



OUR PLACE SCHOOL
CONTINGENCY PLAN FOR
EDUCATION THROUGHOUT
PANDEMICS

Last updated: September 2020

Lauren Tallis
Head of Education

The purpose of this handbook

Firstly, we would like to thank you for your support and understanding during the coronavirus (COVID-19) pandemic.

This handbook has been created to provide you with details of the measures that are being put in place to ensure the safety of our school community throughout this pandemic. The handbook aims to answer your questions and bring you up-to-speed with the various changes that have been implemented. We hope that the information within this handbook will reassure you that Our Place School continues to take all the necessary precautions to ensure the safety of all pupils.

Useful contacts

Whilst we are pleased to be welcoming our pupils back to school full-time in September, we must take appropriate steps to minimise infection wherever possible. Therefore, we ask that all visits are pre-planned and risk assessments are completed prior to visitors entering the site or school estate.

Therefore, if you do have any questions we will be happy to address any of your concerns or issues via telephone or email. Please phone 01886 833378 or email Lauren Tallis:

headofeducation@ourplaceschools.com

Risk assessment

The school has conducted a thorough risk assessment to mitigate the risks of the pandemic. Our risk assessment covers various aspects of the school premises, staff availability, infection control and social distancing protocols.

The risk assessment is a live document and will be updated as required. A copy of this risk assessment is available on the school website www.ourplaceschools.com

Infection control

Combined with social distancing, strict infection control measures are an important aspect of keeping all staff and pupils safe and healthy in school. This means that we will be enforcing the rules to ensure that good hand and respiratory hygiene is consistently maintained.

We expect pupils to follow these rules; however, we understand that some pupils may be unable to fully understand infection control principles. Staff will work with all pupils to ensure their safety and positively reinforce good infection control behaviour where necessary.

Here are some of the key measures that pupils will need to follow:

- Pupils will be instructed and supported to sanitise their hands at various points throughout the day, including upon entering school, before and after eating, before and after break times, after using the toilet, and after coughing or sneezing.
- When washing their hands, pupils will be instructed and/or supported to wash their hands for at least 20 seconds using soap and water.
- The school will enforce the 'catch it, kill it, bin it' approach to containing coughs and sneezes.

We are also carrying out regular cleaning. All classrooms have been equipped with cleaning materials and staff will clean frequently touched surfaces regularly throughout the day. A full clean of every classroom will continue to take place every night.

Please see our Risk Assessment for full details of all of the arrangements we have put in place.

Personal protective equipment (PPE)

The government has recommended that staff and pupils do not need to use PPE in school; however, as a school we have decided – due to the needs of our pupils and the lack of ability to social distance, staff will use PPE (masks) whilst inside the school.

Staff will also wear additional PPE (gloves and aprons) as they would normally wear it to carry out their role, e.g. where a pupil requires intimate care or is receiving first aid.

Due to our pupils levels of understanding and their needs, they are exempt from wearing PPE whilst out in the community. The pupils (or their staff member) will have a lanyard notifying others of this, in the event they are challenged.

Procedure if a pupil becomes unwell on site

It is extremely important that all staff and pupils remain vigilant with regards to preventing, identifying and minimising the spread of coronavirus. If pupils have any of the following symptoms they will be placed into isolation in their bedrooms and a COVID test will be scheduled for the earliest opportunity:

- A high temperature – this means they feel hot to touch on their chest or back
- A new, continuous cough – this means coughing a lot for more than an hour, or three or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)
- A loss of, or change in, their normal sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.



If any staff member (or a member of their household) has any of the symptoms listed above, then they will be instructed to isolate at home and schedule a COVID test.

If a pupil or staff member is isolating, then all members of staff on site will revert to full PPE (masks, aprons, gloves, visors) until we get confirmation of the negative test result.

Food arrangements

For the Autumn Term and moving forwards, the pupils will remain in school during their lunchtime. When we trialled this in Summer Term we found that the reduction in transition to house was extremely beneficial to all pupils, as well as the levels of engagement after lunch being much higher.

The benefit of this is also that we can maintain social distancing and utilize the outdoor spaces in school during lunchtimes.

Transport/ Off site trips

Please see the Infection Control and Risk Assessment regarding the latest information related to transport and off site trips.

The Curriculum

Following the DfE “Guidance for full opening: schools” updated 28/08/2020, Section 5 schools are required to create contingency planning for outbreaks of Coronavirus.

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 school at all due to coronavirus.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools also need a contingency plan for this eventuality.

The DfE recognises that some pupils with SEND may not be able to access remote education without adult support so schools should think of other ways to deliver a broad and ambitious curriculum.

Our focus is to support all pupils’ health and wellbeing and to help them continue school life successfully whilst ensuring that external factors (COVID) do not impact on their education and outcomes.

We aim to maintain “business as usual” as much as possible, however if we reach a point where, due to lockdown measure or numbers of pupils in isolation, it is not viable to keep the school open, we will follow the tiered response below.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE’LL TAKE
1	We will remain open for all pupils. Staff and visitors will be asked to wear face coverings when moving around all areas in school where it’s difficult to maintain social distancing,	Pupils and staff will be required to wash their hands regularly. We’ll put Class Dojo posters up with reminders of how to wash our hands properly. Face coverings We’ll put up posters in areas of the school, such as in classrooms and kitchens, so that people know how to properly remove their face coverings.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
	unless they're exempt from wearing one.	All staff and visitors to follow the Infection Control guidelines.
2	We will remain open for all pupils. We'll maintain the same rules on face coverings on-site as in tier 1.	All staff to follow the Infection Control guidelines. Visitors will not be allowed onsite (with exceptions as outlined in our Pandemic Protocol) Off-site trips will be limited.
3	We will remain open full-time for all pupils. We'll provide remote education for pupils who are unable to attend. We'll maintain the same rules on face coverings on-site as in tier 1.	All staff to follow the Infection Control guidelines. Visitors will not be allowed onsite (with exceptions as outlined in our Pandemic Protocol) Off-site trips will be stopped.
4	We will remain open full-time for all pupils (should this be in the best interests of the school and business). We'll provide remote education for pupils who are not able to attend school. We'll maintain the same rules on face coverings on-site as in tier 1	Being such a small school, we may be limited with social distancing space and numbers of staff who are available to us in this eventuality. If a high percentage of young people are isolating, it will not be feasible to keep the school open. In this instance, we will revert to our thoroughly planned for contingency of remote learning/home learning. Given nature of the disabilities of some of our pupils, remote learning through technology is not appropriate, so they will be focusing on their ASDAN accreditation units linked to Independence and life skills.

We have been planning to ensure that if we reach tier 4 and the decision is made to close the school for any length of time, then we will ensure that the pupils education is impacted as little as possible.

This will be a combination of independent skills/preparation for adulthood, ASDAN accreditation as well as utilizing the DfE recommended resources from Oak National Academy.

More information on the learning that has been planned for can be found here:

<https://sway.office.com/v4kvJpoAj4f0jWgf?ref=Link&loc=play>

Contingency Curriculum (Tier 4)

Plan of teaching and learning Link to all online learning: <https://classroom.google.com/c/MTY3NjU3MTg3NTg0?cjc=cisbccy>

WEEK 1

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.	Reading comprehension games	Sensory Story: “Elmer’s Weather” with extension activities. “We’re going on a lion hunt”.	Sensory Story: “Elmer’s Weather” with extension activities. “We’re going on a lion hunt”.	Reading comprehension games	Reading comprehension games	Following instructions: How to draw a....	Sensory Story: “Elmer’s Weather” with extension activities. “We’re going on a lion hunt”.
Maths/ Number/ Money Management/ Measure	Natwest MoneySense (5-8)	Counting Objects – 1 to 1 correspondence.	Counting Objects – 1 to 1 correspondence.	Natwest MoneySense (5-8)	Natwest MoneySense (8-12)	Natwest MoneySense (8-12)	Counting Objects – 1 to 1 correspondence.
Independent Living	Home Management	Home Management	Home Management	Home Management	Home Management	Home Management	Home Management
Physical Development	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.	Movement and Balance. Fitness Circuit.
Creative	Creating a Tree Sculpture	Creating a Tree Sculpture	Creating a Tree Sculpture	Creating a Tree Sculpture	Creating a Tree Sculpture	Creating a Tree Sculpture	Creating a Tree Sculpture
Understanding the world – All about me	My face in nature	Choose objects that are important to me	Choose objects that are important to me	My face in nature	My face in nature	My face in nature	Choose objects that are important to me
People who help us	What it means to have a job	Doctors and Nurses	Doctors and Nurses	What it means to have a job	What it means to have a job	What it means to have a job	Doctors and Nurses
PSHE/RSE	Stop the Spread: Health Hero	Keeping Clean	Keeping Clean	Stop the Spread: Health Hero	Stop the Spread: Health Hero	Stop the Spread: Health Hero	Keeping Clean
ASDAN	New Horizons	Personal Progress	Personal Progress	New Horizons	New Horizons	New Horizons	Personal Progress

WEEK 2

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.							
Maths/ Number/ Money Management/ Measure							
Independent Living							
Physical Development							
Creative Arts							
Understanding the world – All about me							
People who help us							
PSHE/RSE							
ASDAN							

WEEK 3

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.							
Maths/ Number/ Money Management/ Measure							
Independent Living							
Physical Development							
Creative Arts							
Understanding the world – All about me							
People who help us							
PSHE/RSE							
ASDAN							

WEEK 4

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.							
Maths/ Number/ Money Management/ Measure							
Independent Living							
Physical Development							
Creative Arts							
Understanding the world – All about me							
People who help us							
PSHE/RSE							
ASDAN							

WEEK 5

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.							
Maths/ Number/ Money Management/ Measure							
Independent Living							
Physical Development							
Creative Arts							
Understanding the world – All about me							
People who help us							
PSHE/RSE							
ASDAN							

WEEK 6

Curriculum Area	Jubilee Hill	Tinkers Hill	Midsummer Hill	Hollybush Hill	Pinnacle Hill	Raggedstone Hill	Sugarloaf Hill
English/ Communication/ Comprehension/ Reading.							
Maths/ Number/ Money Management/ Measure							
Independent Living							
Physical Development							
Creative Arts							
Understanding the world – All about me							
People who help us							
PSHE/RSE							
ASDAN							