



**Managing COVID-19 risks for school visits and pupil work v14.**

This RA has been written with reference to the regularly updated government guidance *Coronavirus (COVID-19): implementing protective measures in education and childcare settings*. The information presented below is intended to support staff in making a judgement as to whether the potential risk factors of the work involved can be reduced and appropriate precautions taken to ensure both COVID safe and ethical working practice for staff, pupils and colleagues. In addition to the measures taken below, staff will also follow the school's own guidance and risk control measures which should, where possible, be provided to CEPP in advance of the visit.

**Guidance for CEPP staff in relation to practice within schools and other settings for children and young people**  
**(CEPP staff will not be completing any home visits until there is a change in context in relation to Covid 19)**

Activity/Issue	Hazards and risks involved	Potential control measures
CEPP staff enter school	Airborne or surface contaminations	<ul style="list-style-type: none"> <li>• Wash hands on arrival, using soap or any hand sanitiser provided or using their own.</li> <li>• Sign in using own pens. If an online sign in is requested, ensure that hands are washed before and after sign in.</li> <li>• Wear mask on arrival. Wear mask within communal areas of the school, including corridors. Remove mask in accordance with school policy.</li> <li>• Confirm that you and your family members have no covid-related symptoms.</li> </ul>
CEPP staff meet pupil(s)	Staff/pupil's infection risk  CEPP Staff risk	<ul style="list-style-type: none"> <li>• School rules apply. School's own Covid-19 Risk Assessment to be shared prior to CEPP staff arrival, and CEPP informed of updates.</li> <li>• Wash hands before (and after), use any appropriate PPE or specialist safety equipment <u>where this is required by the setting</u>. Sanitising hand wash/gel should be available to both parties.</li> <li>• Elicit, in a sensitive way, that the pupil or their family members are not displaying Covid-19 symptoms.</li> <li>• If staff are wearing PPE it may be useful for the relationship to step back to a safe distance to introduce ourselves to the student.</li> </ul>
Observation of pupil in classroom setting	Staff/ pupils' infection risk	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• <b>During the period of national lockdown attempts will be made to gather information about how children function within classroom setting through consultation with school staff. There may be some occasions when classroom observation is an essential form of information gathering, but observations will take place on a significantly less frequent basis.</b></li> <li>• Only observe if social distancing guidelines of at least 2 m can be met without compromising normal</li> </ul>



		<p>classroom movement, fire doors or exits.</p> <ul style="list-style-type: none"> <li>• Particular consideration will need to be made of observations that take place within early years settings and within years 1 &amp; 2, or within specialist settings where pupils cannot conform to social distancing practice. This may also be the case with certain specialist educational settings. We will discuss with settings alternative approaches in these cases.</li> <li>• If there are concerns above, it may be possible to arrange classroom observation during particular activities that reduce pupil movement within the classroom.</li> <li>• Comply with school rules regarding PPE or specialist safety equipment, and CEPP staff to wear a mask for the duration of time within the classroom.</li> <li>• CEPP staff to avoid direct contact with pupils &amp; school staff at all times.</li> <li>• Disposable gloves should be worn to look through pupils' books. Gloves should then be placed in a suitable bag to be taken away for disposal.</li> </ul> <p><b>Secondary</b> <b>No classroom observations in secondary setting (or mixed primary/secondary sites) currently</b></p>
<p><b>Location and positioning for one to one meeting with pupil</b></p>	<p>Airborne or surface contaminations</p>	<ul style="list-style-type: none"> <li>• Ensure, in advance of the visit, that adequately sized space is available to allow for at least 2m social distancing.</li> <li>• All windows and doors to be open where possible (pupils may need a coat), and where this complies to the confidentiality requirements of the meeting.</li> <li>• Allow 15 minutes before pupil's arrival for appropriate set up, and 15 minutes between pupils) for cleaning and aeration.</li> <li>• Signs up to ensure quiet and lack of interruption. Fire doors/exits should not be compromised.</li> <li>• Consider seating arrangements carefully to reduce the potential effects of airborne contamination. It may be better to sit either offset or alongside (at 2m distance) rather than opposite or at a more typical 90-degree angle.</li> <li>• CEPP staff to wear a mask or visor if requested by the child/young person, parent/carer or the school; or where this is felt needed by CEPP staff.</li> <li>• CEPP staff to wear a mask and/or visor if infection levels of the area in which the school is situated rise to a level causing the area to be placed on the amber list.</li> <li>• CEPP staff to end meetings with pupils quickly if 2m it is not possible in order to maintain 2m distancing.</li> <li>• Group work (students in the same bubble) and one to one therapeutic work can continue if all requirements above are in place.</li> </ul>



<p><b>Location and positioning for one to one meeting with staff member (e.g. SENCo) or staff groups (training)</b></p>	<p>Airborne or surface contaminations</p>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Where possible, arrange for any discussions to be conducted via a telephone/ online meeting in advance of or following the meeting with the pupil.</li> <li>• Where a meeting needs to take place, ensure adequately sized space to allow for at least 2m social distancing.</li> <li>• All windows and doors to be open where possible and where this complies to the confidentiality requirements of the meeting.</li> <li>• Signs up to ensure quiet and lack of interruption. Fire doors/exits should not be compromised.</li> <li>• Consider seating arrangements carefully to reduce the potential effects of airborne contamination.</li> </ul> <p><b>Secondary</b></p> <p><b>In addition to the above, for secondary school visits – parent and school staff meetings will take place virtually. It may be necessary to meet with school staff on some occasions and this will be limited to one individual (normally SENCo) and will take place socially distanced.</b></p>
<p><b>Working outside</b></p>	<p>Working outside might appear to be a simple solution to reduce the risk of transmission. However, the following challenges should be carefully considered:</p> <ul style="list-style-type: none"> <li>• Safeguarding issues.</li> <li>• The effects of weather on the integrity of the assessment process.</li> <li>• Laptop may run out of power.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are likely to require all staff to be working with pupils within view to comply with safeguarding guidelines. Pupils will expect and require a level of privacy to ensure they feel comfortable to undertake the assessment. Staff will need to consider whether the school site provides an appropriate outside setting that both complies with safeguarding and privacy.</li> <li>• The weather may impact on vision (e.g. laptop screen may be difficult to pupil to read if sun is bright). A school parasol on a picnic table could work</li> <li>• Bring paperweights/ clipboard.</li> <li>• Charge laptop.</li> <li>• Consider the time available before any staggered breaks/lunches.</li> <li>• Check and comply with all school cleaning requirements.</li> </ul>
<p><b>Breaks and use of school facilities</b></p>	<p>Staff may need to drink, eat and use</p>	<ul style="list-style-type: none"> <li>• Bring own drink, food and mug if required, providing this is in line with school guidelines, and take them home for washing.</li> </ul>



	facilities.	<ul style="list-style-type: none"> <li>Follow any school cleaning procedures when using any facilities, remembering to wash your hands.</li> <li>Consider staggering break times to avoid unnecessary contact with other staff members and pupils.</li> </ul>
<b>Sharing resources for school visits (ADOS for example)</b>	Airborne or surface contaminations	<ul style="list-style-type: none"> <li>Use own set of resources.</li> <li>Any shared resources should be disinfected prior to being taken out of or returned to the storage.</li> <li>Where resources may be more difficult to clean or disinfect, these could be left in a plastic box (with a date on) which could hold the items for a week. These items could be returned to the shelves/ drawers on the following week, ensuring a minimum of 72 hours containment.</li> </ul>
<b>Assessments</b>	<p>Test materials could be contaminated.</p> <p>Some tests require the CEPP member of staff to move closer than 2m, for example modelling column reading for TOWRE2 and SDMT requires examining the practice items closely.</p> <p>Record forms will be exchanged between assessor and pupil.</p>	<ul style="list-style-type: none"> <li>Where possible, test materials should be laminated and regularly disinfected or where test standardisation allows stimulus items (e.g. DASH copying card) could be photocopied, used once and then destroyed.</li> <li>Pupils should bring along their own pens but where this is not possible, disinfected pens and clean stationery should be supplied.</li> <li>Pupils to bring their own coloured overlays / reading rulers if required but where this is not possible, disinfected overlays should be supplied.</li> <li>To avoid moving closer than 2m consider use of tests best suited for use with social distancing.</li> <li>Keep any closer work to a minimum. Brief closer work may be unavoidable on a few occasions.</li> <li>Consider preparing a pack of test forms in a plastic opaque envelope or folder. Reduce, as much as reasonably possible, the direct transfer of test materials between the assessor and the pupil. The pupil can remove and replace many of the items. All test papers could be returned to the folder by the pupil at the end of the testing. The assessor should leave the work in the folder for 72 hours before being marked.</li> <li>Use hand sanitiser at appropriate intervals (e.g. after picking up the folder of test papers).</li> </ul> <p><b>Secondary</b> At all times choose assessments suited for use with social distancing. If this results in unstandardised delivery procedures this should be noted within the report and a professional view formed and reported in relation to impact on assessment results.</p>
<b>Closer assessments (such as those reliant on phonology)</b>	In order to undertake a fair assessment the pupil may need to come closer to hear the assessor.	<ul style="list-style-type: none"> <li>Where PPE is in use, for some testing face masks would need to be temporarily safely removed in order for the test to be fairly administered.</li> <li>Where PPE is recommended by the school a plastic visor or perspex screen could be considered. Maintain 2m separation where possible. Always check the student can hear what is being said in the practice task.</li> </ul>



		<p><b>Secondary</b> No assessments to be completed at this time where social distancing can't be maintained.</p>
<p><b>Meetings parents and / or school staff to provide feedback</b></p>	<p>Airborne contamination</p>	<ul style="list-style-type: none"> <li>• Discussions with parents/ staff to take place via phone or online (as agreed by the school) to limit number of people on site.</li> <li>• Any resources that would be helpful to provide to the school as part of the recommendations can be sent electronically or in the post, with agreement from the school.</li> </ul> <p><b>Secondary</b> All parent meetings to be arranged online/phone.</p>

*We understand that in a school environment, changes can occur unexpectedly and at short notice (e.g. room availability). In circumstances where this results in staff no longer being able to work with the pupil in a way that adheres to this risk assessment, CEPP reserves the right to cancel the meeting and re-schedule the date.*

General:

- Provide appropriate protective equipment to staff.
- Managers to monitor infection rate in Norwich, North Norfolk, East Norfolk, South Norfolk and King's Lynn and West Norfolk on a weekly basis and inform CEPP staff of significant changes.
- Review RA on a fortnightly basis.
- CEPP directors to ensure appropriate communication with all staff to ensure lessons can be learnt from practice and that any concerns can easily be responded to.
- Ensure that all staff are aware of and conform to safe practice.
- CEPP staff to inform directors regarding any particular issues around schools/localities.
- It is recommended that CEPP staff 'stock pile' a number of days of administrative work that can be completed at home if the need arises for self-isolation (when not unwell). This is in place for business continuity reasons within CEPP as there are clear financial risks associated to the business in relation to the current pandemic. There is likely to be some, small, impact on CEPP providing reports following child assessments. This will be communicated with schools and urgent reports will in any case be prioritized.
- Ensure that schools have contact details and can therefore contact CEPP if positive case(s) arise in the school. CEPP staff to record where they have been within the school during each visit and with whom they have spent time.
- To reduce the overall number of school visits, CEPP staff will try to arrange visits to see more than one pupil, during one visit, where appropriate within school practice guidance ('pupil bubbles').
- When working with pupils and parents CEPP staff should explain the need for social distancing.
- Website – RA to be published and updated on the CEPP website.