</p> <ul style="list-style-type: none"> ○ communications on social distancing arrangements to take place regularly to reinforce key messages. ○ arrangements for individual young people in place to prevent overcrowding at the school gate on arrival and departure <ul style="list-style-type: none"> ▪ Hand Hygiene <ul style="list-style-type: none"> ○ measures in place for hand washing on arrival to school, returning from breaks, changing rooms and before and after eating. ○ Signage in strategic points reminding to sanitise hands before entering ○ hand sanitisers in every room ○ breaks for students and staff need to be long enough to allow hand washing as well as eating and drinking ○ this will be sped up by hand sanitisers being available in all rooms, as well as soap and paper towels by all sinks ○ designated staff members responsible for equipping areas and maintaining supplies ○ arrangements to avoid over-crowding, particularly at hand washing stations. ○ visuals on the floor to show pupils where to stand to queue for hand sanitisers / hand washing. This is a key life skill to teach our pupils as well as being for health and safety. ○ measures to ensure that our pupils with complex needs are not ingesting or misusing sanitisers. This may be the placement of the sanitisers for certain classes, providing sanitisers with child safety tops, and liaising with OT and Beh/Psych re strategies. ○ Handwashing will continue to be planned in to the structure of the day for all young people supported by appropriate visuals ▪ Respiratory Hygiene <ul style="list-style-type: none"> ○ visuals and staff reminding pupils to catch their coughs and sneezes with a tissue or elbow (Catch it, Bin it, Kill it) ○ windows and doors kept open when possible and spaces aired between lessons ○ air conditioning only used when safe to do so
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Grouping of Learners	<ul style="list-style-type: none"> ▪ A plan around the grouping of children and young people together ▪ Avoiding contact between groups ▪ Arranging classrooms with forward facing desks ▪ Staff maintaining distance from young people and other staff as much as possible 	<ul style="list-style-type: none"> ▪ Class groups will not exceed 6 young people and 6 adults ▪ Zones and bubbles will use designated toilets and outside areas ▪ Communal spaces will be timetabled and cleaned following our Hygiene protocol between different bubbles ▪ Young people will work at their designated work station when appropriate ▪ Social distancing of 1 metre plus will be encouraged wherever possible ▪ Where possible staff will stay in an allocated Zone, when this is not possible due to the nature of their role appropriate PPE, hygiene protocols and social distancing will be employed to reduce the risk of transmission ▪ Staff will be supported to stay at one EHG site for blocks of days or weeks whenever possible to reduce the risk of transmission between sites
Use of PPE	<ul style="list-style-type: none"> ▪ Where necessary, wear appropriate personal protective equipment (PPE) ▪ Where an individual child or young person becomes ill with coronavirus (COVID- 	<ul style="list-style-type: none"> ▪ Everyone will be encouraged to wear a face covering when transitioning around the site, we recognise that due to individual needs this will not be

	<p>19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> ▪ 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 	<p>possible for everyone and there will be exceptions and exemptions</p> <ul style="list-style-type: none"> ▪ Staff will be allowed to wear PPE at all times if they feel it necessary for their own health or to perform intimate care ▪ Young people will be allowed to wear gloves and face coverings if it helps ease their anxiety ▪ Hygiene protocol will be followed in all instances
<p>Management of confirmed COVID 19</p>	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Staff or young people with confirmed cases will self-isolate for 14 days ▪ The schools will follow Test and Trace guidance on the first day they become aware of a confirmed case ▪ All people who have been in contact with someone with a confirmed case will be contacted by a member of the SLT and be asked to self-isolate in accordance with Test and Trace guidance
	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Site will follow local guidance ▪ If two or more cases occur within 14 days or there is a rise in sickness will be reported to the relevant authorities immediately ▪ SLT & HR will monitor sickness closely

Section 2: School Operations		
Categories	“What the Government is saying”	How EHG will meet this
Transport	<ul style="list-style-type: none"> Local authorities will need to work with special settings to ensure that children and young people can get to their setting 	<ul style="list-style-type: none"> We will liaise with families and LA transport teams to ensure young people are able to get to school We will support local authority transport teams in implementing their own Covid Safe protocols
School transport	<ul style="list-style-type: none"> How young people are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting Use of hand sanitiser upon boarding and/or disembarking Additional cleaning of vehicles Organised queuing and boarding where possible Distancing within vehicles wherever possible The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	<ul style="list-style-type: none"> Any school trips using transport will be assessed by the Head Teacher and EVC to assess their suitability and risk Staff and young people will be seated with adequate distance between them Government guidelines and our own hygiene protocol will be adhered to (See appendix) All passengers will be required to wear a face covering for the duration of the journey
Attendance expectations	<ul style="list-style-type: none"> Attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on attendance will apply, including: <ul style="list-style-type: none"> Parents’ duty to secure that their child attends regularly at their education setting where the child is a registered pupil at school and they are of compulsory school age Settings’ responsibilities to record attendance and follow up absence The availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct We are asking settings to work with families to secure regular school attendance from the start of term as this will be essential to help young people catch up on missed education, make progress and promote their wellbeing and wider development Communicate clear and consistent expectations around attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	<ul style="list-style-type: none"> All young people are expected to return to full time education Due to the nature of our cohort we will pay special attention to young people who may struggle with this We recognise that some young people who have been out of school for 6 months or more may require a bespoke strategy and a supported start Attendance will be monitored and followed up by our Senior Family Liaison Officer and followed up as per our Attendance Policy The SFLO, teachers, therapists and SLT will carefully monitor the mental health of young people deemed at risk on their return to school The school will work closely with families to ensure the expectations around attendance are clear, consistent and adhered to, including detailed transition plans where necessary
Young people who are shielding or self-isolating	<ul style="list-style-type: none"> A small number of young people and students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close 	<ul style="list-style-type: none"> Shielding is currently paused We will review this in the event of a change in policy or a local outbreak Should shielding become necessary in the future the schools will revert to

	<p>contact of someone who has coronavirus (COVID-19)</p> <ul style="list-style-type: none"> ▪ Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19) - this means that even the small number of young people and students who will remain on the shielded patient list can also return to their setting, as can those who have family members who are shielding ▪ Remote learning must be provided 	<p>remoting learning packs for these young people</p>
<p>Young people and families who are anxious about returning to their educational setting</p>	<ul style="list-style-type: none"> ▪ Settings should be clear with parents that young people of compulsory school age must be in school unless a statutory reason applies (for example, if the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance). ▪ We recognise that some children and young people with EHC plans will need preparation for their return to full provision. This might include, for instance, visits to the setting, social stories, and any other approaches that settings and local authorities would normally use to enable a child or young person with SEND who has spent some time out of education, to return to full time attendance. ▪ Identify young people who are reluctant or anxious about returning or who at risk of disengagement and develop plans for re-engaging them - this should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the outbreak or who have not engaged with their setting regularly during the outbreak ▪ Work closely with other professionals as appropriate to support the return to settings including, continuing to notify the child's social worker if they have one, of non-attendance 	<ul style="list-style-type: none"> ▪ Information will have been provided to families and young people ▪ FLOs are in regular contact with families to support and identify potential barriers to returning to school ▪ Teachers, Therapists and class teams will work jointly with young people and their families to develop bespoke strategies to reduce anxiety. This may include Social Stories, Comic Conversations, Visuals, Transition Strips and other appropriate resources ▪ Due to the nature of our young people and their needs part time, staggered or slow transitions will be considered on a case by case basis accompanied with a robust reintegration plan
<p>Staff who are clinically vulnerable or clinically extremely vulnerable</p>	<ul style="list-style-type: none"> ▪ Where providers apply the full measures in this guidance, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care as community transmission rates fall. See advice for those who are clinically vulnerable. ▪ Education leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in settings where it is possible to maintain social distancing. ▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace 	<ul style="list-style-type: none"> ▪ All staff have been provided with a hygiene and safety protocol ▪ Those returning from shielding will receive a return to work discussion with their HR officer and an individual risk assessment will be completed to mitigate any individual risks ▪ The Group will continue to work flexibly with staff and wherever possible staff will remain working remotely. All non-contact staff, who can complete their roles without being on site, are being enabled to do so. ▪ Staff who live with clinically extremely vulnerable family members will be encouraged to speak to HR to ensure they minimise risk when returning from work to home

Staff who are pregnant	<ul style="list-style-type: none"> As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance 	<ul style="list-style-type: none"> Any staff who are pregnant will be subject to an individual risk assessment conducted by HR
Staff deployment	<ul style="list-style-type: none"> Settings may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all young people at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals School can use supply teachers and other temporary 	<ul style="list-style-type: none"> Staff should work at their usual place of work when possible In the case of staff who are required to visit multiple sites within the course of a week line managers will support staff members to reduce or eliminate transitions by establishing a base for a fixed period of time in order to reduce transitions When possible staff will join other sites using remote access technology such as Zoom
Recruitment	<ul style="list-style-type: none"> Recruitment should continue as usual. 	<ul style="list-style-type: none"> Rigorous short listing and vetting should take place before a candidate is invited on to a school site Visiting candidates are subject to the guidance set out in the Visitor Risk Assessment
Safeguarding	<ul style="list-style-type: none"> Settings should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more young people 	<ul style="list-style-type: none"> Safeguarding Teams and DSLs will continue to meet closely All staff will receive update training on KCSIE and our annual Safeguarding Training Programme Weekly updates will ensure staff remain vigilant Welfare calls and parental contact through FLOs and class teams will continue on a weekly basis as a minimum All concerns will be reported on My Concern (See Safeguarding Policy)
Catering	<ul style="list-style-type: none"> We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all young people who want it, including for those eligible for benefits-related free school meals or universal infant free school meals 	<ul style="list-style-type: none"> Daisy’s café will be fully functioning in line with hygiene regulations and provide a range of food for staff and young people (See Café Risk Assessment) Meals will be delivered to Zones to reduce the risk of transmission Staff and young people are allowed to bring food from home to eat on site if they prefer Snacks and breakfast items will be provided in classes
Class sizes	<ul style="list-style-type: none"> Class sizes can return to normal and spaces used by more than one class or group can be cleaned between uses. Following a risk assessment, some settings may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual settings, based on their particular circumstances. 	<ul style="list-style-type: none"> Class sizes will not exceed 6 young people and associated support staff Class spaces that are used for different groups will be cleaned between sessions When possible specialist teachers and therapists will move to join classes to avoid groups of young people needing to transition around the site
Off site visits	<ul style="list-style-type: none"> In the autumn term, settings can resume non-overnight domestic educational visits. These trips should include any trips or placements connected with a pupil or student’s preparation for adulthood (for example workplace visits, travel 	<ul style="list-style-type: none"> Local trips will resume in September to allow young people enriching opportunities to develop a number of life skills All trips will be fully risk assessed and approved by the Headteacher or EVC

	<p>training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p>	<p>at least 5 days before the trip is to go ahead</p> <ul style="list-style-type: none">▪ Examples of trips include:- shopping, travel training, horse riding, companion cycling, nature and outdoor activities▪ External work experience opportunities will be assessed by Cognus
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Section 3: Curriculum, Behaviour and Pastoral Support

Categories	“What the Government is saying”	How EHG will meet this
Curriculum offer	<ul style="list-style-type: none"> ▪ 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 ▪ Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in young people’ knowledge with the aim of returning to the setting’s full normal curriculum content by summer term 2021. ▪ Plan on the basis of the educational needs of young people ▪ Curriculum planning should be informed by an assessment of young people’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (e.g. quizzes, observing young people in class, talking to young people to assess understanding, scrutiny of young people’ work) while avoiding the introduction of unnecessary tracking systems. Particular consideration will need to be given to the learning needs and objectives of children and young people with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood. ▪ All settings are therefore expected to plan to ensure any young people educated at home for some of the time are given the support they need ▪ It is likely that young people in key stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications ▪ For young people in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of young people are taught a full range of subjects over the year, including: <ul style="list-style-type: none"> • Sciences • Languages • Humanities • The arts • Physical education 	<ul style="list-style-type: none"> ▪ Subject leads have worked hard over the summer to adapt and adjust schemes of work (See Curriculum maps and SoW) ▪ The full curriculum offer will be available to all young people from the autumn term for all key stages ▪ Full time timetables will be in operation from the autumn term ▪ Baseline assessments will be carried out in core subjects in September to allow teachers to define appropriate interventions that take in to account the individual learning needs of each young person ▪ Staff members will remain vigilant of young people’s mental health and work in multidisciplinary teams to ensure personal development is well supported to meet individual needs ▪ Due to the nature of our young people direct teaching around Covid Safe practices will be included in regular lessons including hand washing, social expectations, managing anxiety concerning the virus etc

	<ul style="list-style-type: none"> • Religious education • Relationship, health and sex education 	
Physical activity and clubs	<ul style="list-style-type: none"> ▪ 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. Young people should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. ▪ Settings should consider the provision of pastoral and extra-curricular activities to all young people designed to: ▪ Support the rebuilding of friendships and social engagement ▪ Address and equip young people to respond to issues linked to coronavirus (COVID-19) ▪ Support young people with approaches to improving their physical and mental wellbeing 	<ul style="list-style-type: none"> ▪ Sport and PE lessons will resume but may be structured differently to account for social distancing ▪ The variety of sport and leisure activities on offer will be defined by the Head Teacher and EVC depending on availability of such activities and the assessment of risk posed by the activity ▪ All clubs and activities will be subject to risk assessment ▪ Friday afternoon clubs will resume in line with school Covid Safe plans, this may mean a restriction on the young people attending any one club, changes in venue, changes in activity
Behaviour	<ul style="list-style-type: none"> ▪ 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. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Settings will need to work with staff, young people and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. 	<ul style="list-style-type: none"> ▪ Our behaviour policy remains unchanged ▪ Behaviour Teams will continue to meet weekly and assess the policy ▪ Incident response staff will be required to work in different zones ▪ Good hand hygiene and face coverings will be crucial ▪ Staff responding to incidents should have a change of clothes available should this be necessary following an incident of challenging behaviour particularly if this involves bodily fluids or physical restraint ▪ Staff may use school facilities and shower onsite following incidents involving bodily fluids or physical restraint ▪ All behaviour incidents will be reported on Behaviour Watch as per out policy ▪ Team Teach training will resume in October Half Term (See Team Teach Risk Assessment)

Section 4: Assessment and accountability		
Categories	“What the Government is saying”	How EHG will meet this
Ofsted	<ul style="list-style-type: none"> ▪ For independent schools, Ofsted/the Independent Schools Inspectorate (ISI) standard inspections also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual, and result in the production of a report. ▪ It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review. 	<ul style="list-style-type: none"> ▪ Sites will remain compliant with ISS expectations ▪ Sites will be prepared to welcome Ofsted at any time ▪ Teams will work on SDPs and keep SEFs up to date in accordance with our usual practice ▪ Reporting and compliance protocols including reporting to Directors will continue as scheduled
Exams	<ul style="list-style-type: none"> ▪ For the summer 2021 exams, we recognise that young people in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these young people are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, 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. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases), this summer which students will use to move onto their next step. The Department for Education has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, the Department for Education’s guidance on centre responsibility sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students, and we will provide further information on this. 	<ul style="list-style-type: none"> ▪ Senior Leaders, Subject Leads, Exams Officer and Quality Nominee will closely follow the guidance set out by Ofqual and JQC in preparation for examinations in summer 2021 (See schedule) ▪ No young people are being entered for exams in Autumn 2020
Accountability expectations	<ul style="list-style-type: none"> ▪ 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 	

	<p>2020. Until the new data release is available, all those working with settings including Ofsted and Department for Education regional teams should refer to the 2019 data. The department will continue to use 2019 data as a starting point for any conversation about support for settings with Ofsted judgements below good. More information is set out in the school and college accountability guidance.</p>	
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Section 5: Contingency planning for outbreaks

Categories	“What the Government is saying”	How EHG will meet this
Process in the event of local outbreaks	<ul style="list-style-type: none"> ▪ If a local area sees a spike in infection rates that are resulting in localised community spread, appropriate authorities will decide on which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course 	<ul style="list-style-type: none"> ▪ Sites will remain vigilant and informed regarding changes in local infection rates
Contingency plans for outbreaks	<ul style="list-style-type: none"> ▪ For individuals or groups of self-isolating young people, remote education plans should be in place. These should meet the same expectations as those for any young people who cannot yet attend their setting due to coronavirus (COVID-19) (see section below on remote education support). ▪ 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 young people. 	<ul style="list-style-type: none"> ▪ In the event of an outbreak Sites will follow the PHE guidance and comply with all directives
Remote education support	Where a class, group or small number of young people needs to self-isolate, or there is a local lockdown requiring young people to remain at home, we expect settings to have the capacity to offer immediate remote education.	<ul style="list-style-type: none"> ▪ Should remote education be required sites will revert to previous plans (COOPER, ERNIE) and amend as required to ensure education is able to continue as reasonably possible



EHG Child Protection Policy (Sa



Risk Assessment for Cafe Daisy.docx



RA External Visitors Covid 19.docx



SL Team Teach Risk Assessment.docx



EHG Hygiene Protocol (2020).docx