

The School's Recovery Pack (Phase 2)

Information and guidance to enable you to effectively support staff
and children as all year groups return to school

Updated: 24/06/2021



Links to updated guidance, recently shared resources or notices from teams within the LA can be found below.

GOV Guidance

[Early Years](#)
[Schools](#)
[FE](#)
[Special Schools](#)

Equality Impact Assessment

A copy of the equality impact assessment which was shared previously can be found [here](#).

Updated Risk Assessment

Our HR team have put together an [updated risk assessment](#) with [guidance note](#).

This risk assessment is suitable for all categories of staff including BAME, and includes an updated flowchart.

Heads Meeting- 16th June 21

- The video from the event is [here](#)
- A copy of the presentation is [here](#)
- The chat log can be found [here](#)

SEND Risk Assessments

[SEND risk assessment template](#)

[Risk assessment protocol and timescales](#)

Ofsted Supportive Visits

The Local Authority will not be getting notifications of Ofsted Supportive Visits, as they usually do with regular inspections.

If you are contacted by Ofsted and your school is to receive one of these visits please can Headteachers telephone their School Improvement Adviser or notify Samantha Collins on Samantha.collins@cambridgeshire.gov.uk so that we can offer you as much support as possible.

Contents

[Return to contents](#)

Contents.....	2
The Next Phase of Recovery	6
The Next Phase of Recovery: FAQs	17
Attendance	19
Attendance: FAQs	24
Behaviour.....	25
Behaviour: FAQs.....	26
Communication (Pupils, Parents, Staff).....	27
Communication (Pupils, parents, staff): FAQs	31
Curriculum (Assessment)	34
Curriculum (Assessment): FAQs	38
Curriculum.....	39
Curriculum (including remote learning): FAQs	47
Early Years.....	49
Early Years: FAQs.....	57
Extra-curricular Provision & Wraparound Care	58
Extra-curricular Provision & Wraparound Care FAQs	60
Finance	61
Finance: FAQs	68
Free School Meals	70
Free School Meals: FAQs	71
Governance.....	72
Governance: FAQs.....	74
Health & Safety	75
Health & Safety: FAQs	81

HR.....	85
HR: FAQs.....	92
Inspections.....	94
Inspections: FAQs.....	96
Pastoral Support & Wellbeing	97
Pastoral Support & Wellbeing: FAQs	102
Premises	103
Premises: FAQs	107
Safeguarding.....	110
Safeguarding: FAQs.....	114
Staffing.....	115
Staffing: FAQs.....	116
Test & Trace.....	118
Test & Trace: FAQs.....	123
Transition	126
Transition: FAQs	127
Transport.....	129
Transport: FAQs.....	134
Vulnerable Pupils	135
Vulnerable Pupils: FAQs	150

Within each chapter, the information is colour-coded as follows:

From September (2020/2021)			
			Updates are shown in purple.

Government Guidance	Local Authority Perspective/Advice & FAQs	Useful Information/Resources	
---------------------	--	------------------------------	--

A dash (-) indicates that there are no updates to share at present.

The Next Phase of Recovery

Government Guidance

School reports

As advised a few weeks back, the [DfE have extended their exemption](#) on reporting on the national curriculum assessments and attendance. In relation to attendance, schools do not have to provide quantitative attendance data, which would be difficult to compare with previous years' data, particularly for the spring term. Where appropriate, schools may wish to include attendance data from the summer term but this is not required.

Education packs on climate change

The government has [announced](#) the availability of education packs to support conversations with students on climate change. The pack can be found [here](#).

Key DfE / Ofsted / STA updates –

- **Nuffield Early Language Intervention (NELI) 2021/22 – registration and webinar** - the DfE has confirmed funding will be available for the Nuffield Early Language Intervention (NELI) for reception children in the academic year 2021/22 and [registration for schools new to the NELI programme is now open](#). The DfE is running a webinar on Thursday 10 June, 15:30-16:30 and Wednesday 23 June, 16:00-17:00. Click [here](#) to register.
- **Ofsted - Research review series: mathematics** - Ofsted has released its [fourth research series on languages](#). The previous three can be found here - [Science](#) / [Religious Education](#) / [Mathematics](#)

Local Authority Perspective/Advice

Covid-19 Cases in Cambridgeshire and Peterborough

I know some of you are currently considering how to run end of year events etc. I have also had a lot of angry parents contact me about the choices you have had to make in not holding traditional year end events. We have been fully supportive of your stance and remain so. I wanted to highlight that we have seen a significant shift in reported cases this week. We had a total of 48 cases in both LA's last week across education settings. To the end of play on Wednesday, we have already seen 60 cases and also a rise in the number of multiple cases in the same school. Please continue to think carefully about your preventative measures and your end of your arrangements and please [email us](#) if you would like support. We are expecting government guidance about September to be released in the w/c 12th July.

Operating in bubbles

Now that the Government have announced an extension to Stage 3 of the roadmap, it will be necessary to continue to operate in bubbles until the end of term. Our design team have therefore put together some posters which help to reiterate the importance of keeping to these in order to prevent the spread of transmission – [Poster 1](#) / [Poster 2](#) / [Poster 3](#) / [Poster 4](#). We would encourage you to display these around school.

Out of school Guidance

A number of you have asked for a summary of the DfE guidance which is thorough can be [found here](#). The guidance

- **Reforms to Statutory Induction / ECF - DfE webinar -**
The DfE has organised a webinar on the upcoming reforms to statutory induction. The webinar will cover all aspects of the new reforms, share a range of resources and answer questions from the audience to help schools learn more about the ECF and find the best option for their setting. The event will be held on the 17th of June at 4pm and you can book here, can be secured via the DfE's [Eventbrite page](#).
- **Test kit delivery schedules** - Delivery schedules for the week commencing 7th June are now available on the document sharing platforms - [primary schools document sharing platform](#) / [secondary schools document sharing platform](#).
- **Optional multiplication tables check** – the optional multiplication tables check (MTC) administration window opened on Monday 7th June. Schools can choose to administer the [multiplication tables check](#) to some or all of their Year 4 pupils from Monday 7th June to Friday 25th June. 8 7's is still tricky I reckon. There is [administration guidance](#) and [video](#) to support schools.
- **Reception Baseline Assessment** The [Reception Baseline Assessment \(RBA\)](#) will be statutory in schools from September 2021. Headteachers/ principals should have received an emailed link to a short online form. This form captures key information about their school and gives leaders the opportunity to nominate an RBA lead to oversee the day-to-day running of the assessment. Leaders should complete the confirmation form by [Friday 18th June](#). If your school has not received this link, you can contact the RBA helpline on 0330 088 4171 or email receptionbaseline@nfer.ac.uk

Recent government funding announcement 7/6/21

is in line with the school guidance but I will ask you to look at the considering group sizes section. The guidance says this –

- *If provision is taking place outdoors, this can continue to take place in groups of any number. However, it remains important to continue to minimise mixing between children. This can be achieved by taking steps, such as keeping children in consistent groups and keeping these separate.*
- *Indoor - Since 17 May, where wraparound and other extra-curricular activities for children are taking place indoors, they can take place in groups of any number. If you are operating from a premises which is not well-ventilated or in which it is difficult to maintain social distancing, you should have smaller group sizes (for example 15 children or less per group). The [Providers of grassroots sport and sport facilities - working safely during COVID-19](#) guidance recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.*

When managing toilet use you should:

- *consider how to limit the number of children using the toilet at any one time*

Support for NQT+1 / RQT

You will have seen the news [from the DfE](#) recognising the disruption experienced by our newly qualified teachers (NQTs), during the pandemic. The DfE have offered funding of £1200 per NQT+1 (formerly RQT), equivalent to 5% or 44 hours off timetable to support NQTs + 1 in the coming year. This can be used for release time and/or CPD. [The Cambridgeshire and Peterborough Teaching School Hub](#) is planning to deliver a development programme for this group of teachers to support them. If you have current NQTs who have experienced disruption by the pandemic and would like to find out more

The catch up funding [official release is here](#). There are no further details than this release. We are not sure it's all new money (well done Kevan) but the headlines are –

- £1 billion to support up to 6 million, 15-hour tutoring courses for disadvantaged school children. All ages from two to 19 are comprehensively covered by the offers of radically expanded tuition. Schools will now be able to provide additional tutoring support using locally employed tutors. Randstad will be the new supplier of the NTP from September 2021. They will be supported by Teach First to ensure the programme is successfully set up for effective delivery and continuous improvement in academic year 21/22
- Expansion of the 16-19 tuition fund.
- £400 million will help give early years practitioners the opportunity for evidence-based professional development for early years practitioners, including through new programmes focusing on key areas such as speech and language development for the youngest children.
- Schools and colleges will be funded to give some year 13 students the option to repeat their final year.

Contingency Framework

In the heads update briefing I did last week, I talked about the process for considering further measures to manage covid including continuing to wear face coverings in secondary schools. The DfE have published their updated [contingency framework](#) to outline the response to Covid-19 if the position worsens. This is in line with previous iterations of this document and it includes the approach for supporting children in the case of the requirement the need for attendance restriction. We hopefully wont need this. However, there is a clear section on further preventative measures above the existing guidance which I have tried to simplify below -

about this programme [please register your interest here](#) by Tuesday 6th July. We will share more details with you shortly.

In brief the programme headlines are:

- A blended programme over the academic year, including face to face days (locally where possible) and online sessions.
- Target audience - staff who completed their NQT year 2020-21. All phases.
- Aim - improving and impacting on pupil performance and lesson outcomes.
- Coheres with the Teaching Standards and the Early Career Framework (ECF). Key content areas include questioning, effective group work, assessment for learning, behaviour for learning and adaptive teaching to suit a range of learning needs.
- Approx. costs £350 per person.

Term Dates 2021-2022 - Additional Bank Holiday – LA Advice on the terms dates set for maintained Schools
As part of the celebrations for Her Majesty's Platinum Jubilee in 2022, people will be able to enjoy a UK-wide four-day weekend in recognition of the first time that a British monarch has reached this milestone.

In respect of this, a change is being made to the Teachers Pay and Conditions document (to be released soon), reducing the minimum number of sessions which must be held in the school year 2021-2022 from 380 to 378. This is to enable relevant schools to close for the additional bank holiday announced on the 3rd June 2022.

To this end we suggest that schools reduce their 2022 Summer Term days by one in lieu of the holiday (which actually sits

Testing - When a variant of COVID-19 is classed as a variant of concern (VoC), Health will ramp up targeted testing in that geographical area to help suppress and control any possible new cases and better understand the new variants. Directors of Public Health may also stand-up surge testing in an individual setting or a cluster of settings as part of their responsibilities in outbreak management, particularly in response to VoCs. We are monitoring closely the types of variant in our local area and we will discuss with you any patterns as they emerge.

Face coverings - Directors of Public Health may also decide to take additional steps to further reduce risks of transmission in individual education settings where VoCs have been identified and may advise the temporary re-introduction of face coverings in an individual setting or a cluster of settings where necessary. This may include face coverings in communal areas (for pupils) and/or classrooms (both pupils and staff). In all cases any educational drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission and should allow for reasonable exemptions for their use. As outlined previously, please notify me if you wish to consider this and I will work with Public Health and Public Health England to put this in place.

Decision making - Where a need to take action is identified beyond an individual education setting or a cluster of settings, Directors of Public Health should work with their Regional Protection Teams to consider whether to recommend further measures in education settings in that area. This should then be escalated through the national Local Action Committee command structure. The RPT should also consider when it is appropriate to de-escalate any measures which have been escalated and should do so as soon as the evidence supports doing so.

within the already allocated Half Term Break) – the date is to be determined at school level, ensuring that parents of pupils are given as much notice as possible. Academy Schools should consult with the Trusts before making any changes to their published dates.

Heads Meeting 16th June

- The video from the event is [here](#)
- A copy of the presentation is [here](#)
- The chat log can be found [here](#)

The slides contain my interpretation of the guidance issued by the DfE on Tuesday night for activities in school until the end of term. I mentioned several documents / pieces of information in the presentation which can be found here -

- [Letter to parents on high attendance](#) – this is an optional letter you may choose to send if you are having attendance issues / term time holidays
- [School Community Transmission Risk Testing Rates Summary](#)
- Video from cleaning event - https://youtu.be/p4L_Nsm3aDc

LA Survey – feedback from Schools

Thank you to the 120 schools who have responded to the survey. We would really appreciate a wider view from schools on the LA services so we would be grateful for 10 minutes of your time. It can be completed by anyone in school. The survey can be found here - <https://www.smartsurvey.co.uk/s/U7KHKV/>. You can save progress at any time.

EU Settling Scheme Children's Leaflet

If in doubt around any preventative measure, please contact the County Council before taking action.

DfE Updates

- Oak National Academy [summer learning support offer](#) - Oak's Summer Teacher Hub and Summer Classroom will provide resources and lessons for both face-to-face summer schools and summer home-learning. This includes core priority units and lessons identified to prepare pupils for the next academic year, newly designed unit quizzes as a formative tool to help identify gaps in knowledge and a full package of detailed guidance for teachers, parents and pupils.
- Summer schools webinar and extended sign-up window. The summer school sign up has been extended and will be open until Friday 28 May. Further information is available in our [guidance on summer schools](#). Schools can access their [funding allocation](#) before [signing up for the programme](#) to indicate they intend to run a summer school.
- Ofsted have published a new edition of their research review service on [Religious education](#).
- Primary Assessment 2022 - The Standards and Testing Agency (STA) is awaiting final ministerial confirmation, but the intention is that there will be a full programme of primary assessments from September 2021 and leaders should plan on this basis.
- The optional [Multiplication Tables Check](#) is available if wish to use it this year ahead of the anticipated statutory check next year.
- As shared at the Heads meeting on the 6th May by Lesley Birch, [The Early Career Framework \(ECF\) reforms](#) will be rolled out nationally in September 2021.

With the application deadline of 30 June 2021 now less than 50 days away, it is crucial that eligible parents apply to the EUSS themselves and check whether they need to do so on behalf of their children. No child of any age is covered by a parent's application to the EUSS. The Home Office has produced an EUSS children's [leaflet](#), in partnership with the University of Liverpool. It has been designed with children in mind and is intended to support children and parents with information to help them apply to the EUSS. The Rosmini Centre have summarised and translated the information regarding EUSS and children's applications for easy reading and have put this on their Facebook and website.

[Turkish](#) / [Romanian](#) / [Polish](#) / [Lithuanian](#) / [Latvian](#) / [Bulgarian](#)

The Big Ask - making sure children in our area are represented

You might be aware that the Children's Commissioner has launched [thebigask.uk](#) – the largest ever survey of children in England, designed to find out what their concerns and aspirations about the future are. We would be grateful if you could share the survey throughout your organisation and with other local organisations supporting children and families, so we can reach as many children as possible.

The Children's Commissioner have produced [promotional resources](#) for The Big Ask, including posters, social media posts and activity packs for children and young people. The survey is accompanied by [an online video](#) introduced by England and Manchester United footballer Marcus Rashford.

Extension of the Opportunity Area Programme Announced

The DfE is holding a webinar to hear more details which I suspect will cover similar grounds. The sessions are being held on the 20th May 4 until 5 and 17th June 4 until 5. You can book [here](#).

- The DfE have published their explanation of the education staff wellbeing charter and the benefits of using it. You can [find it here](#).

Have your say and help shape the Department for Education's future school policy on education recovery

[Ipsos MORI](#) is conducting research in partnership with Sheffield Hallam University and the Centre for Education and Youth about how schools are supporting pupils' learning in the context of the coronavirus (COVID-19) pandemic.

The DfE would like to hear from primary and secondary school leaders across the country to better understand:

- schools' strategies for recovery
- the challenges faced
- future needs for responding to coronavirus (COVID-19) and supporting pupils' learning.

If your school has received an invitation, please do take part in this anonymous survey which will take approximately 20 minutes to complete.

For further information please contact us at SRSstudy@ipsos.com.

The Department for Education has confirmed [an additional year of funding for the Fenland and East Cambridgeshire Opportunity Area programme](#). This means that the programme will now be continuing until August 2022. This is great news for the area as this extra year's funding will further the programme's quest to overcome barriers to social mobility and transform young people's life chances.

Opportunity Areas - Sharing Insights on OA careers programmes

Since 2016, the 12 Opportunity Areas have been working with local people to improve school standards, attendance, teaching quality and recruitment, careers training and advice, and literacy and maths skills in some of the most disadvantaged regions in the country, alongside tackling barriers to learning that exist beyond the school gates. We are now pleased to announce the publication of our first **Insight Guide**, focused on providing careers advice and support for young people and sharing what has worked in the Opportunity Areas so that other areas can benefit from this insight.

The guide shares examples from Norwich's employer events for young people, Blackpool's online platform, West Somerset's strategic support to help schools engage more with employers, and Doncaster's work in helping young people find a post-16 option that suits them, and is available to view [here](#). Accompanying this publication is a webinar hosted on Thursday 17 June between 15:30 – 17:00 where you can learn more about these projects and speak to the people involved. Further information and registration for the webinar can be found [here](#).

[Opportunity areas insight guides - GOV.UK \(www.gov.uk\)](#)

Letter to Parents – Translations

NEW: translations into [Spanish](#) and [Russian](#)

We can now add a Romanian version of the letter to parents – other still to come –

English - [Peterborough School letter - step 3 / Cambridgeshire School letter - Step 3](#).

Urdu - [Parents Letter - Step 3 Urdu CCC / Parents Letter - Step 3 Urdu PCC](#)

Romanian - [Peterborough Letter - Romanian / Cambridgeshire Letter - Romanian](#)

Vaccine Confidence

The council has pulled together some [excellent resources on vaccine confidence](#) that you may want to share with your staff and parents.

Headteacher Meetings – Step 3 opening, 12th May

The video from the meeting can be [found here](#). You can also access the [presentation](#) and [chat log](#). Schools may wish to look at the Ofsted table in the presentation which follows up from the last meeting.

We are working on some communications to support schools keeping their protective measures in place and I will get these out to Heads as soon as they are ready.

The DfE has released its guidance for the changes to education from step 3 of the roadmap. This can be [found here](#). The school updates are embedded with existing guidance, so we have been through it and share the headlines below.

General Note

Please note that all the protective measures we have seen throughout covid [remain in place](#) including the need to minimise group sizes through bubbles and handwashing

etc. These will clearly be reconsidered at step 4 but we are not there yet. All the change below take effect from the 17th May.

Face coverings

Face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas). Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff. The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern.

Pupils travelling to the UK from abroad – guidance has been produced for boarding schools. The existing arrangements for families returning remain.

Transitional, taster and open days

The guidance allows these to happen but schools should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown. We remain concerned about the risk this could pose and don't recommend this happens until the step 4 of lockdown.

	<p>Educational visits</p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Schools should keep children within their consistent groups (bubbles) for the purpose of the visit. Within the guidance, Annex C sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3.</p> <p>Given the complexities attached to international travel at this stage of the pandemic, the DfE is not recommending schools go on any international visits this academic year up to and including 5 September 2021. The position beyond 5 September will be reviewed again in advance of Step 4.</p> <p>Wraparound provision</p> <p>Where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remain important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation.</p> <p>The guidance also provides advice on extra-curricular activity, music, dance and drama and pupil wellbeing. We will be reviewing these in our specific teams and providing</p>
--	---

	<p>further advice if needed although our previous advice seem to have covered these areas.</p> <p>Other Guidance There is also updates in specific guidance for the following areas some of which mirror the school guidance.</p> <p><u>Out of School Settings</u> <u>Special Schools and other Specialist Settings</u> <u>Further Education Provision</u> <u>Early Years and Childcare</u></p> <p>There were over 20 cases of Covid-19 over the weekend and today in education settings in Cambridgeshire and Peterborough so I would encourage you to remain vigilant and keep protective measures in place where possible until at least step 4.</p>
	<p>Heads meeting 6th May Thank you for all those that attended today's session today. A video of the session can be <u>found here</u>. Thank you to Tracy and Lesley (and Claire) for their updates. The chat log can be <u>found here</u>. Presentations are here – <u>Teaching School Hub – Lesley Birch / LA Update</u> As promised in the session, the links to the documents Tracy mentioned and see if we can try and address any outstanding. COVID has not gone away – Reminder to stay vigilant As mentioned in the heads meeting, we have put together some posters which reiterate the key were covered in my updates – <u>summary here</u>. There are a few areas we had queries on so we will try and bring these together as soon as we can. Any feedback / questions let me know. I said I would collate for Tracy and</p>

	<p>issues around timing messages that were included within my recent letter. We would encourage you to make sure these are visible around your school grounds.</p> <p>Cambridgeshire – A4 Poster / A3 Poster Peterborough – A4 Poster / A3 Poster</p>
--	---

Useful Information/Resources

[Latest Government updates](#)

[DfE best practice examples](#)

[School's coronavirus \(COVID\) operational guidance](#)

[Questions for schools: education settings status form](#)

[Questions for FE settings: education settings status form](#)

['Guidance for leaders' document](#)

[One year plan](#) / [three year plan](#) / [main planning document](#)

School Improvement Service – 'Reopening Posters'

[School Ethos, Vision and Values](#)

[Pupil Wellbeing](#)

[Leadership of Safeguarding](#)

[Working with Parents](#)

[Assessment](#)

[Personnel, Performance and Professional Development](#)

[Leadership of Governance](#)

[Leadership of EYFS](#)

The Next Phase of Recovery: FAQs

From September (2020/2021)

Will 'bubbles' continue?

Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier to identify those who may need to self-isolate in the event of a confirmed case of COVID-19.

At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement 'bubbles' the size of a full class. If that can be achieved, it is recommended.

Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavoring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.

Where can I find the Equality Impact Assessment form?

The LA have developed an Equality Impact Assessment (EqIA) form to assist you to ensure we meet our duties under the Equality Act 2010 to take account of the needs and impacts of the proposal or function in relation to people with protected characteristics. It can be found [here](#).

Please note, this is an ongoing duty. This means you must keep this EqIA under review and update it as necessary to ensure its continued effectiveness. To demonstrate having 'due regard' for the Equalities Act (2010) and the Public Sector Equality Duty Section 149, when making significant decisions that include policies, processes and/or guidance it is crucial that an organisation considers the needs and implications for those people with protected characteristics. We have completed the form for you generically to save time but you will need to review, update and sign off.

Where can I find guidance in the event of a local lockdown?

The DfE have clear expectations that schools will remain open in the event of a local lockdown but people in the area will be asked to stay at home as much as they can, and the government will recommended against all but essential travel.

To support your planning and your risk assessments, we have produced guidance for [expectations for schools in lockdown](#) and you may want to link to this document. Early Years Providers, Schools, Colleges, Local Authorities and Trusts will be expected to work together to ensure that settings are supported to stay open for priority groups (using the [critical worker list](#) and the definition of vulnerable children) to ensure that there are enough places for priority groups.

Where can I find the latest FAQs?

The latest FAQ document can be found [here](#).

Attendance

From September (2020/2021)

Government Guidance

DfE Attendance Return – Secondary Schools

The Dfe have updated their guidance yesterday but have not been clear on what he has changed. I think the following section is new in the FAQ document (Apologies if this isn't it) - *Question: How many Y11-13 pupils or students are not currently attending your school for the above reasons?*

- Hint text: Given the change to exam arrangements, provision for Y11-13 pupils or students will be different this year. Provision may not mean in person attendance and could include: visits to education providers, independent study or other arranged activities outside of school. If your setting does not have Y11-13 students, enter 0.
- Answer guide: Input the appropriate total for Y11-13 pupils or students, If you are a primary school enter the value of 0

In line with guidance, you will need to keep Year 11 / Year 13 pupils on roll until 25th June so included in to total numbers but please ensure you include pupils not attending on this list.

I to take part in a pilot to automate the daily collection of attendance data

The DfE are currently working with small number of management information system (MIS) suppliers on a pilot to investigate the potential of automating the flow of attendance data directly from school management information systems to the DfE. The aim of this pilot is to reduce the requirement for manual data submission and reduce the burden on schools an is in line with the

Local Authority Perspective/Advice

Attendance - Deleting a pupil from a school register, Children Missing Education and Elective Home Education A REMINDER

We have put together a note for schools to follow on this important area. We know Ofsted are monitoring this closely so please make sure your attendance lead is aware.

Our attendance team have produced 3 helpful summaries to support schools at this time -

- Improving school attendance – attendance management
- Travel Restrictions changes and term time leave
- Year 11 Students and Study Leave

Updated Schools Admissions Code

As you are aware last year the government consulted on changes to the School Admissions Code (the Code). The new Code and associated regulations have been laid in parliament today and subject to parliamentary procedure they will come into force 1 September. The main purpose of these changes is to improve support for the in-year admission of vulnerable children. The changes include introducing more detail on the process for managing in-year admissions (own admissions authorities must inform the local authority of in-year applications and the outcome of those applications within 2 days), changes to improve the effectiveness of Fair Access Protocols; giving children adopted from state care outside of England equal admissions priority as children who were previously looked after in England; and clarification of which address to use for the admission of service or crown servant

governments [Use Cloud First policy](#). To get involved please [register your interest here](#) and the DfE will contact you with further information.

To provide the data you will need to:

1. Provide consent to authorise your MIS supplier to send the data on your behalf (your MIS supplier will let you know how and when to do this)
2. Continue to record pupil attendance for each morning and afternoon session as set out in the department's [school attendance guidance](#) and [restricting attendance during the national lockdown guidance](#) for schools.

The data will be collected during the school day, any subsequent changes for that day will be collected automatically for a period of 8 days without further action from the school. The information you provide will be used to support the government's response to the coronavirus (COVID-19) outbreak. This will enable us to focus support more effectively, help inform the government's response and ensure children and young people are safe.

Please continue to complete the educational settings status form and provide school census returns as normal.

children. There are also further minor clarification changes. Admission authorities must comply with the Code. Guidance on the necessary changes admission authorities need to make to their admission arrangements is included in the documents. We will be providing further guidance in the coming weeks on these changes once agreed by Parliament.

The key documents are - the [draft Code](#) as laid in parliament, the [supporting regulations](#), the [Explanatory Memorandum](#) and the [consultation response](#).

Pupils failing to return to school due to being abroad

We are aware that a number of families have been unable to send their children to schools due to not returning back to the UK after their visit abroad. Government restrictions have played a significant role in some families not being able to get flights home. They are therefore **stuck** abroad and cannot return to resume schooling for their children. Equally, there are also some families who are delaying their return to the UK as they are choosing not to return due to personal reasons (e.g. Flights too costly, do not want to pay for quarantine in hotels on their return etc).

Recent advice from the DfE around this subject may have created some confusion around deletion from school roll. To clarify any misunderstanding, we have received clarity from the DfE that where families are '**stuck**' and unable to return their children to school, deletion from school roll **should not be** considered without carrying out a full investigation around individual circumstances. If they are genuinely stuck due to COVID reasons (Flight cancellation, travel restrictions and quarantine rules etc), the absence should be authorised and where possible, remote learning should be offered.

	<p>If the families fail to return to the UK due to personal reasons and they are not stuck abroad as described above, a full investigation around individual circumstances should still be carried out and if the absence cannot be authorised, the school can consider the usual enforcement actions by involving the Local authority, in the usual manner.</p> <p>If the families fail to engage with you and you are not able to maintain contact with them, please carry out your usual CME investigations in the first 10 days of absence during the period where you lose contact with them and therefore are not aware of their whereabouts. Failing to locate the child will instigate a referral to the LA as a CME case.</p> <p>We have been asked by the DfE to establish the scale of this problem. If you have a child currently abroad and not returning, can you <u>please complete this short survey by the end of play on Tuesday 27th April?</u> It is really important we understand the scale of this issue. <u>We do not require a return from schools with no children abroad.</u></p>
<p><u>Non-Attendance</u> The DfE has published guidance explaining how schools should record non-attendance due to coronavirus (COVID-19) in the attendance register in the 2020 to 2021 academic year. Although school attendance is mandatory from the start of the autumn term, there may be circumstances where pupils cannot attend school due to coronavirus (COVID-19), such as if they are required to self-isolate. In the eventuality of an absence occurring as a consequence of COVID schools are able to use an X code. This code is used to record sessions where the pupil's travel to or presence at school would conflict with:</p>	<p><u>Attendance Helpline</u> As you would suspect, we are receiving increased quantities of queries from schools reference coding, supporting parents and general attendance queries.</p> <p>Due to this we have now increased our Attendance helpline to five days a week. Should you receive any queries via email or telephone pertaining to attendance and codes etc. please provide the contact details and opening times for the Attendance helpline/ forward the email. This is staffed by experienced Local Authority Attendance Officers who are happy to help.</p>

<ul style="list-style-type: none"> • Guidance relating to the incidence or transmission of coronavirus from Public Health England or the Department of Health and Social Care or • Any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus. <p>The X code is not to be applied for circumstances concerning behaviour in school or reduced time-tables.</p> <p>Schools should be mindful that an X code can also be applied to record session where non-compulsory school age children are not expected to attend.</p>	<p>We are hopeful that this too will assist with your resources and enable us to identify which schools may require more in depth support from a member of our team i.e. Local Authority Attendance Officer.</p> <ul style="list-style-type: none"> • Opening Hours: Monday to Friday 10.00 – 16.00 • Telephone Number: 01223 715682 • Email: nsa.helpline@cambridgeshire.gov.uk
	<p><u>Preparing your School Statement (Argument Against Admission)</u></p> <p>The information booklet walks you through each step in preparing your argument against further admission, namely your School Statement. Guidance is given on what information the Panel will be looking for and advice given on how to present your evidence, what specifically to include and examples of how this will look:</p> <p><u>Fair Access Panel Meetings</u></p> <p>Following the Easter holidays, full Fair Access Panels will be reconvening. These will continue to be heard virtually, using Microsoft Teams, until June when we hope to be able to consider resuming face to face meetings. Please follow the link to view the Cambridgeshire meetings dates and Peterborough meeting dates.</p> <p>As always, you are welcome to attend to participate in a particular case discussion. If you would like to attend please let Samantha Bacon know – samantha.bacon@cambridgeshire.gov.uk</p>

Useful Information/Resources

[Travel Restriction Changes and Term Time Leave 13.05.21](#)

[Attendance Updates – advice to schools around attendance management 11.05.21](#)

[Year 11 Students and Study Leave May 21](#)

[EHE and Flexi schooling Guidance March 21](#)

[Holiday declaration form](#)

[COVID-19 related absence](#)

[Child not attending due to medical needs March 21](#)

[Taking a pupil off roll for EHE updated March 21](#)

Attendance: FAQs

From September (2020/2021)

I'm getting a small number of parents not wishing to send their child to school in the current circumstances. What do you advise?

Whilst we recognise that the pandemic has had a huge impact on children and families, government policy is now that all children should attend school, unless they have documented medical evidence which precludes this.

Schools should therefore continue to do all they can to promote good attendance and reduce absence. If parents wish to educate their child at home, there are formal procedures to notify the LA in place. However, in the short term schools may also wish to notify us of any emerging patterns using the emergency mailbox link at EmergencySchool.Closure@cambridgeshire.gov.uk

I have a family where one child is isolating because their bubble is closed, and they are struggling to get the other child to school – any advice?

This is difficult, but parents are still responsible for getting their other children to school. You could ask if another family member could assist, or a trusted friend if not. There may even be another child in the class who could divert (with their parent) on their own walk to school to help out.

What additional support should schools put in place to secure regular attendance?

Schools should identify pupils at risk of disengagement and develop plans for reengaging them. In supporting families, schools should liaise with other professionals working with the family (and continue to notify the child's social worker of non-attendance where they have one). Schools should also make use of the additional catch up funding they have received as well as existing pastoral support services, attendance staff and resources and pupil premium funding.

Behaviour

From September (2020/2021)

Government Guidance

Further information can be found at:
[Changes to the school exclusion process during the coronavirus \(COVID-19\) outbreak](#)

Local Authority Perspective/Advice

-

Useful Information/Resources

Behaviour: FAQs

From September (2020/2021)

Is there any guidance on behaviour and discipline in schools?

Yes. [This guidance](#) includes information for school leaders and staff on developing a school behaviour policy, including checklists to support full school opening following the COVID-19 outbreak.

Communication (Pupils, Parents, Staff)

From September (2020/2021)

Government Guidance	Local Authority Perspective/Advice
<p>Schools and Academies who received DfE laptops from Cambridgeshire or Peterborough Local Authorities: Notification of end of DfE support for Filtering and Safeguarding: This briefing is for all schools and academies who may have received laptops, tablets, Chromebooks and 4G routers for children and young people between March and September 2020.</p> <ul style="list-style-type: none"> • Ownership: We hereby hand over ownership of all DfE devices provided by Cambridgeshire and Peterborough Local Authorities to schools and academies who received them. • End of Warranty Support for DfE Devices: DfE devices were delivered with a 12-month warranty from date of order. This means the majority of devices now have no manufacturer warranty remaining. Any future repairs will need to be funded. • DfE Safeguarding and Antivirus support: Where devices were delivered to schools with DfE restrictions applied, note that these restrictions will cease to be operational after 30 September 2021. It is the responsibility of the school or education setting to 	<p>Digital Inequality and COVID Contingencies – Cambs Youth Panel The Cambs Youth Panel has distributed more than 1100 computers to children, young people, families and schools all over the County since March 2020. They are offering <u>more support to Cambridgeshire schools which you can view here.</u></p> <p><u>Digital Devices</u> Our recent survey has told us that despite the investment made by the government through its Digital Devices schemes, there are still far too many children and young people across the two authorities who are being disadvantaged because they do not have the IT equipment and resources they need to maintain continuity in their education whilst they are not in school. From your survey returns, we have identified around 8,000 children in this situation. Whilst we may need to check some of the information provided with individual schools, this gives us a clear target for our Laptops for Children campaign.</p> <p>Our programme involves:</p> <ul style="list-style-type: none"> • Establishing and promoting an on-line cash donation scheme, with a specific focus on businesses, other public bodies and local residents. • Signposting families to charities and other organisations which specialise in recycling used laptops. • Partnering with the Youth Panel, Cambridge Digital Partnership, Cambridge 2030 and the Library Service on a campaign, Digital Drive Cambridgeshire and Peterborough, which includes setting up a collection and

ensure adequate safeguarding measures are in place for any devices used by young people.

DfE has provided comprehensive guidance on resetting restricted laptops:

[Before you start – Guide to resetting Windows laptops and tablets - Get help with technology - GOV.UK \(education.gov.uk\)](#)

If you need help resetting your laptops, please contact your support provider.

Acquiring device passwords:

If you have been provided with Windows Laptops via The ICT Service (on behalf of Cambridgeshire or Peterborough Local Authorities) you can request passwords for the devices you have as follows:

- Click [here](#) to send a formatted email to the Service Desk at The ICT Service to request passwords for specific laptops. You will need to provide a list of serial numbers, one per line.

DfE Provided 4G Routers:

- DfE will provide data for 4G routers until 31 July 2021. If you are planning to continue to make use of these routers, you will need to reset them by 16 July 2021.
- DfE has provided comprehensive guidance on resetting restricted laptops:
- [Continue using your router after 31 July 2021 – what you need to do - Laptops and tablets - GOV.UK \(education.gov.uk\)](#)

If you need help resetting your 4G router, please contact your support provider.

Remote ICT Access

distribution network for anyone wishing to donate used Windows laptops to schools.

All donated laptops will be collected by the Library Service and delivered to the Youth Panel which will remove and destroy all hard drives (and data) and refurbish laptops so that they are in good working order. They will then be given to schools across the county for distribution to the children and young people who need them. The 6 February has been agreed as the launch date for this initiative, but laptops can be accepted before this date. Every library in Cambridgeshire will be set up with a simple drop box located in the entrance which can be accessed during the [published opening times](#).

Peterborough City Library is also able to accept donations between 10.00 and 3.00pm Monday, Wednesday and Friday. [Peterborough Libraries Select and Collect | Vivacity Peterborough \(vivacity-peterborough.com\)](#). It is hoped to extend the scheme to other libraries in the City in near future. If you know of anyone or are contacted by anyone wishing to donate used equipment, please share this information with them. They can also email LaptopsforChildren@cambridgeshire.gov.uk if they have any questions or need further advice.

Home Access to Broadband

During the course of the 2020 Summer Term, 498 4G Wireless dongles were distributed to schools to loan to children. From the data we can access, it appears that only a very small proportion - 27 in total - are being actively and significantly used.

Schools should consider approaching those families to whom a 4G wireless dongle was loaned and ask for them to be returned if they are not being used. This will allow schools to address some of the continuing challenges with broadband/internet access for their most vulnerable children.

<p>BT working in partnership with DfE have launched a scheme which temporarily increases data allowances for mobile phone users on certain networks. This is so that children and young people can access remote education if their face-to-face education is disrupted.</p> <p>Schools, trusts and local authorities can request mobile data increases for children and young people who:</p> <ul style="list-style-type: none"> • do not have fixed broadband at home • cannot afford additional data for their devices • are experiencing disruption to their face-to-face education <p>For each request, DfE needs to know:</p> <ul style="list-style-type: none"> • the name of the account holder • the number of the mobile device • the mobile network of that device (for example Three) <p>There is an online guide to help gather mobile information. Schools, trusts and local authorities need to submit mobile information through DfE's online service. Each provider will vary in how quickly they process requests. Once a network provider has processed a data increase, they will send a text message to the account holder. It is also possible to check the status of requests through the online service.</p>	<p>The DfE are also <u>recommending</u> that unused routers be reallocated to those who need them the most.</p> <p><u>Vodafone free data SIM offer</u></p> <p>Vodafone are giving away up to 250,000 data SIMS with 30GB of free connectivity for 90 days to primary and secondary school children and young people across the UK this winter. If you are interested in this offer, visit the Vodafone schools.connected webpage or follow the link on their leaflet sign up on the schools.connected page. Each eligible school will be allocated a number of SIMs which can be given to disadvantaged pupils.</p>
	<p><u>Pre-Election Period</u></p> <p>The DfE has published its Pre-election guidance for schools and multi-academy trusts. This is ahead of the Peterborough City, Cambridgeshire County, Police & Crime Commissioner and Combined Authority Mayor Elections 2021. The pre-election period commences on Monday 29th March 2021 running up to the elections on Thursday 6th May 2021. Please be careful with</p>

press statements and communication with parents during this time.

Useful Information/Resources

[Zoom Risk Assessment](#)

[Zoom Staff User Guide](#)

[Zoom Parents Protocol & Information](#)

[IT Loan Device agreement](#)

[Equipment Loan form for school use](#)

[Model Policy for Mobile Phone Usage in Schools](#)

[Assistive technology \(AT\) stakeholder reports](#)

[Parent Letter - March Reopening.](#)

[#BePartOfTheSolution - Cambridgeshire Children and Young People Video - full-length video / teacher-led discussion resources](#)

[#BePartOfTheSolution - Peterborough Children and Young People Video - full-length video / teacher-led discussion resources](#)

[NCSC Alert on the current cases of ransomware / Ransomware advice and guidance for your IT teams to implement / Offline backups in an online world / Backing up your data / Practical resources to help improve your cyber security](#)

Communication (Pupils, parents, staff): FAQs

From September (2020/2021)

What is the advice around staff meetings/whole school INSET days?

This hasn't changed. Where possible, staff should socially distance and only remain within the space for shorter periods of time. Hygiene is of the upmost importance so staff should avoid sharing crockery, cutlery etc.

Can we run parents or open evenings? If so, how?

Parents' evenings should be held virtually at this time.

Can prospective parents visit the school for a tour?

This is a decision for each school in the light of their risk assessment for visitors. Visitors should not be entering class bubbles during the school day without a specific risk assessment. However, visits/tours for individual parents outside of school hours, where visitors hand sanitise on arrival, socially distance from staff, and don't touch surfaces or equipment are likely to present only minimal risk and therefore can go ahead.

Should parents wear masks whilst on the school grounds?

This is recommended to ensure the safety of all on the school site.

Should schools allow external visitors and contractors?

Schools should not allow contractors or visitors to enter rooms where bubbles are being taught and risk the breakdown of social distancing and compromising bubbles. If contractors have to be on site for essential work please make sure the situation is risk assessed and managed safely. Contractors should also have their risk assessment to share with you.

It is the view of the LA that external contractors should only have access to Schools with the agreement of the Headteacher or the responsible person (SBM). There will be different access arrangements as schools have the overall decision. It's not for a competent contractor to challenge this particularly during this time.

Can we hold assemblies?

Yes. However, groups should be kept apart, meaning that schools should only plan assemblies or collective worship with one group/bubble present.

If we need to discuss matters with a parent over the phone, can we keep a record or could this be an issue with GDPR?

The act of making written notes about a telephone conversation is not a GDPR compliance issue. The privacy policy of the school or trust should allow for the collection of data for pastoral care purposes.

It would be good practice for a record of when the phone conversation had taken place to be kept. It is not necessary for parents to be told that a note of the conversation is being written down, although we would expect that a written confirmation of the conversation would be sent out, either digitally or via email, if there were any actions agreed, or other decisions made, during the conversation.

If the conversation is recorded in writing then a copy of those notes should be placed in the pupil file so that they are available should the pupil or parent make a subject access request.

What is the advice on handling complaints during the coronavirus (COVID-19) outbreak?

From the start of the autumn term, DfE expects schools to respond to new and existing complaints. However, they do not expect schools to respond if a tier 4 local restriction is in place or school access is restricted due to localised cases of coronavirus (COVID-19). Schools should still, however, engage with parents and pupils where possible. In accordance with [Section 29\(1\) of the Education Act 2002](#), all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures.

Who do we contact if the school needs to close?

In the event of snowfall or other related school closures (failed heating and boiler systems, etc.), we ask that **all schools** notify the LA via the EmergencySchool.Clousure@cambridgeshire.gov.uk inbox **even if you have already informed another LA representative or adviser.**

On such occasions the Emergency inbox is monitored from 5:45am and data is compiled in a particular way to then be uploaded on to both Council webpages by 7am. Schools notifying us after that time will then be uploaded at approximately 15 minute intervals up to 9am. **Any schools notifying us either the evening before or at the weekend should also follow the same procedure**, remembering that you will possibly not see your school noted on our website until the next morning at 7am. We will notify the media to make sure there is maximum coverage of the closure. Could we please also ask that:

- The email is always from the Headteacher/Executive Headteacher / CEO – as the person legally responsible for enacting school.
- The email comes from a school account not a personal one.
- If the school name is not obvious from the email address (this is sometimes the case with academies and federations) that the message makes clear exactly which school is being closed.

- The code word from the 'snow closure' letter is referenced.
- You always make sure you have informed any transport teams about your closure.

Peterborough Transport Team details:

childrenstransport@peterborough.gov.uk

Verity Tilley (01733 317434) Sharon Goodman (01733 317436) Lindsey Read (01733 317437) Maureen Davis (01733 317460) Kyle Medcalf (01733 317435) Jess Pickering (01733 317456) Bryony Wolstenholme (01733 317453) Sara Thompson (01733 317452)

Cambridgeshire Transport Team Details:

Sue Eagle 01223 715598

Education.TransportTeam@cambridgeshire.gov.uk

In addition, all schools are asked to notify parents of their intentions in their usual way; either through Parent Mail, your website and posters attached to the school gates, etc.

If you have any further questions please contact either [Diane Stygal](#) or [Phil Nash](#).

Curriculum (Assessment)

From September (2020/2021)

Government Guidance

Phonics Check for year 2

Gavin Williamson spoke at the Festival of Education yesterday and outlined plans for an exceptional Year 2 phonics screening check in the autumn term to help ensure all young pupils grasp the basics of reading, as part of the full return of primary assessments in the next academic year. There are no firmer details on this yet.

DfE Assessment Update

The June 2021 multiplication tables check (MTC) is optional for schools who choose to administer the check to some or all of their year 4 pupils. Schools can now access MTC service through DfE Sign-in to:

- check their pupil register and ensure all participating pupils are included
- allow pupils to use the try it out check to familiarise themselves with the format and see if access arrangements meet their needs
- record any pupils who will not take the check

Approvers within DfE Sign-in may wish to give other school staff access to the MTC service. For further information on creating an account and managing users, please see the DfE Sign-in guidance.

The DfE have published administration guidance and a video to support participating schools. The MTC administration window is from Monday 8 June to Friday 25 June. The DfE strongly encourages schools to administer the check within the first 2 weeks. This will leave the final week for pupils who were absent or in case of any delays to administration.

Local Authority Perspective/Advice

<p><u>Implementation of the engagement model</u></p> <p>The engagement model is the new assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. The engagement model guidance was published in March 2020 with the intention that it would become statutory from September 2020.</p> <p>However, the statutory teacher assessments due to take place in summer 2021, including the transition year for the engagement model and the final year of P scales 1 to 4, have been cancelled. <u>The DfE expect the engagement model to become statutory from September 2021</u>, replacing P scales 1 to 4.</p> <p>Schools can use the engagement model in their own assessments in summer 2021 if they wish, while those schools that need more time to implement the engagement model before September 2021, could consider assessing pupils against P scales during the summer term in 2021.</p> <p>Arrangements for 2021/22 will be published in due course.</p>	
<p><u>Information: plans for 2020/21 national curriculum assessments</u></p> <p>The DfE has recognised that due to the further disruption caused by school closures, primary assessments cannot continue as intended. The DfE has therefore cancelled the statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics.</p> <p>Schools can choose to administer the <u>optional multiplication tables check</u> within the 3-week period from Monday 7 June.</p>	<p>Schools will need to continue using teacher judgements and internal assessment practices (including ‘past papers’ if/as and where appropriate) to inform teaching and to ensure that every child, no matter their age or background, is provided with the education and opportunities they deserve.</p> <p>This will also enable schools to provide information to parents covering their child’s attainment in their annual report and to support transition to secondary school.</p> <p>FFT will be running their results service again this year (timings and full details tbc) – schools submit TAs to FFT who having collated the data from every school that submits it – provide</p>

<p>The DfE is planning for a full programme of primary assessments to take place in the 2021/22 academic year.</p> <p>Further information can be found at: EYFS ARA / KS1 ARA / KS2 ARA KS1 teacher assessment guidance KS2 teacher assessment guidance Multiplication tables check technical guidance</p>	<p>schools with a full suite of reports and 'proxy national outcomes' to benchmark against. We would strongly recommend that schools submit data to FFT as that will also result in their pupils having FFT targets in the years ahead.</p> <p>As in 2020, results data will not be included in the school performance tables.</p>
--	--

<p>GCSE's / A levels</p> <p>The government has set out its plans for teacher assessed A Level and GCSE results this year. Schools/academies and colleges will be working with exam boards to determine what evidence to use when determining grades.</p> <p>Pupils will only be assessed on 'what they have learned'.</p> <p>To allow more time for appeals the results will be released earlier this year - A Level results will be published on 10 August and GCSE results on 12 August.</p>	<p>As in 2020, FFT Aspire are providing support to schools ahead of submitting teacher assessed grades to exam boards. The GCSE benchmarking service will be available from April. As in 2020, results data will not be included in the school performance tables.</p>
---	--

Useful Information/Resources

[Phonics Screening Check](#)

[Leaflet: Reception baseline assessment: What schools need to know](#)

[Assessment Framework: Reception Baseline Assessment \(February 2020\)](#)

[Reception baseline assessment validity: Report on the RBA pilot \(February 2020\)](#)

[DfE information video: Reception Baseline Assessment Framework](#)

[Ambition Institute: Motivate and assess pupils in schools after lockdown](#)

RS Assessments – PIRA/PUMA and Shine

[NEW PIRA](#) & [NEW PUMA](#) - Example brochures for KS1 and KS2 termly standardised assessments

[Maths](#) / [Reading](#) - Reports/interventions which can be generated from Shine

[Maths](#) / [Reading](#) and [Progress in Grammar, Punctuation and Spelling Assessment \(GAPS\)](#) - Guides to - National Test-style Standardised Assessments

If you want to find out more please contact - Email: samantha.streames@rsassessment.com / Tel: 07795 452179

Curriculum (Assessment): FAQs

From September (2020/2021)

Will moderation still take place?

Local authorities will not be conducting monitoring or moderation visits in the summer but the STA envisage a full suite of moderation activities in the 2021/22 academic year.

Where can I find the statistical data for KS4 and KS5 results?

[Key stage 4 performance 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/key-stage-4-performance-2020)

[A level and other 16 to 18 results: 2019 to 2020 \(provisional\)](#)

We are currently reviewing these and will be producing summaries for Cambridgeshire and Peterborough of the data. Media interest has been low to date. There was an interesting review of the [attainment gap for GCSEs produced by FFT](#) which you might find useful.

Curriculum

From September (2020/2021)

Government Guidance

Ofsted - Research review series

The latest is on [geography](#) (good subject). The previous four can be found here - [Science](#) / [Religious Education](#) / [Mathematics](#) / [Languages](#)

Ofsted Sessions on Curriculum

Ofsted have published the next in their series of videos on the curriculum which can be found here – [NEYH introduction to curriculum series 2 June 2021 - YouTube](#). The first edition is [here](#).

Ofsted - Research review series: mathematics

Ofsted has released its [third research series on mathematics](#). This has highlighted the key qualities of teaching a 'high-quality' maths curriculum which raises pupil attainment and prevents struggling pupils from falling further behind. The [speed read version is here](#). The previous two can be found here - [Science](#) / [Religious Education](#)

Ofsted Sessions on Curriculum

Thanks to Ruchi for highlighting these excellent (but long) Ofsted videos on Curriculum – they will eventually be 6 sessions. Worth a look I reckon.
[Introduction to curriculum series 13 May 2021 - YouTube](#)
[Introduction to curriculum series 18 May 2021 - YouTube](#)

Local Authority Perspective/Advice

What schools must publish online

The requirements have been update to what you must publish online (to reflect remote learning) - [Maintained](#) / [Academies, Free Schools and Colleges](#)

Remote Learning

The DfE have published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the guidance. We previously extracted this for you - [Remote Learning requirements](#). The DfE Press release can be found [here](#). The legislation changes requires:

- where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.
- This requirement applies to pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class). This Direction does not apply to post 16 education, meaning further education (FE) colleges, sixth form colleges, school sixth forms or 16-19 Academies.
- The requirement will come into force on 22 October 2020 and will have effect until the end of the current school year, unless it is revoked by a further Direction.

The DfE continue to update its [‘get help’ site](#) for remote learning. This covers requirements, [access to laptops](#) and advice for FE.

The DfE have also published good practice on remote learning which can be found [here](#). It is not a long read but does have some good prompts on education delivery away from school.

	<p><u>Haringey Curriculum offer</u></p> <p>Last term we had the introductory presentation from Christine Counsell and Steve Mastin about the curriculum they have written for Haringey. For any of you who are interested in finding out more the presentation can be found here. We apologise that the first three minutes are missing! The PDF versions of Haringey Education Projects PowerPoint is here which may also be helpful.</p> <p>If you are interested in this curriculum we have produced a 'Q&A' document which answers any questions that you might have and contains details on costings. We have secured a significant discount. On top of this, the local authority will fund half of the school's annual licence fee for local authority maintained schools for the remainder of this academic year and for the next one too. When you have had the time to consider the information, please let me, Emma Fuller or Nick Beech know if you would potentially be interested in taking part in this project and we can get you signed up with Haringey for a role out of their curriculum from half term. Participation is, of course, entirely optional. Haringey have kindly shared sample resources for the humanities curriculum and their HEP Curriculum Approach KS2&KS3 and Humanities Plan and Rationale.</p>
	<p><u>Use of Imagery in RE lessons</u></p> <p>Can we please remind all schools that when using imagery in RE we do need to remember that not all faiths allow their prophets and deities to be shown in any form? To do so will cause offence and different approaches should be used when covering sensitive topics.</p> <p>If you need further help, please contact Amanda Fitton RE adviser for Cambridgeshire and Peterborough.</p>

	<p><u>Cambridgeshire School Improvement Service Primary Offer – no change in price for academic year 2021 – 2022</u></p> <p>The Primary Offer booklet will be sent to schools after the Easter holidays but we wanted to share the good news now that prices will not be increasing for another year and we have not reduced the number of visits. All Elements of the offer will remain at the same cost as this year. We hope that you have felt well supported by the LA in the last year and will continue to buy in to the offer so that we can continue to support and work with you to ensure the best outcomes for our pupils. We look forward to working with you as usual, in a bespoke and flexible manner. For further information please contact rosemarie.sadler@cambridgeshire.gov.uk</p>
<p><u>Relationships and Health Education (RHE) / Relationships, Sex and Health Education (RSHE)</u></p> <p>The updated guidance states that relationships and health education (RHE) for primary aged pupils 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.</p> <p>A new document has been published by the DfE relating this. It does not supersede the original DfE Guidance , which shows what is statutory.</p>	<p><u>Training Opportunities</u></p> <p>Primary schools in Cambridgeshire and Peterborough are invited to sign up for funded training opportunities provided by East London Schools Partnership in collaboration with the Cambridgeshire PSHE Service. The training will take the form of three live online sessions and online training modules. The programme will run through the Spring Term. For more information contact pshe@cambridgeshire.gov.uk</p>
	<p><u>National Tutoring Programme: subsidised tutoring available in the East of England</u></p> <p>All state-maintained schools can access tutoring subsidised by 75% through the National Tutoring Programme, to support pupils who need extra help.</p> <p>Schools can search for approved NTP Tuition Partners and enquire directly with providers. Online tutoring can be</p>

	<p>provided to pupils at home or in school during lockdown, and tutoring can also be booked in for delivery when schools are fully reopened.</p> <p>This includes specialist provision for supporting students with SEND, including 17 providers who are able to support students in special school settings.</p>
<p>Music Advice and Service Support Cambridgeshire Music has put together <u>revised guidance</u> has been released by the DfE to support the next step in the national roadmap from 17th May 2021</p>	<p><u>Cambridgeshire Music launch a brand-new Performing Arts project</u> Cambridgeshire Music is delighted to announce the launch of a brand-new Performing Arts project for KS2 students ‘Stage & Screen’ coming to the Summer Term 2020/21. Stage & Screen is composed of two projects, 15 Minute Musical and 15 Minute Pantomime, both of which include the opportunity for students to gain Arts Award Discover through Cambridgeshire Music. Students will take a piece of literature, topic or event that they are studying in class and turn it into a production which lasts for up to fifteen minutes. The project is run over 10 weeks with weekly 45 minute sessions for the students, delivered by one of Cambridgeshire Music’s Arts Development Tutors and also includes a one hour CPD session for staff. Please visit https://www.cambridgeshiremusic.org.uk/pages/discover-music/projects-and-events/ for more information or email cm@cambridgeshire.gov.uk</p>
<p><u>Sport and Physical Education</u> It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p>	<p><u>Physical Education and School Pressing Issues</u> <u>Storage of Gymnastic mats</u> Further to several enquiries received last week, the expectations of schools with respect to the storage of Gym mats is as follows:</p>

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the return to recreational team sport framework.

Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.

Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and

- Where a fire rated storage area is available, it should be used.
- Many schools store mats in a PE store with other equipment. In this situation mats should be stored well away from heating sources and electrical circuits.
- Where this is not feasible, mats should be stored in a nominated place in the school hall and this should be well away from heating sources and electrical circuits
- Mats should be in good working condition, and should have been purchased from a reputable supplier. They must have been manufactured to **BS 1892:2003** (*High Hazard Classification (Ignition Source 5)*). This is the minimum standard for fire retardation in sports equipment, and any gym mats bought in the last 20 years will almost certainly meet this standard.
- Schools to check the condition of gym mats on a more regular basis.

Swimming and Water safety

Please can primary schools prioritise swimming and water safety this term if at all possible? The PE Premium cannot be used for normal curriculum swimming, but can be used for top-up provision to support children who lack confidence or cannot swim before they leave year 6. In the circumstances, a significant number of year 6s will be in this situation because they have not been in water for two years, and it is a justifiable use of 2020 residual carryover funding to subsidise year 6 swimming this year, as a top-up intervention. The aspiration we must have is to make our young people as drown-proof as possible, so please focus on water safety and self rescue, before the recognisable strokes and 25m targets.

Swimming pool operation

encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.

There has been some confusion over bathing loads and group sizes this year, and water testing protocols (for schools with pools). Normal swimming groups sizes are permissible, assuming classes are taught within their bubbles (1child/3m3). Adults should teach from the side, unless it is for SEND (one-2-one) interventions, and if so, the adult should be part of the bubble.

Water testing should be carried out 3 times per day minimum, and the acceptable protocols are as follows - Free Chlorine 1.0 & Ph 7

All questions related to Physical Education, School Sport and Swimming should be made to [Ian Roberts - Specialist Adviser PE & School Sport \(ian.roberts@cambridgeshire.gov.uk\)](mailto:ian.roberts@cambridgeshire.gov.uk)

Useful Information/Resources

[Organising mixed ability pupils in smaller groups and helping those who need to catch up](#) - A large Secondary school with a high English as an additional language (EAL) shares their approach.

[Identifying and addressing gaps in pupils' understanding](#) - How schools can find out how much pupils know, and do not know, after a long period of remote education due the coronavirus (COVID-19).

[Guidance on grassroot sports for public and sport providers](#), [safe provision](#) and [facilities](#)

[Guidance from Sport England](#) advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

[Swim England - Returning to pools guidance / Using changing rooms safely.](#)

For Schools:

[Help Pack for Schools](#)

[Simple Tips and Tricks to Improve Remote Learning](#)

[Online Learning Resources \(Key Stages 1 & 2\)](#)

[Music Education in settings](#)

[Socially distanced games](#)

[DrEAM – Drop Everything and Move \(PE Resource\)](#)

[Reddy Made Maths YouTube channel](#)

[Using Digital Technology to Improve Learning](#)

[Music Mark – Guidance for Providers](#)

For Families and Schools:

[Free Resources](#) - An amazing selection of resources our advisers have made

[Internet Safety](#)

[Education Otherwise : Resource List](#)

Curriculum (including remote learning): FAQs

From September (2020/2021)

Expectations

Where should we be doing PE?

As far as possible we should still aim to take children outside - wrap them up warm and get them moving. If the weather is really poor, then pupils can be inside. However, the basic rule is that the more the children exert themselves, the more distance we need between them. We also need to try to get fresh air circulating by opening windows and doors.

If inside, staff should plan PE lessons that are skill based rather than just physical. Gymnastics is possible where children can work on individual skills and techniques, and teachers should give the mats a wipe with an anti-bac product at the end of the lesson. Similarly activities focussing on fine and gross motor skills such as juggling, skipping and target games are good, or dance / pilates / yoga type activities. Balls and other equipment 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 should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Ian Roberts, PE Advisor has also created a document called [DrEAM – Drop Everything and Move](#). It is ideas of activities that teaches can do with children to keep them active.

Guidance around specific subject areas

Is there any further guidance on whether changing for PE is/is not recommended?

It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding PE kits. However, the DfE would encourage schools to consider returning to full school uniform policies from September.

You may also wish to consider the following:

- If changing rooms are used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.
- Attending school with PE kit on will limit the need to use changing rooms.
- Ensure sufficient standard cleaning equipment is available in all changing areas.

Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.

Other

What about school orchestras?

These are not recommended unless they can be done in a socially distanced way.

Can we run Forest Schools again?

Yes.

Can educational visits take place?

Educational Day Visits

Educational day visits can resume from 12th April. These must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. Schools should consult [the health and safety guidance on educational visits](#) when considering visits.

Domestic residential educational visits

In line with the roadmap, the DfE advises against domestic residential educational visits until at least step 3, no earlier than 17th May. For *existing bookings*, should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked after the 17th May. For *new bookings*, schools may begin planning for new domestic residential educational visits to take place. Schools are advised *not* to enter into any new financial or contractual commitments at this stage.

International visits

The Global Travel Taskforce has been commissioned to set out how to facilitate a return to international travel as soon as possible while managing the risk from imported variants of concern. It is due to report on 12th April 2021. This advice will be updated following the publication of the report. Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.

Indemnity

The DfE recognises the gap created by the COVID-19 pandemic in the commercial insurance market relating to travel cancellation insurance. They are working on providing cover for insurance to Covid-19 travel cancellations in the future and allow schools to book new visits with confidence.

Early Years

From September (2020/2021)

Government Guidance

Local Authority Perspective/Advice

EYFS Reforms – new vodcasts available

The DfE recently shared two new vodcasts on the Foundation Years website. The first vodcast is aimed at headteachers, senior leadership and governors. The second vodcast is aimed at Private, Voluntary and Independent settings (PVI) and childminders. Please visit the website for further information.

The DfE have agreed funding for reception teams to be offered training in early language and communication. The announcement for the 20 week online training programme will be delivered by the Nuffield Foundation. Places are limited and available on a first-come-first-served basis. More details are here.

Revised EYFS CCC Head Teacher Session

On Thursday 8th July 2021 10am – 11am, Early Years advisers will provide an update of the changes that are to be introduced in EYFS in September 2021.

Aims of this session are:

To become familiar with the changes to the EYFS Reforms
To provide an update on the Educational Programmes and Early Learning Goals.

	<p>You can book via booking book and the course is under 'Courses for Schools only'. Details on a PCC session to follow.</p>
	<p><u>Weekly Early Years Local Authority Data Collection (Cambridgeshire Schools)</u> School-based nurseries including nursery classes and maintained nursery schools are reminded to keep the Local Authority updated of your current status each week (open or closed) and the numbers of children attending in the age bracket 0-4 years old (excluding those in the Reception cohort). We are required to submit this data to the DfE on a weekly basis so ask you to please visit the survey before 12pm every Wednesday to update this information. If you have visited the survey since February half-term and your circumstances have not changed, you can simply reconfirm your previous information via the survey without needing to complete the full set of questions. Thank you for your continuing commitment to helping us provide an accurate data set to the DfE.</p>
<p><u>Early Years Foundation Stage Profile in 2021</u> In light of the latest COVID-19 development, Ministers have decided it will not be mandatory to complete the Early Years Foundation Stage Profile (EYFSP) assessment in 2021. This is in recognition of the additional pressures and uncertainties that teachers are facing during this challenging time and aligns with the approach on KS1 and KS2 assessments this year. This change applies to schools who are early adopters of the EYFS reforms, as well as schools who are following the current statutory framework.</p> <p>However, it is recognised that the EYFSP is a valued assessment and is a crucial tool in supporting children's development and the transition from reception to year 1. The</p>	

Government is therefore asking teachers and early years practitioners to use their best endeavours to still complete the EYFSP for children in the summer term if at all possible and to provide this important information to parents and to year 1 teachers, should the situation at the time allow.

This will be a judgment for schools and teachers depending on their individual circumstances and will in many cases depend on the coming weeks and months. There will be no requirement to submit data to the local authority or to confirm whether you have completed the EYFSP to the Department for Education. The relevant guidance on gov.uk has been updated to reflect this position.

Early Years Foundation Stage Profile (EYFSP) assessment

New guidance for the EYFSP –has been released. It says:

“The Secretary of State for Education has decided that the Early Years Foundation Stage Profile (EYFSP) assessment will not be mandatory in 2021, but we will require providers to use their best endeavours to complete it and provide the information to year 1 teachers and to parents if this is possible. The EYFSP will be dis-applied and a best endeavours requirement introduced for the academic year 2020 to 2021 only.”

Nick Gibb said the assessment was being made optional in “recognition of the additional pressures reception teachers face”. “We are determined to give children a strong foundation for their future and will continue to monitor the situation and work with schools on next steps.”

Schools that do decide they are able to complete the EYFSP this year and provide the information to parents and year 1 teachers will not be subject to statutory external moderation. There will also be no requirement to submit data to local

<p>authorities or to confirm whether they have completed it to the DfE.</p>	
<p>EYFS Reforms The Government has announced the response to the consultation on EYFS reforms. Particular points that may be of interest include:</p> <ul style="list-style-type: none"> • Revisions to the educational programmes • Revisions to the early learning goals • Removal of the statutory duty for local authorities to externally moderate EYFS profile judgements; • Removal of the 'exceeding' judgement criteria from the EYFS profile; • Change to the safeguarding and welfare requirements to promote good oral health. <p>In terms of implementation, the response says: <i>'Government recognises the impact the COVID-19 outbreak has had on the early years sector and schools, particularly in terms of the impact on children's learning and development as a result of closures. The EYFS reforms outlined in this response provide a strong basis to support children who may have missed critical months of early education. Therefore, government will proceed with offering schools the opportunity to adopt the final reforms from September 2020, followed by statutory national implementation as planned from September 2021.'</i></p> <p>Early Adoption will go ahead for those schools who have signed up.</p> <p>The Early Adopter Handbook and revised Statutory Guidance can be found here. Schools who have not signed up as an Early Adopter will continue with the current EYFS statutory guidance and will participate in the current EYFS Profile Moderation process. Any questions please email: sally.atkinson@peterborough.gov.uk (Peterborough schools) or</p>	<p>There will be two versions of the EYFS Statutory Framework and EYFS Profile being used by schools this academic year 2020/21. Some schools will be using the current version and there are other schools who have opted to use the EYFS reforms early adopter version. The current profile only will be moderated by the LA. The LA will be collecting profile data from both frameworks, quality assuring it, and submitting it to DfE.</p> <p>The Early Years' Service will support schools/settings who are using the current EYFS Framework as well as those who are the early adopters of the EYFS reforms. The EY service will also be providing support/training in preparation for their implementation the following year.</p> <p>The LA will continue to be requesting Reception initial data from both frameworks.</p> <p>We understand that exemplification materials for the EYFS reforms early adopter version are going to be produced, as is a new version of Development Matters and we will continue to update the sector regarding these.</p> <p>Further information can be found at: Consultation outcome: Early years foundation stage reforms Guidance: Early adopter schools: EYFS framework Guidance: Early adopter schools: EYFS profile handbook</p>

<p>annette.brooker@cambridgheshire.gov.uk (Cambridgeshire schools).</p> <p>Please note: The Department for Education has published revised curriculum guidance ahead of the implementation of the updated EYFS. This guidance is for early adopter schools.</p>	
	<p><u>Fifty things to do before you're five</u></p> <p>This is a new joint project between the Fenland and East Cambridgeshire Opportunity Area, Cambridgeshire County Council Early Years' Service and Peterborough City Council Early Years' Service.</p> <p>Fifty things to do before you're five provides a framework of low cost or no cost activities for families that are designed to be universally accessible, play-based, and fun, giving parents confidence to try something they may not otherwise have seen the value in doing with their child, for example, walking to the park and having a serve and return conversation with their child as they make something out of sticks.</p> <p>It can be accessed in different ways – primarily through an app that is free to download and through posters and activity cards that can be distributed and shared widely. The app was developed to provide a format that was accessible to everyone in the local community to use activity-based learning to drive speech and language development in children under age 5.</p> <p>The app is available now from the App store on a smart device, or via the web page https://cambspboro.50thingstodo.org/app/os</p> <p>Just a reminder that the Cambridgeshire ICT Service can support schools access DfE funded routes for support</p>

	<p>including online learning platform and have published some great guidance and support for schools in Cambridgeshire and Peterborough. Please email if you would like some support in accessing this.</p>
	<p><u>Keeping the LA updated on Early Years Provision</u> We are required to report to the DfE on a weekly basis the number of children 0-4 years old attending Early Years provision in the county (excluding children in the Reception cohort who should be included in the daily educational setting status form). This includes any children attending pre-school provision run by school governing bodies, nursery classes in schools, maintained nursery school provision and wrap around care (including breakfast, after school and holiday schemes). The data is considered official government statistics and we appreciate your support in collecting an accurate data set each week.</p> <p>For Cambridgeshire schools, please could you complete the webform which can be found here every week by midday on Wednesday. Please note the webform is temporarily closed every Thursday morning while the data is extracted so please avoid completing it at this time.</p> <p>For Peterborough schools, please continue to look for the communication sent out at 7:30am each Monday with the link to the form you need to complete by midday on Wednesday.</p>
	<p><u>Test and Trace – CCC and PCC</u> Please continue to report both suspected and confirmed cases to the LA using the details below. CCC - earlyyears.service@cambridgeshire.gov.uk. PCC - Earlyyearsandchildcare@peterborough.gov.uk</p>

It is vitally important that we only refer staff and children for tests who meet the main symptoms of coronavirus which are -

- a **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss of or change to your **sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

There are various other symptoms discussed in the media around children but this is the threshold set by the NHS process for testing and we must adhere to it.

Local Testing for Frontline Education Staff

New local testing facilities are now available for Early Years and Childcare staff as well as schools. Settings can also sign up for workplace testing. Settings based on school sites can have access to school test kits. Where viable, schools can work in partnership with local settings to enable them to have access to their testing system.

Follow-up – Health and Safety Executive (HSE) / Civica

Settings and Schools in Cambridgeshire and Peterborough continue to receive calls regarding Covid cases. It has been clarified that HSE has contracted out the initial calls to an organisation called Civica. There has been some confusion has arisen due to these calls not appearing to originate from HSE. If you receive a call from Civica, you should feel confident to engage with it.

Personal Protective Equipment (PPE)

You may be aware that schools are able to get testing kits. Please be advised that these are not available to early years and childcare providers.

Home Testing for Childminders

It is greatly appreciated that some schools have been able to support childminders and other early years settings to access Lateral Flow Testing. You may already be aware that Ofsted registered early years settings are in the process of receiving their own supply of kits to enable home testing for staff. You should continue to supply any early years and childcare staff on school payroll but those occupying space on your site and those in your community, are independently registered and should receive kits in their own right. We have also been informed by Public Health that childminders fall under the eligibility criteria for Community Collect, which includes *‘Adults in households and support or childcare bubbles of staff, parents and carers of children at nursery, primary and secondary schools and colleges, as well as those in related occupations e.g. school bus drivers’*

Useful Information/Resources

Early Years: FAQs

From September (2020/2021)

What equipment can be used in EYFS?

Consideration will need to be given as to if equipment and resources can be regularly and easily cleaned. Risk assessments should identify the potential risks of transmission of coronavirus and identify if and how risks can be mitigated.

What about continuous provision in Key Stage 1?

Continuous provision can continue, but within the bubble.

In Nursery provision, how can two bubbles free-flow indoor and outdoor?

These children would need to form one bubble, or the outdoor area should be divided into two to enable the bubbles to stay separate.

What is the LAs line on seating arrangements in EYFS classes?

We would suggest that you avoid seating arrangements where children are then facing each other

What access to test kits do early years settings have?

Settings can sign up for workplace testing for staff. Nominated staff (depending on the size of the workplace) are trained to oversee the testing. Online training is provided by the LA. Staff involved in the LFT swab themselves and nominated staff within teams oversee the processing of the swab and data collection.

Settings based on school sites can have access to school test kits. Where viable, schools can work in partnership with local settings to enable them to have access to their testing system.

Is there any support for Early Years' NQT's in Cambridgeshire?

If you have a recently or newly qualified teacher or someone new to working in nursery or reception and would be interested in support from our Early Years Lead Practitioner and Early Years Adviser Team, please contact Amanda James at amandam.james@cambridgeshire.gov.uk / 07789 397323 for more details of the package on offer this year.

Extra-curricular Provision & Wraparound Care

From September (2020/2021)

Government Guidance

Summer schools

The DfE [published guidance for secondary schools](#) to help progress plans for summer schools once you return from the Easter break, using the £200 million funding [announced in February](#). Secondary schools are being asked to sign up to run summer schools by the end of April and confirm their plans in June. The government continues to encourage schools to consider summer school provision primarily for pupils making the transition into year 7. Schools will have the flexibility to target the funding to whoever they think could benefit most. In addition, the government will also work with a national supply contractor to give extra support for councils to deliver the Government's [expanded Holiday Activities and Food programme](#).

Local Authority Perspective/Advice

Holiday, Activity and Food (HAF) Programme – Summer Holidays 2021

Thank you to all schools for their support with promoting this fantastic opportunity for eligible families who receive benefit related FSM. The HAF publicity flier for Cambridgeshire parents can be found here. If you are in Peterborough, you can use this poster.

Cambridgeshire parents are contacting us via details on our HAF webpage for their unique booking reference number. They are eligible to book up to 64 hours of free provision with participating providers noted on the HAF Provider Directory. Peterborough parents can find a list of Providers offering HAF places by following this link; they can book directly with their provider who will verify their eligibility.

We very much value your support with encouraging eligible parents/carers to explore this valuable offer. We are confident that the healthy food, range of play opportunities and interesting variety of experiences offered will positively impact children's physical and emotional well-being over the summer holidays and beyond. We understand from schools that a particularly effective way of engaging parents/carers is linking directly with eligible families and signposting them to the above web pages.

If we can be of any support with promoting the programme or you have any questions please email:
HAF@cambridgeshire.gov.uk or HAF@peterborough.gov.uk.

	<p><u>Extra-curricular Sport in Schools</u></p> <p>Schools should continue to provide extra-curricular sport as long as they can do so in a way which i) maintains the integrity of schools' Covid-19 protocols such as approach to bubbles, staffing and social distancing and ii) is subject to appropriate risk assessment.</p> <p>This interpretation of the full guidance has been approved by the Department for Education and Department for Digital, Culture, Media and Sport. Please contact Ian Roberts (CCC Specialist Adviser PE and School Sport) with any questions.</p> <p>The LA's wider view remains that all extra-curricular activity to support children and young people mental health and well-being should continue providing it is within the confines of the school's protective measures.</p>
<p style="text-align: center;">Useful Information/Resources</p> <p>Protective measures for after-school clubs and other out-of-school settings</p> <p>Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak.</p>	

Extra-curricular Provision & Wraparound Care FAQs

From September (2020/2021)

Can we offer wraparound care?

From 12th April, all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend. The guidance says that schools should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by protecting bubbles or through consistent groups. If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member. Activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.

How do bubbles work with wrap around care?

The guidance states:

“You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible .The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.’

Finance

From March (2021)

Government Guidance	Local Authority Perspective/Advice
<p>Pupil Premium Grant Requirements and Diminishing the Gap for Disadvantaged Pupils</p> <p>As you know poverty or low income is the single most important factor in predicting a child’s future life chances, with many pupils in low income families having low attainment by age 16. The Government believes that the Pupil Premium is the best way to address these underlying inequalities. Many pupils were not experiencing a level playing field before the pandemic, now the situation is likely to have worsened. The purpose Pupil Premium Grant and associated Catch-Up funds is clearly articulated. It is to; improve the academic outcomes of disadvantaged pupils of all abilities and to close the attainment gap between disadvantaged pupils of all abilities across the country.</p> <p>The DfE and the EEF have combined their approach. The DfE have published a new update for schools about how much Pupil Premium Funding schools and non-mainstream schools receive, how they should spend it, and how they will be held to account. The EEF then issued a new guide aligned to this to assist schools to do this. In line with this we suggest that schools should consider using a longer-term strategy with a ‘tiered’ approach to their pupil premium planning that balances spend across:</p> <ul style="list-style-type: none"> • Training and continuous development to improve the quality of all teaching for all (If the quality of teaching improves for ALL pupils then disadvantaged pupils will also benefit) – approximately 50% of all funding 	<p>LA Covid-19 Support Grant</p> <p>We have been notified that the Government will be providing support for Local Authorities to support families on low income during the summer holidays. The level of funding has been significantly reduced from previous rounds and we are currently considering how best to allocate this funding including how we might operate a voucher scheme. I will provide more information in due course. For secondary schools can I ask you retain a list of eligible pupils in year 11 and year 13 who will be leaving including the parents email and mobile phone number if you are updating your MI Systems.</p> <p>Worthless Campaign – mental health in schools.</p> <p>The Worthless Campaign have put together a survey on the challenges of Mental Health in schools – details below. <i>It takes 2 minutes to complete.</i></p> <p>https://www.surveymonkey.co.uk/r/WLCMHWBJun21</p> <p><i>The survey covers pressing issues such as:</i></p> <ul style="list-style-type: none"> • <i>Serious incidents relating to mental health that schools are dealing with each week. (I know that some questions are slightly more or less relevant to different age groups)</i> • <i>The impact upon staff time and resources</i> • <i>The effectiveness of external agencies – e.g. social care, CAMHS</i> • <i>The main contributory factors to serious issues around mental health</i> <p><i>This is an important way to get our voices heard I believe and should you wish to provide a quote be involved in media work</i></p>

<ul style="list-style-type: none"> • Targeting support for disadvantaged pupils through evidence-based interventions – approximately 25% of all funding • Supporting whole-school strategies to improve attendance, behaviour and readiness to learn – approximately 25% of all funding <p>For further information and associated and resources please click the link: Pupil Premium Grant Requirements</p>	<p><i>when the data becomes clear you're most welcome – please let me know</i> <i>We are a strong voice. This can really help get the action / informed decision we need for our schools and pupils</i></p> <p>Schools Funding Guide We have updated our monthly list of grants available to schools – please don't share these outside of schools. June 2021</p> <p>Additional Pupil Premium – Claim Deadline 30th June 2021 You may already be aware that, following a recent legal challenge, schools are now able to claim pupil premium for 2021/22 for NRPF (no recourse to public funds) children who are temporarily eligible for Free School Meals. The deadline for submitting this claim is <u>30 June 2021 at 5pm</u>. Further information and guidance on making your claim is available here. Any school who uses the CCC FSM service and has a NRPF child currently registered for FSM will be contacted directly by our Education Welfare Benefits Team, to alert you to submit your claim. For any queries please contact EWB.FSM@cambridgeshire.gov.uk</p>
<p><u>School Financial Value Standard (SFVS) – Maintained Schools</u> The Department for Education (DfE) has decided that the SFVS return should be delayed this year. For the financial year 2020 to 2021, schools should submit their SFVS to their local authority no later than 28 May 2021. More information has been published here. Please contact us if this is going to</p>	<p>Cambridgeshire school budgets for 2021/22 have now been finalised after DfE agreement. More details can be found here. Thanks to Martin and his team for the work on these. We are waiting for the sign off of the Peterborough schools budget. You may want to read about the Peterborough Council budget here which has been supported by government this week.</p>

<p>cause significant issues. Some parts of the DfE site still say this has been cancelled but we have clarified this directly.</p>	
<p><u>Coronavirus Job Retention Scheme</u> For schools with external income, it might be worth you reviewing again the DfE financial support pages which includes information on the extension of the Coronavirus Job Retention Scheme (CJRS) to 30 April 2021. Schools can claim a proportion of their staffing costs back which might provide some support for external activities.</p>	
<p><u>Sport Premium</u> As a result of the coronavirus (COVID-19) outbreak, the Department for Education took steps to relax the ring-fencing arrangements for the <u>PE and sport premium</u> in the 2019 to 2020 academic year to allow any unspent grant to be carried forward into the 2020 to 2021 academic year.</p> <p>Any under-spends carried forward from the 2019 to 2020 academic year will need to be spent in full by the end of the 2020 to 2021 academic year. Schools should factor this into spending plans for their 2020 to 2021 PE and sport premium allocation. The <u>2020 to 2021 conditions of grant documents</u> have been updated to reflect this.</p>	
<p><u>Catch up Premium</u> Full details of the catch up premium have been released. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p>	<p><u>Coronavirus (COVID-19) catch-up premium provisional allocations</u> In July, the government announced a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The coronavirus (COVID-19) catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision. The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020 to 2021.</p>

Catch up Premium

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice. Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years. The guidance has also been updated to outline that Ofsted inspectors may discuss plans schools have to spend their catch-up premium funding.

Nuffield early language intervention programme (NELI)

The DfE have announced that funding will be available for NELI in the 2021 to 2022 academic year – [register your interest](#). There is also a [list of schools who registered for NELI \(Nuffield early language intervention programme\)](#).

Catch-up premium funds do not have to be spent by maintained schools, special schools pupil referral units or hospital schools, in the financial year beginning 1 April 2020 – the funding can be carried forward to future financial years.

To save you time, we have collated all of [PCC and CCC schools allocations in this document](#).

Quick Guide for Schools

The Education Endowment foundation has released [a guide for schools](#) on how to spend the funding. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Free School Meal Supplementary Grant – Unexpected Funding

The free school meal (FSM) supplementary grant was first introduced in 2018, when FSM eligibility was expected to increase due to transitional protections put in place in response to the roll-out of Universal Credit. The FSM supplementary grant was introduced to provide schools with additional funding to help them meet the costs of providing more pupils with free meals, before the lagged funding system caught up. The grant was originally set up for 2 years, 2018 to 2019 and 2019 to 2020. However, as a result of the economic impact of coronavirus (COVID-19), FSM eligibility has continued to increase. The government has therefore announced that the grant will be extended for one additional year to 2020 to 2021. As a result, schools will receive funding for increases in FSM eligible pupils between October 2019 and October 2020, at a per pupil rate of £450. [Allocations can be found here.](#)

Claims for lunch parcel top ups to the value of £3.50 can be made **from the period 4 January until the start of the Easter holidays.**

Reminder - Claim Window

The claims window is open until 4 May 2021. Further details are available in Coronavirus (COVID-19) free school meals additional costs: guidance.

We have also received confirmation yesterday that the winter support grant will continue during the summer half term. The scheme will now be known as the Covid Local Support Grant (DfE finally realise that that seasons actually mean something!!!). We are currently reviewing the grant terms and conditions but we hope to continue to provide a supermarket voucher to eligible families.

	<p><u>Pupil Premium Funding</u></p> <p>Despite representations being made, the DfE have confirmed the 2021 pupil premium funding will be based on the October census for mainstream and special schools. Pupil premium funding for the financial year starting on 1 April 2021 will therefore be based on the October 2020 census instead of the January census as would have previously been the case. Per pupil funding rates will be the same as in 2020 to 2021. Total pupil premium funding is expected to increase to more than £2.5 billion in 2021 to 2022 as more children have become eligible for free school meals as a result of the impact of the pandemic. Allocations for alternative provision, pupil referral units and hospital schools will continue to be published to the usual timeline as these will continue to be based on the January census. Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.</p>
<p><u>Funding for Lateral Flow Testing operated in School (secondary and Special)</u></p> <p>The DfE have published guidance on the Coronavirus (COVID-19) testing in schools and colleges: grant funding. Schools will receive a single payment in the spring to cover testing in the period from January 4 to the February half term. The Education and Skills Funding Agency will make the payments automatically, and there is “no requirement” to make a claim. The funding will be based on the number of test results submitted – the DfE will be based on the number of bays/desks calculated as needed to deliver the number of tests completed (measured by the number of test results recorded on the school or college’s individual account on the Test & Trace Log Results Website). There is a workforce planning tool available to help schools work out how much funding they could get. There is a higher level of funding for special schools, special post-16 institutions and AP.</p>	

Useful Information/Resources

[Closedown guidance for maintained schools](#)

[Benchmark your school's financial data - GOV.UK \(www.gov.uk\)](#)

Winter Support Grant (Cambridgeshire) [Letter to Parents](#) / [Frequently Asked Questions for Parents](#)

Winter Support Grant (Peterborough) - [Letter to Peterborough Parents](#) / [Frequently Asked Questions for Parents](#)

Finance: FAQs

From March (2021)

Additional Costs / Loss of income

Will we be able to claim any additional costs associated with a return to school?

No. There are no plans at present to reimburse additional costs incurred as part of that process.

Could clarification be provided for schools that manage their own, non-profit, 'before and after school care facilities'. In light of the expectation that this facility will recommence in September; we suspect there could be a potential financial shortfall; therefore, is there a mechanism for offsetting this cost – mainly attributed to staff salaries?

There is currently no mechanism for schools to recover the costs.

Insurance

We are concerned about potential liability and claims during the crisis for maintained schools. What is the liability?

To reassure you, we have contacted our insurers who have advised the following:

'We are able to confirm that, where schools return following the Government announcement that they are able to, the Council-arranged liability insurance will provide indemnity, should a claim be made as a result of a member of staff or a pupil allegedly contracting Covid-19 at the setting. As things stand, there are no exclusions within the Local Authority arranged insurance in relation to the pandemic.'

The indemnity provided by the policy includes all staff, governors and any volunteers working at the school. The indemnity is subject to the school leadership team/governing body having followed all government, public health and LA advice with regard to social distancing, pupil and staff management, cleansing and hygiene. We would expect all schools to have carried out and continue appropriate robust cleaning processes and to have in place thorough risk assessments, dealing with all aspects of school life and the management of the required controls, to limit the risk of contraction and spread of the disease. Where decisions are taken in respect of the re-opening of the school or the management of school life during the future stages of the pandemic, they should be recorded and evidenced.

In the event of a claim we would of course require the disclosure of all documented risk assessments and evidence of cleaning procedures and will expect the full co-operation of the schools.'

Have you had any progress with the insurance claims for residential trips?

Please refer to the [claim guidance issued by Chubb](#) to ensure you have taken the necessary steps before submitting an insurance claims to the Insurers. A list of frequently asked questions can also be found [here](#).

Other

Is there any information on statutory sick pay relief?

The government has updated its [guidance](#) on financial support for education settings to clarify statutory sick pay relief. The government has introduced a rebate scheme to allow small and medium-sized businesses to reclaim Statutory Sick Pay (SSP) paid for staff sickness absence due to COVID-19. This refund will cover up to 2 weeks' SSP per eligible employee who has been off work because they have been ill with the virus or have had to self-isolate because of it.

Will the Primary PE and Sport Premium funding continue for 2020/21?

Yes. The DfE have promised this will continue at £320 million for the 2020/21 academic year. We can further confirm that the DfE have also sanctioned any Primary PE and Sport Premium funding from the current academic year (2019-20), that schools were unable to use, as a result of the coronavirus pandemic, can be carried forward to utilise in the next academic year.

Ian Roberts, Specialist Adviser for PE & School Sport, has produced some [comprehensive guidance for schools](#) as a response to this announcement.

Do schools need to publish details about the COVID-19 catch up premium?

Yes. Schools are required to publish details on their website of how it is intended the grant will be spent and how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed.

What grants are available to schools?

You can find the list [here](#). These should not be shared outside of your school.

Can school staff claim tax relief for working at home?

Yes. We have put together [a short guide](#) on how school staff can claim tax relief if they have worked at home at any point during the COVID-19 situation. This is worth between £60 and £125 and is open to Headteachers too!

Free School Meals

From September (2020/2021)

New applications

We know there are more families that are vulnerable due to the economic impact of COVID-19 and we should be encouraging everyone to apply for free school meals.

A meeting has been held with the District Council/City Council benefit teams to get a direct link to the council tax benefit data which we hope this might identify more parents who are eligible. We will update you on this when we can.

In the meantime, please remind all parents to apply via the online form, for an instant response at www.cambridgeshire.gov.uk/freeschoolmeals (Peterborough Academies must continue to use the paper forms below).

If you need any help with FSM, please contact the Education Welfare Benefit Team at ewb.fsm@cambridgeshire.gov.uk.

Our letters to parents can be found here – [Cambridgeshire](#) / [Peterborough \(maintained Schools\)](#) / [Peterborough \(academy\)](#)

Useful Information/Resources

Free School Meals: FAQs

From September (2020/2021)

Have the universal infant free school meals (UFSM) allocations for 2019 to 2020 and 2020 to 2021 been published?

Yes. The DfE have published the [final UFSM allocations for 2019 to 2020](#) and the [provisional allocations for academic year 2020 to 2021](#). The allocations for 2020 to 2021 are based on an increased per meal rate of £2.34.

Do we assume that we still need to meet the Food Standards Regulations in terms of what we offer on our school menus for September?

Yes. It should be considered 'business as usual'.

Governance

From September (2020/2021)

Government Guidance

Local Authority Perspective/Advice

DBS checks on Governors following Covid

Governors who have been in regular attendance in Virtual Governing Body meetings during the pandemic need not have new DBS checks undertaken before returning to 'normal' Governor visits and duties once the current restrictions are over. However, if this has not been the case, and a Governor has to all intents and purposes been 'absent' with no agreed reason for a period of more than 3 months, then a new DBS check is advised. Schools are reminded in any case that the School Governance Team advises best practice that Governors should have a new DBS check upon re-appointment to the Governing Body at the start of a new 4 year term in office as a Governor.

Governance Update

[This link](#) takes you to a Governance Update that has been shared with Chairs of Governors and Clerks for broader circulation amongst your Governing Bodies. It is anticipated that this will support governors structured approach towards their work at this time. If anyone requires any support in working with their Governing Body, please get in touch with [George Hayes](#), Strategic Lead for Governance.

Useful Information/Resources

[National Governance Association: Business continuity for Governors/Holding virtual meetings](#)

[National Governance Association – Webinar on Business continuity for Governors](#) - *Members Only*

[Return to contents](#)

Governance: FAQs

From September (2020/2021)

Who can provide advice/support with regards to virtual meetings?

Cambridgeshire County Council's ICT Service, the LA's advisory body for all things ICT in schools, is ideally placed to provide you with advice, guidance, and implementations of Microsoft Office 365 (where you will find Teams) or Google GSuite for Education. Both of these solutions are free (from a licencing perspective), but do require some initial setup and configuration.

Please note that your school is likely to already have some investment in either Microsoft or GSuite, and The ICT Service welcomes your queries, preferably before you spend money on third party solutions, which you may not be able to manage as effectively.

Can governors come in for monitoring visits?

We would suggest that you avoid all non-essential visits. Governors may instead wish to arrange meetings with teacher/leaders virtually instead.

Health & Safety

From September (2020/2021)

Government Guidance

Working safely guidance

The government has issued [guidance](#) to help businesses in the UK to get back up and running and workplaces operating as safely as possible. It is broken down according to type of workplace, rather than sector, with eight sets of guidelines in total so it is important that businesses understand that they may need to look at several publications according to their particular circumstances.

It sets out practical steps for businesses focused on five key points:

- Work from home if you can
- Carry out a COVID-19 risk assessment in consultation with workers or trade unions
- Maintain 2 meters social distancing wherever possible
- Where people cannot be 2 meters apart, manage transmission risk
- Reinforcing cleaning processes

A downloadable notice is included in the documents, which employers should display in their workplaces to show their employees, customers and other visitors to their workplace, that they have followed this guidance.

Further information can be found at:

[Working Safely Guidance](#)

Local Authority Perspective/Advice

Clarification over Hay Fever

Several of you asked in the Heads meeting around hay fever being a symptom of Covid-19. The three classic covid-19 symptoms have not changed- a new continuous cough (coughing frequently for more than an hour, or 3 or more coughing episodes in 24 hours) and/or high temperature and/or a loss of, or change in, normal sense of taste or smell (anosmia). As we have seen throughout the pandemic a lot of people present with atypical symptoms and in certain situations where we are doing active case finding (e.g. outbreak management, Variant of Concern) the Local Authority may ask people to get a PCR test if they have atypical symptoms. There has been cases where people have delayed getting tested believing it was hay fever. You should not send children home or refuse attendance if they have hay fever but if a child is unusually unwell and there is any doubt, it is worth advising parents to get a test.

COVID monitoring checklist/self-audit for schools

In light of schools returning and the expectation of cases rising and, after reviewing the findings of the HSE COVID inspections back in the Autumn term, we would like to offer our COVID monitoring self-audit to our schools. It consists of a series of questions to which the schools scores themselves (0, 1, 2) and after answering all of the questions, the spreadsheet will give a score out of 100. The score will point to how COVID compliant they are and if the number is not as high as they would like, the school then can review the areas in which they feel need to make some improvements. The whole process should take no

	<p>longer than 15 minutes. We will support schools with any help they require to review and tweak the gaps which the audit may highlight. The document is available to download on the Health & Safety Schools Hub</p>
--	--

	<p><u>COVID-19 and First Aid in Schools</u></p> <p>In response to the heightened awareness of the possibility that a victim may have COVID-19, the Resuscitation Council UK have issued a statement in relation to CPR and resuscitation in first aid and it is intended for anyone who is performing CPR/defibrillation in an out-of-hospital setting. The Health and Safety Executive (HSE) have also published guidance on this aspect as well as updating their position on first aid certificate validity. First aid providers have resumed first aid training and assessment. In some cases, there remains a back log or limited availability. As outlined in the previous link, the HSE have now agreed a final deadline of 31st March 2021 for requalification for the following qualifications where certificates expired on or after 16 March 2020 and it was not possible to access requalification training because of coronavirus:</p> <ul style="list-style-type: none"> • First Aid at Work • Emergency First Aid at Work • Paediatric First Aid
	<p><u>PPE for Schools</u></p> <p>As you may be aware in September the Department of Health and Social Care (DHSC) have agreed to supply free PPE to Education Services. The PPE will consist of ‘basic’ PPE that would be required for clinical use only (i.e. when providing personal care or treating someone with suspected symptoms of Covid) and ‘enhanced’ PPE which would be required for conducting Aerosol Generating Procedures. We hope this will save you some money and time sourcing. The council will be providing a distribution process to each of the groups identified above – here is the process for mainstream schools and special schools to use.</p> <p><u>Mainstream Schools</u></p>

1. All mainstream schools will receive a monthly supply from the LA (see the table below) for the allocations by size of school. The allocations will be subject to regular review.
2. If enhanced or additional items are required, please contact ppe@cambridgeshire.gov.uk. PPE may query the request for Enhanced PPE (i.e. FFP3 masks). Any request will be subject to approval. If 'Enhanced PPE' is required, [please complete this form](#). Any requests for the next delivery will need to be received before the 26th of the month.
 1. Deliveries will be made to each school and special school in the 1st week of each month.
 1. If an emergency order has to be made, a confirmation email will be sent to requester with further details.
 2. This basic PPE should be used when providing personal care or treating someone with suspected symptoms of Covid only and to support with general protective measures.

CAT NO	Number of Pupils	Type IIR (boxes of 50)	Gloves (boxes of 100)	Aprons	Hand sanitiser 250ml
1.	0-210	50	100	100	4
2.	211-420	100	100	100	6
3.	421-630	100	100	100	8
4.	631-900	150	200	200	10
5.	901-1200	200	300	300	12
6.	1201-1500	250	300	300	14
7.	1501-1800	300	300	300	16

Special Schools

Going forward orders for Special Schools and any 'enhanced PPE' will need to be submitted by the 26th of each month.

	<p>The grab packs are only intended to be used in situations where <u>children display symptoms of COVID-19</u> whilst in your care, who need to be isolated pending collection and where <u>staff need to be within 2m of them</u>. We are unable to provide PPE for any other scenario and schools and settings need to continue to follow existing guidance on handwashing and hygiene arrangements. It is vital that any member of staff who uses PPE read the relevant guidance and watch the video which runs through the basics of use of this equipment.</p> <p>Do not use the PPE unless you have followed this advice on training.</p> <p>A list of suppliers of PPE can be found here. As a reminder, if you would like access to the Amazon COVID store, please visit COVID-19 Supplies page to request access. There is no upfront payment needed on any of the products, and there are no minimum order quantities. Amazon is not making profit on the PPE sold using this facility and have also waived third party seller fees. All customers who are authorised to access the COVID19-Supplies facility will also receive free Business Prime for the duration of the site's existence, giving free expedited delivery.</p>
	<p><u>Vaccinations of eligible staff in education settings</u></p> <p>Coronavirus (COVID-19) vaccines are the best way to protect people from coronavirus (COVID-19) and will save thousands of lives. We welcome the support of education and childcare settings in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible. The vaccine cannot give you coronavirus (COVID-19) and will reduce your chance of becoming seriously ill. Some people may experience side effects from the vaccine – if you do, most of these are mild and short-term, lasting no longer than a week (but usually much</p>

less). DHSC has published a blog on [Covid-19 vaccines – frequently asked questions](#).
[PCR and LFD testing during Ramadan](#) - The British Islamic Medical Association's view is that taking polymerase chain reaction (PCR) or lateral flow device (LFD) tests during Ramadan does not invalidate the fast. People may feel more comfortable doing the tests when they are not fasting. In this case, with the move to home-testing, tests can be carried out at any time.

Useful Information/Resources

[Face coverings guidance from 8th March](#)

[CCC & PCC First Aid Requirements](#)

[Guide to donning and doffing standard PPE](#)

[Guide to Donning and doffing standard PPE - video](#)

[PPE Education Guidance - Summary](#)

[COVID-19 Guidance in Education - Poster](#)

[Aerosol Information Sheet](#)

[Hand Cleaning Poster](#)

[Guidance for managing playgrounds / outdoor gyms](#)

Health & Safety: FAQs

From September (2020/2021)

Social Distancing / Preventing Transmission

Are staff and pupils expected to remain socially distanced?

Ideally, adults should maintain 2 metre distance from each other, and from children. However, it is acknowledged that this is not always possible particularly with younger children or children with complex needs. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. Schools doing this where they can, and even doing this some of the time, will help.

How will we reduce the number of contacts in schools?

How contacts are reduced will depend on the school'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 as much as possible

What about the risk to staff working hands-on with pupils and students who cannot adhere to strict hygiene practices?

It is recognised that some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably. It will be impossible to provide the care that some children and young people need without close hands-on contact. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.”

Where can I find information and advice about preventing the spread of transmission of the virus?

[This page](#) contains a range of coronavirus campaign materials to encourage people to do the simple things to help prevent the spread of the virus. Please use the posters, videos, audio clips, and social media messages as appropriate, and share them with colleagues too.

Can we use a fogging machine to disinfect classrooms and other rooms in school?

Fogging machines are not recommended to be used in schools. There is no national guidance on how effective they are at disinfecting, therefore their use is not recommended

Hand Care

How frequently should we encourage handwashing?

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.

What do we do about hand washing if our hot water system fails?

We understand the problems of managing perceptions about using cold water but the guidance does not state that hands must be washed with hot water. The guidance on hand washing refers to soap and water. It is the amount of soap and water that counts and the time spent washing. Handwashing posters have previously been made available.

Could you please advise whether primary school children can use hand sanitiser which is 75% alcohol?

It is generally considered that children under 2 years old do not have skin featuring fully developed barrier function and this is the clear cut-off point in terms of toxicology. Prolonged use of alcohol based sanitiser can damage the skin. In terms of primary aged schools pupils, they could use it and we would recommend that if you went down this route of hand cleansing, then you should try to purchase a lower alcohol based sanitiser. The use of these sanitisers must also be under supervision of staff. We would, however, recommend that hand washing using soap and warm water is the priority over using any type of hand sanitiser.

What if parents object to their child using hand sanitiser?

There have been a number of parents raising concerns and objections about their children using hand sanitiser, working in bubbles, and generally observing COVID safe procedures in schools ([template circulate is here](#)). In response to this we have produced a model letter for schools (thanks to Essex CC for their template we have tweaked) to send to families who wish for their children to be exempt from following government guidelines in this respect. Please click the link: [Response to anti COVID-19 protocol](#)

Should we be publishing the risk assessment on the website?

The DfE guidance says schools should publish these on their website to provide transparency of approach to parents, carers and pupils, and there is an expectation for larger employers with more than 50 staff to do so in any case. Schools should follow this advice, and publish accordingly.

These risk controls should be **monitored and reviewed regularly**, (at least weekly in the first half term) to ensure the preventive and protective measures are working, and taking action to address any shortfalls.

First Aid

How can we administer first aid successfully?

We would advise following the [national guidance](#) on implementing protective measures in education and settings. There is also some guidance [here](#) about the use of PPE.

In an emergency, call 999 if the individual is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

Is PPE required?

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. 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

Can you confirm whether masks included in PPE packs will be FFP3 standard?

The masks are a Type IIR mask. They are fluid repellent and 98% filtration (so usually used for anyone giving personal care). FFP3 respirators are a very specialist type of mask used when undertaking aerosol generating procedures usually in a high dependency hospital environment. To be effective the person using it must be face fit tested and trained in their use. These should never be needed in a school setting.

Other

Where can I find out about the service offer for the 5-19 healthy child programme?

The links below are to documents relating to the service offer from the 5-19 healthy child programme (or more commonly known as the school nursing offer). It covers all information needed about how to access the service, the provision available to support families, and how schools can access the medical needs training.

- [Online Medical Training](#)
- [Letter to Education Partners – September 2020](#)

When will food hygiene inspections resume?

Local Authority Officers are now starting to reinstate on-site Food Hygiene and Food Standards Inspections in premises, including educational settings, to ensure that suitable food hygiene requirements are in place. Authorised officers will also be examining COVID-19 secure measures within food preparation areas to ensure mitigations are in place to reduce the risk of transmission in these areas. Officers continue to have the right to inspect your premises at any reasonable time and can arrive on site without prior notice - we expect you to be fully compliant with this process in terms of allowing on-site access and thank you in advance for your cooperation. All officers must carry ID and the validity of that ID can always be checked if the school are concerned.

HR

From September (2020/2021)

Government Guidance	Local Authority Perspective/Advice
<p>Changes to statutory induction from September 2021 The DfE have now published the new statutory guidance for induction. This guidance becomes statutory for newly qualified teachers starting employment from September 2021. Please find a summary of the <u>key changes in this letter</u>.</p>	<p><u>NQT Observations (LA perspective)</u> NQTs have a statutory entitlement to feedback on their teaching and therefore we would advise that NQTs can be observed remotely if relevant to the remote learning context of the school i.e. in schools where live lessons or video lessons are being used. These observations of teaching would need to be planned and agreed in advance and be used to support wider evidence. We would not recommend classing them as 'formal observations' as such.</p> <p>Equally, where some schools are building into their risk assessments how NQTs can be observed this is also sensible and helpful and is especially important where an NQT has been struggling and requiring additional support. Whilst everyone must be both flexible and pragmatic in the current times, the DfE has not currently updated / altered their guidance for NQTs and as such NQTs continue to have statutory entitlements including the right to receive developmental feedback on their practice. This a crucial element of their support as an NQT. NQTs will still need an assessment report at the end of this term and these will be extremely difficult to write if they had not been seen teaching in any context during the term.</p>
<p><u>Recruitment and Selection (2020 to 2021) - ITT</u> Recruitment to the 2020 to 2021 cohort will continue to ensure continuity of provision. ITT partnerships should consider how they may adapt their recruitment and selection process to minimise disruption. They should consider what can be completed online, over the phone, using written tasks or via</p>	<p>Interviews can still take place during this period. It is vital that the statutory guidance surrounding safer recruitment still applies so please refer to all guidance as usual issued by the DfE and your HR provider. The number of personnel (staff and governors) required to be involved in the interview process will</p>

video calling (for example, for individual interviews or group sessions). Supporting documentation (for example, examination certificates) can be submitted in electronic format pending the opportunity for originals to be supplied.

Further information can be found at:

[Coronavirus \(COVID-19\): Initial teacher training \(ITT\)](#)

be determined by the school Delegation Planner approved by the governing body.

The interview process should then be conducted as it would usually; using a pre-determined set of questions matched to the Person Specification which are applied to each candidate in turn. It is recommended that a question relating to strengths and areas for development would be pertinent in order to begin to ascertain an NQT's individual skillset matched against the current profile of the school.

It may be possible to ask the candidates to also complete other tasks linked to the skills being assessed via the Person Specification. These could include:

- analysis of anonymised data,
- book scrutiny,
- lesson planning,
- marking of pupil work
- reading a favourite poem to the panel
- planning and delivering a 5 minute lesson starter

During these current times you may choose to invite the candidates to submit to you an example of high quality planning, marking, assessment they have produced during this last year whilst training in order to demonstrate their skillset. It will also be vitally important that references sought from ITT providers detail those Teacher Standards which are strengths and those which are areas for development for each NQT.

Information and guidance on the recruitment process, and on induction provision for NQTs can be found [here](#).

	<p><u>Performance Management – LA perspective</u></p> <p>We advise that mid-year performance management reviews proceed along with normal timescales wherever possible. Performance Management targets for 2020-21 were set in the context of COVID restrictions and the anticipation of some further disruption during the year. The mid-year review will help to take stock of what has been achieved to date in challenging circumstances and to celebrate those achievements. Similarly, the mid-year review will provide an opportunity to consider any barriers to PM objectives being achieved which do fall within the control of the school or the individual member of staff and to identify support which may be needed. If necessary, PM objectives could be amended to take account of current context or agreement reached as to the priorities to focus on within the existing PM objectives. A well-led PM review should help to contribute to staff well-being at this time.</p>
	<p><u>Staff Lunch breaks</u></p> <p>Following questions on the position for staff breaks within schools (pending reviews of staggered lunchbreaks that many schools are looking at for September), the statutory position is that ‘...workers have the right to one uninterrupted 20 minute rest break during their working day, if they work more than 6 hours a day. This could be a tea or lunch break...’</p> <p>STPCD guidance is that; <u>Daily break 52.3</u>. A teacher who is required to be available for work for more than one school session on any school day must be allowed <u>one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm</u>. Deputy Headteachers, Assistant Headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.’</p>

	<p>There is of course the argument that by custom and practice, staff may have taken an hour for their lunch and under normal circumstances, that would continue. Given that these are temporary arrangements, there would be no requirement to consult with staff on such changes to their breaks, although I would expect schools to have discussions with staff in relation to the amendments, explaining the reasons for them in order to gain support.</p>
--	---

<u>Shielding staff and pupils</u>	
--	--

<p>This is paused nationally for the 1st April and all groups can return to school. The specific arrangements are below -</p> <ul style="list-style-type: none">• Pupils - all CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal. Schools should not ask GP for evidence of absence due to Covid-19 - it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.• CEV staff in schools will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace. Risk assessments are needed for all groups.• Pregnant staff: the guidance advises that schools and trusts will need to follow the specific guidance for pregnant employees because pregnant women are considered CV but all can return to work in line with CEV staff. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable	
--	--

<p>staff will apply. Risk assessment should be refreshed to check if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks. You must take appropriate sensible action to reduce, remove or control the risks. Schools should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch Covid-19 and this should be reflected in the risk assessment. Schools may wish to consider how additional measures could be taken in the third trimester to support and outlines these in the risk assessment (e.g. use of face covering in primary, greater social distancing in secondary). The DfE recommends that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. More information can be found here and advice on vaccinations for this group can be found here.</p>	
<p><u>Pregnancy and the Third Trimester</u></p> <p>This has probably been the most common question we have received, and we have escalated to Public Health England and the DfE for more specific advice as the guidance is vague. The DfE have included advice in their reopening guidance an update Schools coronavirus (COVID-19) operational guidance - GOV.UK (www.gov.uk). Other guidance is outlined below:</p> <p>Shielding guidance: <i>If you cannot work from home, we are no longer advising that you do not attend the workplace. Your employer is required to take steps to reduce the risk of exposure to COVID-19 in the workplace and should be able to explain to you the measures they have put in place to keep you safe at work. Some</i></p>	<p><u>LA Advice</u></p> <p>From our perspective (and I agreed this position with the trade unions before the end of last term), all staff returning from shielding should have a risk assessment in place. Pregnant staff should attend work. Where they are in the third trimester or have a underlying health condition, further medical advice should be sought and if they can work from home (which is unlikely) they should. Otherwise a risk assessment should be undertaken to identify the mitigations that need to be in place to support this member of staff. Every effort should be made to social distance where possible. The risk assessment should dictate whether that person attends work or not.</p>

employers may introduce regular testing of employees as part of these measures. You may also want to consider how you get to and from work including if it is possible to avoid using public transport during rush hour.

Royal College of Gynaecologists guidance:
Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.

If you are 28 weeks pregnant and beyond, or if you are pregnant and have an underlying health condition that puts you at a greater risk of severe illness from COVID-19 at any gestation, you should take a more precautionary approach. This is because although you are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, you have an increased risk of becoming severely ill and of pre-term birth if you contract COVID-19.

Your employer should ensure you are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).

Further information can also be found in [Guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#).

We appreciate a risk assessment in this area is challenging. Yasmin Akhtar, a Health Protection Practitioner, who is currently support Education is also a midwife and is happy to support schools who are finding their risk assessment challenging to complete. We cannot sign off all risk assessments but we can provide some advice on those that are most challenging.

Useful Information/Resources

[EPM FAQs](#)

[Recruiting NQTs during Coronavirus](#)

[EPM Authorised leave letter](#)

[Employee Assistance Programme](#)

[Health Assured Poster](#)

HR: FAQs

From September (2020/2021)

Vulnerable Children/Staff

Is there any advice for staff over 70?

Individual risk assessments should be completed for staff over 70.

What about BAME children/staff?

A Risk Assessment should be completed for this group.

What about siblings of shielding children?

These pupils should be treated the same as others unless they show symptoms related to COVID-19. A separate risk assessment could be completed for them following a dialogue with parents.

Is there an updated risk assessment template?

Yes. The HR team have put together an [updated risk assessment](#) with [guidance note](#). This is based upon the revised PHE guidance from 1st August and has been adjusted to make sure it is suitable for schools. The intention is for this to replace all of the previous versions. This risk assessment is suitable for all categories of staff including BAME and the separate risk assessment for this group should not be necessary now.

Other

What about lesson observations/drop ins?

We are mindful of leaders' need to monitor pupils' behaviour, welfare and progress – not least in catching up missed learning – without placing an unnecessary burden upon staff. Our expectation is that senior and subject leaders will typically want to continue to carry out informal learning walks, where this can be done safely, and that the duration of such lesson visits will be as short as is consistent with making accurate judgements. Leaders will also want to supplement the information they gain from visiting lessons with scrutiny of pupils' work. In most cases, leaders will engage in informal, appropriate professional dialogue with staff as a result of such monitoring activities. Formal, full lesson observations should only happen in cases where concerns arise, so that appropriate support can be arranged for colleagues, and the impact of that support can be evaluated. We recommend that, wherever possible, lesson observations that are linked to the performance management process do not take place during the C19 period, unless urgent concerns need to be addressed, or individual colleagues specifically request one or more formal observations take place. Schools should continue to follow the statutory guidance in respect of the observation of NQTs during their induction period and follow-up discussions.

Where can I find the latest advice from EPM?

With a huge thanks to Sarah and the team at EPM, they have shared their latest updated FAQ documentation [here](#)

Inspections

From September (2020/2021)

Government Guidance

Ofsted inspection arrangements for the summer term

Ofsted has set out further [detail of its plans for the summer term](#), covering the full range of its inspection activity, including state and independent schools, further education providers, early years and initial teacher training. Key updates include:

- Monitoring inspections commence again on the 4 May, under the EIF. As previously these will give a judgement on action but not a grade.
- Where inspectors find evidence that an inadequate school has improved, they can convert the monitoring visit to a full inspection, which would be graded. If schools judged 'requires improvement' on two or more consecutive occasions are found to have improved, inspectors will recommend that a full inspection is carried out before the end of the summer term.
- Ofsted will also inspect 'good' schools that, due to the pandemic, have not had an inspection within the statutory 5-year window.
- Ofsted will also inspect some 'outstanding' schools that request an inspection, prioritising those that have gone the longest without an inspection.
- Other than where significant concerns are raised, Ofsted will not inspect secondary schools during the first half of the summer term, to allow them to focus on teacher-assessed grades.
- Ofsted will continue to prioritise emergency inspections of all schools where significant concerns are raised.

Ofsted is currently running pilot inspections, as it finalises its approach to making sure inspections and judgements over the

Local Authority Perspective/Advice

Ofsted Inspection Handbook Changes

On the 12th April, we gave an overview of the changes to inspection for the summer term. Ofsted have published their [updated inspection handbooks](#). Sean Harford has [published a blog](#) that helpful gives an over and I am sure Tracy will cover this in the Heads meeting. We have pulled out some of the relevant points -

- New schools and schools that undergo a significant change i.e. academisation will receive an inspection about a year and a term after it would have otherwise taken place.
- Inspections will be carried out on site. However, it may be pragmatic to carry out some elements of the inspection through video/telephone calls. This will be agreed with the headteacher at the start of the inspection. It will usually only be used to involve pupils, parents, governors/trustees and others with leadership responsibility in inspection who are unable to attend the school site
- Outstanding exemption has been removed – these schools will be back within the cycle of routine inspection, the pandemic means Ofsted may have other priorities this term – hence the provision for Outstanding schools to be able to request an inspection this term.
- Preparatory call will include discussion about impact of Covid-19 on school's progress since last inspection. 84. Calls may last longer than 90 minutes where detailed discussions about Covid-19 are required.
- From the start of the summer term 2021, how a school meets the expectations of the DfE's statutory guidance on relationships education, relationships and sex education and health education will contribute to the leadership and management judgement.

summer term are sensitive to the context of the pandemic. Ofsted will publish its updated inspection handbooks next month – this will coincide with the 4th May restart.

Further information can be found in:

[Ofsted rolling update](#)

- ‘Good’ grade descriptors have been updated in relation to COVID-19. They need include covid specific aspects including maintaining vision through the pandemic, inclusion of remote education and managing staff workloads.

Ofsted have also published a blog on the [finding from the spring inspections](#).

Useful Information/Resources

[What to expect from this phase of inspection](#)

[Ofsted Annual Report](#)

Inspections: FAQs

From September (2020/2021)

Has there been any feedback from the visits from Ofsted?

Yes. It can be found in [this summary](#).

Pastoral Support & Wellbeing

From September (2020/2021)

Government Guidance

Local Authority Perspective/Advice

Adult Mental Health Awareness

Due to demand, and delivered as remote twilights for maximum accessibility, an additional Adult Mental Health Awareness course will be running 21st/22nd June 2021 [3.30 – 5.30pm both days].

The half day course is an introductory session to raise awareness of mental health. It is designed to give you:

- An understanding of what mental health is and how to challenge stigma
- A basic knowledge of some common mental health issues
- An introduction to looking after your own mental health and maintaining wellbeing
- Confidence to support someone in distress or who may be experiencing a mental health issue. [Book Here](#), choose mental health option.

Supporting Primary Heads – University of Cambridge Research

Heads of some Primary school clusters have recently been sent invitations to participate in research at the University of Cambridge around Headteachers' support networks. Anna Caroe, who is managing the project (and one of our brilliant governors) is very aware of the pressures you're all under but is hoping to use her work to help develop support systems in the future. If you haven't already, I encourage you to fill out the survey if you possibly can – it only takes 15 minutes and the best results will be generated from complete cluster

	<p>data. Primary clusters most similar in size have been selected, to help disguise the data later on. The specific links are here:</p> <ul style="list-style-type: none"> • Ramsay, Warboys and Somersham cluster • Soham cluster • Swavesey cluster • Ely Schools Partnership cluster • Bottisham and Burwell cluster • Sawston cluster • Witchford Schools Partnership cluster
	<p><u>Eating disorders in children and young people</u></p> <p>Services nationally and locally have seen a rise in cases of Eating Disorders during the pandemic. This has resulted in an increase in cases where the young person has already become severely malnourished by the time they are presenting to services. Paediatricians report a worrying increase in children and teenagers being brought into emergency departments needing immediate hospital care. We know that the earlier eating disorders are spotted, the better the chance that a young person can be successfully treated and they are unlikely to require a hospital admission. Eating disorders begin with often quite small changes such as refusing to eat foods that were previously enjoyed and refusing to eat with others. If you've noticed changes in the way a child or teenager approaches food and exercise and it concerns you, talk to them, talk to their parents. These problems are rarely 'just a phase' or get better on their own - don't be afraid to have the conversations, involve the family, get advice, be persistent.</p>
	<p><u>Peterborough SENCO COVID Forum</u></p> <p>Following on from the overwhelming positive response from colleagues, the PCC SENCO Forum will continue next term. We have tried to accommodate all requests as much as possible - all votes were for afternoon forums and the majority</p>

	<p>voted for fortnightly forums. We have also staggered the days as much as possible.</p> <p>Please note that Peterborough SENCO's will receive an invite as usual, however for all other attendees please register using the form below and a teams invite will be sent prior to the event.</p> <p>This is open to Headteachers/ Senior Leaders/ SENCO's/ Health/ Social Care and wider colleagues - please CLICK HERE to register. If you have any queries please email sohail.hayat@peterborough.gov.uk.</p> <p>Regional SEND Covid-19 Forums – dates for the diary (all 11 until 12): 25th March</p>
--	---

Useful Information/Resources

National government guidance

[COVID-19: Guidance on supporting children and young people's mental health and wellbeing](#)

[COVID-19: Looking after your feelings and your body – an easy-read guide](#)

[Webinar on mental health and wellbeing](#)

[COVID-19 and the classroom – Working in education during the coronavirus pandemic](#)

[Mental health support services](#)

[Headrest UK](#) - Free daily wellbeing telephone support service for Headteachers and CEOs. They are experienced ex-heads and understand how challenging it is right now.

Cambridgeshire

[CCC Wellbeing Activity Pack](#)

[Keep Your Head](#)

[Bereavement and Coronavirus-Related Critical Incident Support – 10 point briefing](#)

[Cambridgeshire SEND Service – Bereavement guidance](#)

[Cambridgeshire PSHE Service](#)

[Wellbeing for Education – Return Programme](#)

Peterborough

[PCC Looking after your wellbeing during the COVID-19 Pandemic](#)

[Keep Your Head](#)

[Guidance for adults supporting children and young people who have been bereaved during the COVID-19 pandemic](#)

[Active Listening Activity](#)

[Recovery following Pandemic – PCC Primary](#)

[Recovery following Pandemic – PCC Secondary](#)

Other

Greater Manchester

- Packs - [Primary school](#) / [Secondary school](#) / [Further Education](#)
- Films - [Primary school](#) / [Secondary school](#) / [Further Education](#) / [SEND](#)

[Charlie Waller Memorial Trust](#) - *Workplace wellbeing action plan*

[Every Mind Matters](#) - *information about looking after your mental health from the NHS*

[MindEd](#) – *An educational resource on children and young people's mental health for all adults*

[Anna Freud \(National Centre for Children and Families\)](#) - *Coronavirus support*

[Emerging Minds](#) - *COVID-19 webinar series*

[Rise above](#) – *information targeted at young people*

[Child Bereavement UK](#) [Coronavirus: Supporting Bereaved Children](#)

Cruse - [Hope Again](#) – *the youth website of Cruse Bereavement Care* [Help for Schools](#) [Help for Parents](#) [Coronavirus: Dealing with Bereavement and Grief](#) [Coronavirus: Children and Young People](#)

[Grief Encounter](#) - *COVID-19 specific content*

[The Children's Society](#)

[Winston's Wish](#) - *COVID-19 specific content*

[Young Minds](#)

Pastoral Support & Wellbeing: FAQs

From September (2020/2021)

Have the DfE recommended any pastoral resources?

Yes. They have suggested schools refer to the MindED learning platform. It includes a Coronavirus Staff Resilience Hub with materials on peer support, stress, fear and trauma and bereavement.

Where can I find the new Public Health England curriculum-linked teaching resources - Supporting 11-16 Year old's dealing with worry / unhelpful thoughts?

They are available to download [here](#).

Premises

From September (2020/2021)

Government Guidance	Local Authority Perspective/Advice
<p><u>Cleaning and Hygiene</u> There is guidance on deep cleaning within the following guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings COVID-19: cleaning of non-healthcare settings</p>	<p>Use of Fans in the classroom Just to remind you that using a combination of natural ventilation (open doors and windows) and mechanical ventilation (fans) is acceptable. Fans should only be used to compliment natural ventilation not instead of. The key guidance is blow -</p> <ul style="list-style-type: none">• Ventilation of indoor spaces to stop the spread of coronavirus (COVID-19) - GOV.UK (www.gov.uk)• Ventilation and air conditioning during the coronavirus (COVID-19) pandemic (hse.gov.uk) <p><u>Procurement of key supplies</u> Hand sanitiser ESPO - stocks of 80ml and 5l hand gel are now being replenished; also a new 1l product Other companies are also offering supplies but locally we suggest Trade Shop Direct, based in Witchford (who also supply signage etc.): https://www.tradeshopdirect.co.uk/</p> <p><u>Cleaning Supplies</u> The main provider for Cambridgeshire's corporate buildings is LCC Pearroc Ltd, based in Croydon: https://www.pearroc.com/ 020 8681 4801 Burton & Smith Moving Ltd Unit 4 Beddington Cross Beddington Farm Rd</p>

	<p>Croydon CR0 4XH Other providers include Ken Booth & Co Ltd, in Huntingdon: https://www.kenbooth.co.uk/ 01480 434777 Orchard House, 15 Glebe Rd, Huntingdon PE29 7DL</p> <p>Bunzl BCHS Cleaning & Hygiene Supplies, in Norwich https://www.bunzlchs.com/ 0121 326 8921 Units 22 & 23 White Lodge Trading Estate Hall Road Norwich NR4 6DG</p>
	<p><u>Ventilation</u> There must be a fresh air in and out. Windows should be opened prior to occupation of a class and then left ajar whilst the class is in occupation. Should the temperature drop then window can be closed but only for 20 to 30 minutes. Heater can be provided but they must not be above 3 KW. The CCC M & E engineer can give further advice plus the CF&R have agreed Fire doors where necessary to support ventilation can be left open but on an alarm they must be closed and at the end of the day closed.</p>
<p><u>Property, Health and safety & compliance advice</u> The Government has provided guidance on managing school premises during the Coronavirus outbreak.</p>	<p><u>Minor Works</u> There may be infrequent situations where minor alterations or adaptations, are required to aid social distancing. Schools are advised to speak to their existing Property Advisor in the first instance. Alternatively a list of contractors from Cambridgeshire Minor Works framework is available from John Clayton at Ed.Cap@cambridgeshire.gov.uk. Please use the same contact e-mail for queries relating to Peterborough schools.</p>

If works are required quickly, it will be possible for schools to direct award to contractors on the Minor Works framework, although schools must speak to contractors first to ensure they are able to assist in the timescale required.

Temporary Facilities

Although not expected, if schools need to discuss options around temporary facilities, e.g. sheltered space outdoors/on-hire toilet facilities, then please contact us at the above e-mail address. Note that schools may need to arrange this hire themselves.

Safety Barriers

Please contact the Education Capital team at Ed.Cap@cambridgeshire.gov.uk if you require assistance with the procurement of safe barriers to demarcate socially distanced routes around your site or discrete play areas. Our framework contractors have offered their support to supply and install, where possible/ An example can be found here: [Case Study : Harston and Newton Primary School](#)

Temporary screens

Please contact the Property Health & Safety and Compliance Team who will support you with the appropriate guidance and risk assessment in relation to the use of plastic screens Property.Compliance@cambridgeshire.gov.uk

Useful Information/Resources

[Cambridgeshire Schools Property Maintenance Guide](#)

[Managing Outdoor Learning and Social Distancing](#)

[Atkins School Grounds Poster](#) - *useful ideas for outdoors*

[Return to contents](#)

[ATACP Recommendations for safe aquatic physiotherapy practice in relation to the COVID-19 pandemic](#)

[Staying COVID-secure compliance poster](#)

[LA Advice – Cleaning in Schools](#)

[Air conditioning, heating and ventilation guide](#)

Premises: FAQs

From September (2020/2021)

Cleaning

What do we need to know about cleaning?

It would be advisable to consider the following measures:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
 - more frequent cleaning of rooms / shared areas that are used by different groups
 - frequently touched surfaces being cleaned more often than normal
- different groups don't 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

Additional 'enhanced cleaning' as point 4 of prevention - who does this?

It is for the Governing Body and Headteacher of a school (or the academy trust, in the case of academies) to make decisions regarding cleaning contracts and arrangements.

What are the expectations around toilets? Should they be cleaned more often/after each use?

We suggest that you clean surfaces more frequently but there is no need to clean the toilets after each use.

Has the LA Health and safety team got any Term Contractor details to help us with cleaning?

Yes –details are provided below. Please contact your health and safety adviser or organisation for any further help.

- [Mick George Decontamination & Sanitisation Services Capability Statement](#)
- [Mick George Fleet Contamination & Sanitisation Service](#)
- [Mick George Office Decontamination & Santisation Service](#)

Should we be cleaning wooden climbing frames or is it best to just leave them unused?

It is recommend that these are not used for the time being.

Signage

Where can I find appropriate signage?

- [CCC/PCC signage package](#)
- [HM Government & the NHS: General leaflets and posters](#)

- [e-Bug Resources](#)
- [Public Health England: COVID-19 Guidance in Education Poster](#)
- [Kempston Challenger Academy Health & Safety signs](#)

Where can I find the statutory notice?

A [statutory notice](#) confirming that you have complied with the government's guidance on managing the risk of COVID-19 must be displayed at the front entrance. If you have any queries on signage, please contact Property.Compliance@cambridgeshire.gov.uk

Other

Are staff and pupils allowed to use hand dryers?

There is no scientific evidence to suggest that they are unsafe to use and may contribute to the spread of COVID-19. In fact, avoiding hand dryers and leaving hands wet or wiping them dry on clothing can be unsafe. The UK Government's '[Working safely during Coronavirus](#)' guidance was released in early May to ensure workplaces are as safe as possible. The guidance states that, to help everyone keep good hygiene throughout the working day, businesses should provide hand drying facilities in the form of either paper towels or electrical dryers.

Can fans be used in school?

We can confirm that fans can be used safely outside of hospital settings as one of the strategies to prevent overheating, but not near anyone with symptoms of COVID-19.

The following posters might be useful in this hot weather.

- [Beat the heat "coping with the heat and COVID 19" poster](#)
- [PHE Looking After Children leaflet](#)

Can air conditioning be used?

The [HSE advice on air-conditioning](#) outlines that the risk of air conditioning spreading COVID-19 in the workplace is extremely low. You can continue using most types of air conditioning system as normal but if you use a centralised ventilations system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. If in doubt, seek advice from your buildings manager.

Can we resume lettings?

Schools are advised not to restart lettings again until Stage 3 of the Government roadmap out of restrictions, which is currently scheduled for no earlier than 17 May. The priority must continue to be uninterrupted schooling, and any risk from lettings which, in a worstcase scenario, might cause unnecessary closure of a class or larger part of the school should be avoided. Once lettings begin again, thorough cleaning and ventilation of all spaces used is still likely to be important to minimise any risks. Outside use of sports facilities etc can continue in line with government / associated body advice

Safeguarding

From September (2020/2021)

Government Guidance

Keeping Children Safe in Education – 2020

The September 2020 version of Keeping Children Safe in Education is now in force. The DfE have made changes in three circumstances:

- Where legislation has required it e.g. reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
- Where there is additional information that will support schools and colleges protect their children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines.
- Clarifications which will help the sector better understand and/or follow the guidance.

A table of changes is included in Annex H.

A further update has been made Post EU Exit, as follows:

Part 3 – Safer Recruitment

It reflects legal changes following EU exit, including guidance on checking the past conduct of individuals who have lived or worked overseas.

The TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states.

Further guidance found in:

[DFE Guidance: Recruit Teachers from Overseas.](#)

Local Authority Perspective/Advice

Training

Basic Safeguarding training materials are available from the Education Safeguarding Team for use with your staff.

Contact tracey.carter@cambridgeshire.gov.uk

Refresher training for DSLs will not be able to be face-to-face currently, therefore we have developed an online training for DSLs to complete as an interim measure. Tracey Carter will contact you when you are due your Refresher with the link to the training.

Initial DSL training (2 day) has been running successfully via Zoom. The Education Safeguarding Team will keep you updated as to any further availability.

Prevent Lead training, Domestic Abuse Lead training and Online Safety Lead training is also available.

	<p><u>Model safeguarding policy</u></p> <p>As you are all aware, the final KCSiE was published on 1st September. We have made a couple of tweaks to the policy that was sent out in July to take account of the fact that the COVID guidance issued during lockdown has been withdrawn. All updates are highlighted in blue as the document states.</p> <p>Also during lockdown, we issued the COVID addendum to sit alongside the policy. This does not now need to be included as the DfE have withdrawn the guidance on the premise that schools were fully opening. Therefore there is a new statement at the end of the model policy explaining that.</p> <p>It does seem sensible though to have the addendum available in case of local lockdown or the need for a school to close, or even perhaps if a bubble is compromised and individuals need to self-isolate so this has been amended and included it for you to keep in reserve.</p>
	<p><u>Single Central Record Updates and Training</u></p> <p>If you have a Governor involved in monitoring your school Single Central Record, a member of school staff responsible for compiling it or a school leader accountable for the accuracy of your Single Central Record, we recommend you attend this 1-hour course.</p> <p>We will cover all the key checks and more, to ensure you have an improved knowledge and understanding of all the statutory requirements and how to apply them, as well as cover <u>the recent changes to DBS filtering rules and the new challenges schools are now faced with as a result of the UK leaving the EU</u>. As part of the course <u>you will receive a free copy of a recently developed, easy to use self-review tool to enable you</u></p>

to review your school Single Central Record with confidence, as well as our recommended updated SCR proforma.

Courses are virtual and can be booked via Course Bookings and on Booking Bug. There are a range of dates set at range of different times to suit everyone.

If you require any additional information please email Phil Nash at phil.nash@cambridgeshire.gov.uk

School reopening
Parentzone and Children in Need have launched a [new app, Ollee](#). The App allows children to think about their feelings, get advice, and most importantly, start talking to trusted adults.

There is a [support pack](#) linked to Ollee that schools can download from Parentzone.

Useful Information/Resources

[Cambridgeshire & Peterborough Safeguarding Board](#)

[School Improvement Service - Leadership of Safeguarding](#)

[CCC & PCC Safeguarding and Child Protection Policy -](#)

[CSAE Poster](#)

[Safeguarding Leaflet](#)

[Gingerbread – Single Parents, Equal Families](#)

[Keep Your Head](#)

[NSPCC](#)

[Parent Zone & NCA-CEOP - Parent Info](#)

[Stop It Now! - Preventing Child Sex Abuse](#)

[Think U Know](#)

[The Ormiston Families project Breaking Barriers](#), - supporting children who have a parent or other close family member in prison

Domestic Abuse

National Domestic Abuse Helpline 0808 2000 247 (open 24/7) There is a [form you can complete online](#) and they will call you back at a safe time.

[Women's Aid online chat](#)

[Men's Advice line, for male victims](#)

Domestic Violence (Male) Advice and Enquiry Line: 0808 801 0327

Men Reaching Out Email: menreachingout1@gmail.com

[Cambridgeshire & Peterborough Domestic Abuse and Sexual Violence Partnership](#)

Locally, Outreach Services are still available too:

Cambridge City/East Cambs/South Cambs 01223 361214

Fenland/Hunts/Peterborough 07787 255821

Support around sexual violence

[National Rape Crisis](#) is still available and they also have online chat

[The Elms Sexual Assault Referral Centre](#): Tel: 0800 193 5434 (24 hour)

[Cambridgeshire and Peterborough Rape Crisis Partnership](#)

[Bright Sky](#)

Safeguarding: FAQs

From September (2020/2021)

How can we safeguard the welfare of children and young people during the COVID-19 pandemic?

Evidence is emerging that social distancing measures implemented for COVID-19 have adverse effects on children. These [guiding principles](#), published by the Royal College of Paediatrics and Child Health, outline how best to safeguard the welfare of children and young people during the COVID-19 pandemic.

Staffing

From September (2020/2021)

Government Guidance

Local Authority Perspective/Advice

-

-

Useful Information/Resources

[NFER: The Impact of COVID-19 on Initial Teacher Training: Implications for Teacher Supply in England](#)

[Cambridgeshire Paid Teacher Internship Brief for schools](#)

Staffing: FAQs

From September (2020/2021)

Can we use volunteers?

Volunteers may be used to support the work of the school, as would usually be the case. However they should avoid working across different groups/'bubbles'. Information about working safely should be provided with expectations about social distancing clearly set out. You might also want to consider risk assessments for elderly volunteers.

What are the changes to DBS checks?

Changes by the government in England and Wales in July 2020 have formalised the approach to filtering out the oldest and least important offences on someone's record. Under previous guidance, the policy was to disclose all convictions if someone had offended more than once, irrespective of the type of offence or how long ago it happened. Someone who, for example, had two minor convictions for shoplifting or assault as a teenager but had kept a clean sheet ever since, would see those offences disclosed when applying for a DBS certificate. The new law removes this requirement for automatic disclosure of multiple offences and allows police to use their judgement. It doesn't mean these offences will never be disclosed. If the offences committed as a teen were just the start of a long pattern of offending, they probably will be disclosed. But the new laws are an attempt to even the playing field for people who have had chaotic childhoods through no fault of their own. Knowing that their oldest offences will be filtered out of the DBS check process encourages them to apply for jobs in a wider range of employment sectors.

Further information can be found [here](#).

With regards to TAs working with pupils across bubbles – Should they maintain a distance of 2m or 1m?

Staff should maintain a 2m distance, where possible.

Can midday supervisors cross bubbles as long as they maintain social distancing?

Yes. Maintaining social distancing for these groups is acceptable.

Can we have peripatetic music teachers back to teach brass and woodwind?

Yes. Peripatetic teachers can move between schools, however, they should ensure that they minimise contact and maintain as much distance as possible from other staff.

Can schools use supply teachers/staff who move between schools?

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure that they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Test & Trace

From September (2020/2021)

Government Guidance

Children/Staff who are showing symptoms of COVID-19

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 10 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control,

Local Authority Perspective/Advice

Continuing to promote the importance of lateral flow testing
Please continue to encourage all secondary aged pupils, and staff, to take a twice weekly lateral flow test, and report their results (positive, negative or void) following the school's protocol. To help you with this, we have produced two reminder posters which can be printed off and displayed around school - [Poster 1](#) / [Poster 2](#). If you are encountering specific barriers to testing, and feel we could help, please let us know via emergencyschool.closure@cambridgeshire.gov.uk

	Contact 1	Contact 2	Contact 3	Contact 4
Thursday 24th June	Tracy Grant 07770 222402	Shaynie Larwood-Smith 07771 896424		Jonathan Lewis 07920 160402
Friday 25th June	Tracy Grant 07770 222402	Amy Hall 07583 040529	Helen Freeman 07775 406283	Jonathan Lewis 07920 160402
Saturday 26th June	08:00 to 18:00 Email inbox checked 2-3 times per day Amy Hall 07583 040529			Eve to 20:00 Jonathan Lewis 07920 160402
Sunday 27th June	08:00 to 18:00 Email inbox checked 2-3 times per day Tracy Grant 07770 222402			Eve to 20:00 Jonathan Lewis 07920 160402

which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Further information can be found at:
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Monday 28th June	Tracy Grant 07770 222402	Amy Hall 07583 040529	Shaynie Larwood-Smith 07771 896424	Jonathan Lewis 07920 160402
Tuesday 29th June	Tracy Grant 07770 222402	Helen Freeman 07775 406283	Shaynie Larwood-Smith 07771 896424	Jonathan Lewis 07920 160402
Wednesday 30th June	Tracy Grant 07770 222402	Helen Freeman 07775 406283	Helen Freeman 07775 406283	Jonathan Lewis 07920 160402

Asymptomatic Testing
 The DfE have updated their [frequently asked questions](#) on asymptomatic testing .

Reordering of Primary / Nursery School rapid tests
 To order test kits, please follow the process outlined [here](#).

 Orders placed by 5:00pm on a Wednesday will be delivered to schools in the following week. Orders placed after this time will be included in the following Wednesday's delivery requests.

School Test Kits
 The DfE have updated their [guidance on schools testing kits](#), The DfE is now allowing you to consider offering kits to members of staff who become symptomatic on site if you do not think that they will be able to access testing by the usual routes. This approach should not be used for students, only for symptomatic staff members who are vital to the running of your educational setting.

Making an order for additional coronavirus (COVID-19) tests
 An [online portal is now live](#) for schools and further education (FE) providers to order additional coronavirus (COVID-19) test kits if they have run out, or are running out, of their initial 10 kits supplied for use [in line with our guidance](#). You will be able to make a new order for test kits 21 days after you receive a delivery confirmation email telling you that your previous supply of test kits has been sent. These kits are only for those who develop one of the [symptoms of coronavirus \(COVID-19\)](#) and face significant barriers to accessing a test. In particular, they will help schools and colleges get their symptomatic staff who test negative back to work as soon as they feel well enough, to ensure the continuity of education for pupils and students.

	<p><u>Testing / Waste Disposal</u></p> <p>You can use this form to report any missing or damaged deliveries. The cut-off point for orders is every Wednesday at 5pm. Orders are usually delivered within 7 working days. If you place your order after the cut-off point, please allow 12 working days to receive your delivery.</p> <p>Further to our advice on testing waste being considered municipal waste, we now have received a copy of a letter to pass to your waste collection provider which confirms this position.</p>
	<p><u>Testing and Employer referral for essential workers</u></p> <p>In light of the challenges around accessing testing, there is also the option for education establishments to set themselves as employer referrals into the testing system. This process covers - education and childcare workers, including support and teaching staff, social workers and specialist education professionals. We think there is some prioritisation in this system but we cannot confirm this will get a test quicker than other routes.</p> <p>To get a login to the employer referral portal, employers of essential workers should email portalservicedesk@dhsc.gov.uk with the following information:</p> <ul style="list-style-type: none">• organisation name• nature of the organisation's business (Education)• region (East of England)• names (where possible) and email addresses of the 2 users who will load essential worker contact details <p>Once employer details have been verified, 2 login credentials will be provided for the employer referral portal. Education establishments will then have upload the names and contact details of self-isolating essential workers to the secure employer referral portal. Referred essential workers will then receive a text</p>

	message with a unique invitation code to book a test for themselves (if symptomatic) or their symptomatic household member(s) at a regional testing site.
<p><u>Use of the NHS COVID-19 app in schools and further education colleges</u></p> <p>The DfE have published guidance on the use of the new app. It is available to download for anyone aged 16 and over if they choose to do so. For some young people, particularly those with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This aligns with wider NHS services which are generally offered to those aged 16 and over as routine. This will mean that some students in year 11, and the majority of students in years 12, 13 and in FE colleges will be eligible to use the app and benefit from its features. Schools are required to undertake the following (and probably update your Iphone software too – loving IOS14) -</p> <ul style="list-style-type: none"> • leaders and staff should familiarise themselves with the features of the app; • leaders should understand how the app relates to their setting’s process for managing a positive case and/or an outbreak; • leaders should understand how the app’s ‘Trace’ feature relates to their setting’s existing process; • consider how the app relates to your setting’s mobile phone policies; • communicate with staff about use of the app; • consider communicating with students and parents about the use of the app; • consider whether to use the check-in function for any activities or provision in your setting where members of the public take part or make use of premises (this is a wider issue for all schools we are seeking advice on). 	
	Joining the NHS COVID-19 vaccine research registry / trials

We have been asked to promote the vaccine registry for staff working in schools. Joining the registry should take no more than 5 minutes with info such as name, age, gender, postcode, ethnicity. Signing up does not automatically enrol you on a vaccine trial. It just means those who have signed up could be contacted by a vaccine research team to be given the option to enrol at a site locally to them. We are anticipating a number of new COVID-19 vaccine trials to open in the coming months, so this registry will make it as easy as possible for people to take part. To find out more about joining the registry visit beartofresearch.uk or to sign up visit nhs.uk/researchcontact.

Useful Information/Resources

LA Guidance - [Primary Schools](#) / [Secondary Schools & FE Providers](#)

[Face coverings guidance from 8th March](#)

[Self-isolation quick guide for parents](#)

[Reporting confirmed cases - Feedback received to date from schools](#)

Self-isolation - [Peterborough](#) / [Cambridgeshire](#)

Test & Trace: FAQs

From September (2020/2021)

What is the definition of a household contact?

- Those living together (sharing kitchen, bathroom), or
- Spending a cumulative >8hours in the same household or
- Sexual contacts, or
- Cleaners (even if resident is not at home during cleaning)

What is the definition of a non-household contact?

- had face-to-face contact of any duration (less than 1 metre away) with the case, **or**
- were coughed or sneezed on by the case, **or**
- had unprotected physical contact (skin to skin) with case, **or**
- spent more than 1 minute within 1 metre of the case, **or**
- spent more than 15 minutes within 2 metres of the case in one day, **or**
- Sexual contacts, **or**
- travelled in a car or other small vehicle (even on a short journey), **or**
- Airline contacts

If I/or another staff member am contacted by the Test and Trace Service because I have been in contact with someone who has tested positive for COVID-19, what is the impact on the school?

You/they should follow the advice in the message you receive and notify your employer of the situation as soon as possible.

What if a child develops symptoms at school?

If a child, young person or staff member develops symptoms of COVID-19, they should be sent home and advised to self-isolate, along with their fellow household members, and should book a test. The national guidance does not deem isolation of the bubble necessary on the basis of symptoms only.

What is the allocation of test kits for schools?

The DfE has confirmed that testing kits will be supplied in boxes of 10, with one box provided per 1,000 students.

- Schools with under 1,000 pupils = 10
- Schools with between 1,000 - 2,000 pupils = 20
- Schools with between 2,000 - 3,000 pupils = 30.

A child had symptoms of COVID-19 for a short time only. They are now being told they don't need a test, should we allow them back to school?

If someone has shown one of the three symptoms for COVID-19, they should be advised to get a test. If they are unable to arrange this, or NHS 119 advise otherwise, they should make contact with their GP to confirm whether or not this is required. The school should be guided by the advice of the GP.

A child or member of staff has received a negative PCR test result, can they just return?

They do not need to self-isolate if the test is negative, as long as:

- everyone they live with who has symptoms tests negative
- everyone in their support bubble who has symptoms tests negative
- they were not told to self-isolate for 10 days by NHS Test and Trace – if they were, see [what to do if you've been told you've been in contact with someone who has coronavirus](#)
- they feel well – if they feel unwell, they should stay at home until they're feeling better

If they have diarrhea, are being sick, or have a temperature, they should stay at home until 48 hours after they've stopped.

Should schools ask to see evidence of a negative PCR test result?

No. Schools do not need to request evidence of the test result or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Who can access lateral flow tests?

All adults in Cambridgeshire and Peterborough are now being urged to get twice-weekly rapid COVID tests – not just those with links to early years' settings or schools. Further information can be found [here](#).

What happens if someone tests positive on a lateral flow test?

If you receive a positive result on a lateral flow test, you should arrange for a confirmatory PCR test as soon as possible. This can be booked online or by phoning 119 and should be undertaken within 2 days.

Anyone in school with a positive lateral flow test result, and their close contacts and other members of their household, should self-isolate immediately in line with [NHS Test and Trace guidance](#) and while awaiting the PCR result. If the PCR test is negative, it overrides the LFD test and the staff member or student can return to school, and their close contacts can end their self-isolation.

Does the school need to inform the LA of a confirmed case?

Yes, you should inform the LA and make contact via the DfE helpline. The LA will follow this up with an email/phone call to you to ensure that you have the support you need.

Notification to the LA should be through the emergency inbox - EmergencySchool.Closure@cambridgeshire.gov.uk.

Should we inform parents of a confirmed case of COVID-19 in school?

Yes. Transparency at this time is important as it allows parents, children and staff to be even more vigilant. You will be provided with an appropriate letter for you to use and, as above, personally identifiable information should not be shared.

Is there any comms support if we get a confirmed case in school?

The local media are keen to publically point out any instances of confirmed cases of COVID-19 in our schools. Thankfully, they do seem to be reporting on facts rather than their own opinion, but they are taking a bit of management. Our LA Comms team work across Cambridgeshire and Peterborough. The local journalists know to contact them in the first instance, but some will choose to forget this and go to you directly. If you do have a confirmed case in your school and are contacted by any media:

- Do not reply. You do not have to respond or offer any comment.
- If the journalist has called, just tell them to call the PCC / CCC Comms team on: 01223699281
- If they have emailed, forward this to communications@cambridgeshire.gov.uk
- At this point, please impress upon your staff the importance of not responding to any commentary outside school, particularly on social media.

The team will contact you and the journalist directly and will help ensure any story is factual and balanced, if it even becomes a story at all. They will also work to take attention away from you and the school. We have a set of agreed statements, so we can support you publically from an LA standpoint. Similarly, if you are aware of any negative comments or accusations on social media, get in touch with the team so they can help.

What do we know about the discretionary payment for isolation?

The DfE have advised that parents and carers of children who have been advised to self-isolate by their education setting or by NHS Test and Trace are now able to apply for a [Test and Trace Support Payment](#) or discretionary payment of £500, if they meet the eligibility criteria. The extension of the Test and Trace Support Payment scheme, which is administered by district and unitary local authorities in England, ensures that parents receive the financial support they need if they are unable to attend work due to childcare responsibilities. Our arrangements for support to families can be found here -

[Coronavirus \(Covid-19\) support to self-isolate - Cambridgeshire County Council](#)

[Coronavirus \(COVID-19\) Support to self-isolate - Peterborough City Council](#)

Are there any comms materials we can use to support us to reinforce key messages?

The posters I shared for parents in the public health session will be included in this update tomorrow. We have some new videos available for parents explaining some of the important concepts of the governments approach to Covid-19 -

- Advice for parents about the new rule of 6 - [Lithuanian](#), [Punjabi](#), [Romanian](#), [Russian](#)
- What you do in your free time impacts your job - [Bengali](#), [English](#), [Kiswahili](#), [Kurdish](#), [Lithuanian](#), [Mandarin](#) , [Philippines](#), [Polish](#), [Portuguese](#), [Russian](#), [Spanish](#), [Tetum](#)

Are there any posters to remind parents and/or students of importance of complying by COVID-19 measures out of school or college?

As promised, our fantastic media team have produced posters for schools to display / share with parents. They are quite hard hitting but we think essential but you will have the choice on how you work with these. We will be putting them out via the council social media platforms. Please use as you see appropriate.

Schools – [Teacher 1](#) / [Teacher 2](#) / [Social Distancing](#) / [Remote Learning](#).

Colleges - [Teacher](#) / [Social Distancing](#) / [Remote Learning](#)

Do you have any information about the COVID school communities’ app?

We have had a lot of questions about [this app](#) which monitors the spread of COVID-19 and symptoms in children. Schools are able to sign up and allow parents to register. This app is not supported by the NHS or Public Health but it is down to schools to decide whether they wish to engage. The data will not be used to inform local arrangements. We are concerned about the data and how it might be used and that the app might bring additional anxiety to parents.

Should a school close to deep clean?

It is not necessary to close the whole school site to deep clean as a result of a case of COVID-19. It is advised that, if possible, children/staff are moved away from the area in which the symptomatic individual has been in order to clean.

Transition

From September (2020/2021)

Government Guidance	Local Authority Perspective/Advice
-	-

Useful Information/Resources

[Cambridgeshire Transitions into School](#)

[PCC Transitions into School](#)

[Anna Freud National Centre for Children and Families – Managing the transition back to school](#)

[Pupil Wellbeing and Transition](#)

[Primary to Secondary Transition Guidance](#)

[EYFS to Year 1 Transition](#)

[FFT Aspire Target Setting](#)

[FFT Target Pupil Page](#)

[Schools governing early years provision](#)

[Transition in to Reception](#)

[Transition into Year 1](#)

Transition: FAQs

From September (2020/2021)

If a child is about to move schools, do they need to self-isolate before starting?

We have sought advice from colleagues in Public Health regarding this. Their view is that children do not need to isolate prior to starting as long as they or anyone in their household or support bubble are not showing symptoms of COVID-19. In future if there is an increase in community transmission, it may be reviewed.

[Return to contents](#)

Transport

From September (2020/2021)

Government Guidance

Use of Face Coverings on School Transport

In accordance with advice from Public Health England, face coverings *must* now be worn by children and young people aged 11 and over whether they are using public or dedicated (Local Authority provided) transport. This does not apply to those who are exempt from wearing a face covering, and children and young people who may not be able to handle them properly should not wear face coverings.

Local Authority Perspective/Advice

We regret that, unlike in previous years, we will not be able to provide or offer the use of Local Authority-provided transport for those pupils due to transfer to secondary school in September for any transition days secondary schools may be planning. We need to continue to follow Covid-19 safety measures to minimise the potential to spread infection, which means transport to one school or base for the remainder of this academic year.

Spare Seats on Local Authority-provided Transport

The Department of Transport (DfT) have recently implemented Public Service Vehicle Accessibility Regulation 2000 (PSVAR) legislation requiring any vehicle of 22 or more seats, carrying paying passengers, to meet new accessibility requirements, i.e. low access, wheelchair accessible. Full information about this change in legislation is available on the www.gov.uk website, www.gov.uk/government/publications/accessible-buses-and-coaches/bus-and-coach-accessibility-and-the-public-service-vehicle-accessibility-regulations-2000

- Cambridgeshire – Unfortunately, our network of transport providers is unable to provide a sufficient number PSVAR compliant vehicles to serve all routes where the Local Authority currently offers spare seats for purchase by families whose children are not entitled to free transport. We have, therefore, taken the very difficult decision to cease spare seat provision on vehicles of over 22 seats for children aged 5-16 with effect from September 2021. A letter is being sent to parents affected by this change this week.

- Peterborough – please check the website <https://www.peterborough.gov.uk/schooltransport/> for information.

New Year 7 Transport Applications

We would be grateful if you could remind parents of children who will be transferring to secondary school in September that they will need to apply for transport if their child is eligible for this, and they have not already done so. They can apply online at www.cambridgeshire.gov.uk/education/transport or <https://www.peterborough.gov.uk/schooltransport/>

Education Transport update:

With step 3, the following position now applies to transport -

1. Face coverings should continue to be worn by children aged over 11 (secondary school age) travelling on Local Authority provided transport, except by those who are exempt.
2. The current risk assessments completed by operators remain valid and do not require updating.
3. Local Authorities are not required to uniformly apply the social distancing guidelines that are in place for public transport on dedicated school or college transport. However, where possible, social distancing should be maintained within Local Authority provided transport.
4. Windows and ceiling vents should be opened to maximise ventilation and circulation of fresh air.
5. Cleaning regimes need to be maintained to minimise the potential spread of infection.

School Bubble Closures – Education Transport

Thank you for remembering to inform the Education Transport Teams when you have to take the decision to close a bubble due to COVID which will mean transport arrangements will need to be cancelled. Depending upon when you contact us, we may not pick up the information until after the drivers have set off to start their school runs. It is possible, therefore, that a driver may turn up at a child's home in the expectation of taking them to school. If you have been able to contact the parents to advise them of the need for their child to stay at home, they should advise the driver of this, and not put their children on the vehicle. However, in the unlikely event that any pupils are taken to school by Council provided transport who should be at home, please ask the taxi driver to keep the pupils in the taxi, inform the parent/carer that the children are being returned home, and then update the Transport Team.

1. For Cambridgeshire, you can email edtransport@cambridgeshire.co.uk, sue.eagle@cambridgeshire.gov.uk or the named Transport Officer for your school.
2. For Peterborough, you can email childrenstransport@peterborough.gov.uk

Positive Driver / Passenger assistants

Public Health have designed [a letter to be sent out to parents and carers](#) if their child's driver or passenger assistant has been identified as a close contact in relation to a positive COVID-19 test.

As operators receive tests 24/7 and over the weekend and holidays, they have been asked to inform the Transport Teams, parents/carers and schools immediately of a positive trace. This will ensure that this key information is shared without delay, enabling everyone who needs to act quickly and follow the self-isolation process, as necessary, in line with National Guidance.

Notifications of Pupils Who Need to Self-Isolate – Cambridgeshire Transport Services

In the event that a school needs to contact the Social Education Transport Team (SETT) out of office hours, to advise them that one or more children need to self-isolate and that, as a consequence transport arrangements need to be changed or cancelled temporarily, please email details of the children concerned to, once you have contacted the children's parents.

- Sue.eagle@cambridgeshire.gov.uk
- Martin.kemp@cambridgeshire.gov.uk
- edtransport@cambridgeshire.gov.uk

SETT will contact the operators (schools do not need to do this) to advise them of the changes. If a child is brought to school by one of our operators who should not be in school, as they need to self-isolate, SETT will arrange to take the pupil back home.

We would like to remind all schools and colleges that any child or young person who arrives at the school having travelled on transport provided by the Local Authority and who displays COVID symptoms **MUST NOT** be put back onto the Transport to be returned home. To ensure the safety of the student, driver and passenger assistant (as appropriate), please check that the child's parent or guardian is aware that will need to be sent home and that they need to make arrangements to collect them as soon as possible. We will only provide transport back to the child's home in extenuating circumstances.

Useful Information/Resources

[Home to School Transport Code of Conduct](#)

[Transport Request Form,](#)

[Updated Travel Guidance](#)

[Emergency Active Travel Funding](#)

Transport: FAQs

From September (2020/2021)

Will the transport code of conduct change?

We have produced a [short guidance note](#) to supplement the Cambridgeshire Code of Conduct setting out our expectations and requirements with regard to pupil behaviour on Local Authority provided transport. It would be appreciated if Heads could reiterate and emphasise the key messages from this in any assemblies and communications with parents/carers.

If a child needs to be sent home - what does the taxi need to know/do?

We will arrange for the child to be collected and taken home if their parents are unable to do this. If the child is showing signs of COVID-19, the driver and passenger assistant, where appropriate, will need to use PPE in line with Public Health England guidelines. We are arranging for all vehicles used to transport children to and from special schools to carry a set of PPE.

If a taxi does need to take a child home, what precautions are they taking? Do they have PPE and wash down kits?

Drivers will be responsible for ensuring their vehicles are cleaned after each journey and that they also undertake their own personal hygiene regime (hand washing etc.).

Vulnerable Pupils

From September (2020/2021)

Government Guidance

Safeguarding Guidance

There is an updated version of the government document for safeguarding and remote education during coronavirus with some additional advice for schools about considerations when live streaming lessons and further resource suggestions about helping children and young people stay safe online.

Local Authority Perspective/Advice

Parent Carer Forum Annual Conference – Cambridgeshire Parents

Can I please request you share this with your parents. Our Parent Carer Forums do fantastic work to support everyone in SEND and I am keen to support Pinpoint's conference which has some excellent speakers – see below

SEND Survey – for Headteachers/SENCOs

As local authorities, we have a duty to confirm that settings are delivering the provision outlined in EHCPs and SEN Support. The current legal position is that provision in EHCPs should be delivered in full and we really appreciate the tremendous efforts by schools and settings. This short survey is intended to reassure the local authorities and our parents/carers/young people that EHCP and SEN provision is in place and that where modifications continue to be made, they have been discussed and agreed with families/carers/young people and recorded. We have asked in the survey for brief details where EHCP and SEN provision is not being fully provided so that we can collate any common themes and support you as required.

Please complete the survey here:

<https://www.smartsurvey.co.uk/s/COVIDEHCPandSENsupportSurveyMay2021/>

Safeguarding in schools – Helpline

<p>On the 31st March the DfE announced a review into sexual abuse in education settings alongside a dedicated helpline to provide support and guidance to adults and children who have been victims of abuse. The new dedicated, confidential helpline will be run by the NSPCC and is available to current or past victims as well as parents, carers or professionals with concerns. The NSPCC helpline opened on 1 April and will be open for 6 months. The number is 0800 136 663. The helpline is free and anonymous and will be open Monday to Friday 8am – 10pm and Saturday to Sunday 9am – 6pm.</p>	
<p><u>CEV List – wider definition</u> The government have added Individual patients. Patients being added to the SPL using the COVID-19 Population Risk Assessment, powered by QCovid®, are those who may be at increased risk of becoming seriously unwell from coronavirus because of a combination of their individual characteristics and their underlying health conditions based on this new research. This includes characteristics like someone’s age, ethnicity, BMI and certain medical conditions. Individuals identified are reviewed by GPs before being added to the list. We don’t expect any material change in the child population as this model is not suitable for people under the age of 19. Affected people will receive a letter and email if their details are available, with background information on the model that explains why they have been added to the SPL as a precautionary measure to ensure early vaccination. If the patient has not already been vaccinated, they will be prioritised for vaccination and receive a separate letter inviting them to vaccination in the normal way. This group can be considered alongside the clinically extremely vulnerable. People in the highest risk category are currently advised by the Government to shield and stay at home as much as possible until 31 March, except to exercise or to attend health appointments (including vaccination appointments). If they cannot work from home, then</p>	

<p>they are advised not to go to work. The government advice on CEV and shielding is here – a key point is this <i>“Even if you have had both doses of the vaccine, you should continue to follow this shielding advice, until further notice as we continue to assess the impact of vaccination among all groups.”</i></p> <p>Copies of the key documents are here – press release on changes / New CEV patients / Continuation Letter – Adults / Continuation Letter – Child.</p>	
	<p><u>The Fair Access Protocol - PETERBOROUGH SCHOOLS only</u></p> <p>The Fair Access Protocol and our associated process have been in place for over a year now and we have continued to take on board your suggestions and comments regarding how the process can be further streamlined or adjusted to ensure complete fairness and transparency. The aim is to make the meetings more efficient and to reduce the overall demand on schools and impact that the current 2 hour time commitment currently has on daily work schedules. We wanted to formally outline our proposals and ask for your views and comments – via this link. We will be holding an event at the end of March to cover all the changes around behaviour support for Peterborough schools.</p> <p><u>Peterborough Fair Access Panel</u></p> <p>Following the Easter break, the Fair Access Panel will be reconvening formal panel meetings to discuss the school placement of vulnerable students. A schedule of meeting dates is noted below.</p> <p>An agenda will no longer be circulated in advance of each meeting. Instead, specific schools will be invited to attend the meeting, at allotted times, to discuss cases relevant to a student currently on their roll, or as the potential receiving school. Meetings will continue to be heard virtually up until the</p>

	<p>end of June when we will review and consider returning to face-to-face meetings, once it is safe to do so.</p> <ul style="list-style-type: none"> • 26/05/2021 10am TEAMS MEETING • 15/06/2021 10am TEAMS MEETING
<p>.</p>	<p><u>Peterborough SENCO Covid Forum</u> The PCC SENCO Covid Forum will be continuing. This is open to Headteachers/ Senior Leaders/ SENCO's/ Health/ Social Care and wider colleagues. For any more information please contact sohail.hayat@peterborough.gov.uk</p> <p><u>Peterborough Statutory Assessment and Monitoring Service (SAMS) Multi-agency Statutory Training</u> The SAMs Transitions Officers will yet again be running a jointly delivered multi-agency training programme for a range of stakeholders and delivery partners this term. Many attended in term 1 and found this training very useful - 95% of attendees reported back that this training would impact positively on their work going forward in relation to Statutory expectations. If you missed out in term 1 use the booking link below to secure your place.</p> <p><u>Aim of the Statutory Training</u> - The overall aim is for delivery partners to 'understand their responsibilities concerning EHCPs (particularly annual reviews) and annual review processes and timelines to conform to statutory expectations'. The focus of these will be to provide very clear and transparent direction on Statutory guidelines and processes which we must all be adhering to, including information on EHC Needs Assessments, consultations, Annual Reviews and all associated paperwork.</p>

	<p><u>How to book?</u> - Please click HERE for the booking form to receive a teams invite or contact sohail.hayat@peterborough.gov.uk for any queries. (Separate booking form for our parent carers young people training which can be found HERE)</p> <p><u>SEND strategy - we need your support</u> As you may know, the Cambridgeshire & Peterborough joint Making SEND Everybody's Business <u>strategy for 2019/2024</u>, which aims to provide inclusion for children and young people aged 0-25 with special educational needs and disabilities, is being developed. We need your support to ensure the plan can be a success. Please visit the following link for more information on the strategic top priorities, and to pledge your support via completing a very quick form.</p>
	<p><u>SEND Risk Assessments</u> The LA has worked in partnership with colleagues across education, social care and health services to create a risk assessment tool that focusses on the key elements of the DfE guidance.</p> <p>We have also developed a protocol to allow schools and professional to understand both the legislation and our approach – this can be found here.</p> <p>If you have any questions, please contact Toni Bailey, Assistant Director SEND and Inclusion.</p>
	<p><u>Supporting Vulnerable Pupils in and out of School</u> The SEND team have developed complimentary advice to support maintained schools, in partnership and through discussion with parent-carers, to identify the most vulnerable in their individual settings. We included a co-produced a letter</p>

	<p>with our parent carer forums and SENDIASS to outline the principles of our approach. Can you please distribute this to parents with SEND?</p> <p><u>Schools supporting Vulnerable and Critical Children</u> Here is our advice: Education Advice on Critical worker and vulnerable children.</p>
--	--

	<p><u>Cambridgeshire & Peterborough Local Offer</u> Children, young people and adults with SEND 0-25 years old, their families and professionals who work alongside them can find a wealth of information, advice and resources relating to SEND and Coronavirus (COVID-19) on the Cambridgeshire and Peterborough SEND Local Offers dedicated pages.</p> <p>Cambridgeshire To access the Local Offer SEND Coronavirus (COVID 19) Information – click HERE</p> <p>Peterborough To access the Peterborough SEN and Inclusion (SENI) Services COVID-19 Local Offer page, click HERE To access the Peterborough Local Offer COVID-19 page, click HERE</p>
<p><u>SEND: Modifications to EHCPs during COVID-19 (temporary changes to legislation)</u> On 30th April 2020, the government put into place amended legislation in relation to special educational needs and disabilities (SEND).</p>	<p><u>COVID-19: Duty to deliver Education Health and Care Plans (EHCPs) following cessation of easement legislation</u> As local authorities, we have a duty to confirm that settings are delivering the provision outlined in EHCPs. We appreciate the tremendous effort made by settings to deliver EHCPs over this difficult period. The current legal position is that provision in EHCPs should now be delivered in full.</p> <p>One of the changes means that the Local Authority and Health have to consider how they can reasonably provide what is in an Education Health and Care Plan.</p> <p>It is important that there is an individual record of the modifications agreed for every child/young adult which is kept by the setting/school and the Local Authority. This will be kept as an annex with the child/young adults current EHCP. We are calling this annex “Section M”.</p>

	<p>All children with an EHCP will require a Section M, or equivalent, to be completed. We have written a Section M Brief – COVID-19 which explains the process and also provides a pro-forma which can be used.</p> <p>We recognise the burden of this additional task for settings/schools and Headteachers will need to consider how they support their SENCO and other staff so that they are given time to complete the work. We have set up a taskforce within the Local Authority to help to address this activity. The taskforce is available to support settings/schools where needed to prioritise and complete the work. SENCOs will also be receiving regular updates and invitations to web sessions.</p> <p><u>FAQs</u> We have produced an FAQ document covering the EHCP Easements legislation and completion of Section M following 15 SENCo Q&A sessions. Please ensure this is passed to your SENCo.</p>
	<p><u>Multi Agency Risk Assessment (MARA)</u> Government guidance regarding the return of all pupils to schools is very clear and the local authority is supporting a return to school for all, which we know has been supported by schools and settings, thank you. However, some children and young people present additional challenges due to their individual needs and schools may wish to assess if it is safer for these individuals to continue to be supported from home. In these cases the Multi Agency Risk Assessment (MARA) format is recommended. The format is unchanged from the summer term and requires the school / setting to assess the risk and to record available mitigation that would reduce the risk. It also requires input from health and social care partners (unless there is no involvement). It is not appropriate for a school or setting to complete the health and social care elements without</p>

	<p>consultation with the appropriate community health representative or social work case officer.</p> <p>It is also crucial that parent-carers are fully aware of the detail of the MARA risk assessment and have been given the opportunity to share their views, which should be recorded on the MARA. Where appropriate, children and young people's views should also be included in the final document. There has been some feedback from our parent-carer forums that some parent-carers were not aware they had been involved in discussions, so please be explicit with parent-carers when discussing any risk assessment considerations.</p> <p>The purpose of the MARA is to identify the individual risks and then to assess any possible mitigation that could be implemented to support a return to school for all. However, in a small minority of cases the MARA may provide evidence that some individuals may be best supported outside of the school environment. All MARA's should be reviewed regularly, given the pace and evolution of government guidance. It is recommended that MARA's are reviewed at least every 3 weeks or more frequently, if it is possible to support a return back to school.</p> <p>If you have any questions about the MARA format please contact Toni Bailey, Assistant Director of SEND & Inclusion on Toni.bailey@cambridgeshire.gov.uk and he will be happy to respond to any queries.</p>
	<p><u>Young Carers</u> Critical in this period of lock down is for all schools to identify and support young carers. Can you please highlight these items to the lead in your school for young carers?</p> <p>Secondary School Pack: Creating a young carer friendly environment</p>

	<p>Would you like to know more about how to support young carers in your school and have access to helpful and informative resources? We have created a secondary school young carers pack and are providing an online session for schools on how best to use it, to ensure that your school is a supportive environment for young carers. Our secondary school young carers pack includes:</p> <ul style="list-style-type: none"> • Information on how to identify young carers in your school • Ways in which your school can support young carers • PSHE resources • How the coronavirus pandemic has impacted young carers and education • Posters and templates <p>You can sign up to the online session here: www.centre33.org.uk/secondaryschoolpack/</p> <p>Referral pathways and contacting Centre 33 We have developed a helpful document highlighting the referral pathway into the young carers project, including how to use Liquid Logic within this process. We have also created a document for you to use when you would like to contact the young carers team regarding young carers in your school who are already known to the project who need some additional support.</p>
	<p><u>A message regarding statutory work and Educational Psychology time (Cambridgeshire Schools Only)</u></p> <p>The number of request for a statutory assessment for an EHCNA has risen significantly over the past few years and we are finding that many of these have not involved the SEND District Team, as part of the graduated response as per the Code of Practice. We know how important early intervention can be in reducing the support needed by children in the long</p>

	<p>term and Cambridgeshire continues to provide an EP service free at the point of the delivery to ensure all schools have access to support. Until now, statutory work has not been included within your time allocation but this is no longer an option. From September 1st 2020 any schools who request an EHCNA without recent SEND District Team involvement will have 5 hours taken from their time allocation to put towards the writing of the psychological advice. EP advice takes approximately 15 hours to complete and the amount of time taken from school allocation will be reviewed again next year. The attached paper explains the rationale for this and if you have any questions please contact Kirsten.branigan@cambridgeshire.gov.uk (Principal Educational Psychologist) or Rebecca.salmon@cambridgeshire.gov.uk (SEND District Team Manager) directly.</p>
<p><u>Children Missing Education</u> In 2016 the DfE amended the legislation to assist schools and local authorities in identifying Children missing from education. The changes require schools (including academies and independent schools) to inform Local Authorities when a pupil is about to be deleted from the admissions register under any of the fifteen permissible grounds (Regulation 8 of the 2006 Regulations).</p> <p>In addition to the above duty to notify LAs, the revised Children Missing Education Guidance also highlights the need for all schools to:</p> <ul style="list-style-type: none"> • record details of the pupil’s residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information). 	<p>Local arrangements and further information on Children Missing Education can be found – Cambridgeshire / Peterborough</p>

<ul style="list-style-type: none"> inform their LA of the pupil's destination school and home address if the pupil is moving to a new school. <p>The changes made in 2016 place emphasis on the requirements for schools and Local Authorities to work collaboratively when making reasonable enquiries in respect of pupils who fail to return 10 days after an agreed authorised leave or 20 days without authorisation.</p>	
<p><u>Elective Home Education</u></p> <p>Education is compulsory for all children from the start of the school term following their fifth birthday to the last Friday of June in the year that they turn 16 years old. Whilst education is compulsory, school is not. Parents can choose to provide their child with a suitable education at home and this is known as Elective Home Education (EHE). The responsibility for a child's education rests with their parents. Section 7 of the Education Act 1996 states that:</p> <p><i>a) The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and</i></p> <p><i>b) To any special educational needs he may have, either by attendance at school or otherwise</i></p> <p>Under, Section 9 of the Education (pupil registration) regulation 2006, if a child attends a special school then his name cannot be removed from roll until the Local Authority gives permission. There are a variety of reasons why parents decide to home educate but we know that over previous years there has been a fast growing trend towards home education, including children with Special Educational Needs.</p> <p>To help Local Authorities manage their relationship with home educating parents, as well as clarifying the balance between</p>	<p>Local arrangements and further information including processes can be found here - Cambridgeshire / Peterborough</p> <p>Nationally there has been an increase in the numbers of parents deciding to Electively Home Educate (EHE). The increase has been significant throughout September, and there are concerns that many of these cases have been because of Covid-19. As an outcome of these concerns the government have released further guidance on EHE, which provides an expectation that whilst a parent is making the decision to home educate, and before, they make the final decision, the LA and school will work together to try and help the parents understand exactly what EHE means, ensuring it is an informed choice.</p> <p>This means that both schools and LA's have additional duties to:</p> <ol style="list-style-type: none"> Engage with a parent where they are <u>considering</u> withdrawing their child to Electively Home Educate. Assist with the management of expectations, and the implication of withdrawing their child for elective home education as well as their ongoing obligations. Ensure that the decision to EHE is a positive choice taken without pressure, and with relevant signposting to guidance being provided to the parent. The advice should include the new guidance produced by the

<p>the right of the parent to educate their child at home and the responsibilities of the Local Authority, the following departmental guidance for Local Authorities and a spate guidance for parents was issued April 2019.</p>	<p>government along with the 2019 publication found via the following link: https://www.gov.uk/government/publications/elective-home-education</p> <p>Where a child is deemed to be vulnerable or at a greater risk of harm the Local Authority is able to assist schools in engaging with parents who are considering elective home education. <u>Peterborough Schools</u> should ONLY use the secure links below to make a referral (paper versions will not be accepted). Where the parent has notified of intention to home educate: https://forms.peterborough.gov.uk/356847</p> <p>1. Where the parent/carer has failed to advise of education provision: https://forms.peterborough.gov.uk/356846</p> <p>Our parental advice on EHE can be found here – Peterborough EHE</p> <p><u>Cambridgeshire Schools</u> should contact the Local Authority via the Non-School Attendance (NSA) helpline (01223 715682) or email: nsa.helpline@cambridgeshire.gov.uk</p> <p>Further information can be found at: https://www.cambslearntogether.co.uk/services-to-schools/elective-home-education</p> <p>Our parental advice on EHE can be found here – Cambridgeshire EHE</p>
<p><u>Reduced Timetables</u> Local Authorities are required to maintain a central record of all pupils who are not accessing a full time education in the usual way, and schools have a responsibility to record and submit this information to us so that it can be monitored centrally. The Education Act makes reference to the responsibility to provide</p>	<p>We have produced some COVID-19 guidance for schools around reduced timetables - COVID guidance September 2020. Individual local authority approaches and processes can be found here – Cambridgeshire / Peterborough</p>

<p>suitable full time education and DfE guidance agrees to part-time timetable in exceptional circumstances. There is a reference to the requirement for LAs to keep a record of numbers and schools to report this to the LA. Too often, children and young people who receive only a part-time education, or who have none at all, can become invisible to the Local Authority. This can be a safeguarding as well as an educational matter. Any reduction in timetable must be agree in partnership with parents and reviewed on a regularly basis and cannot continue indefinitely.</p>	
<p><u>Pupils with Medical Needs</u> Pupils with medical needs may receive education provision in a range of settings. They may attend school with some support, including a reduced timetable to support reintegration. If they cannot attend school they may be educated in an alternative provision setting, or whilst in hospital.</p>	<p>The individual guidance by local authority can be found here – Cambridgeshire / Peterborough</p>
	<p><u>Support Sessions offered by Educational Psychologists – CCC and PCC</u></p> <p>Following the success of the Staff Support Sessions offered last term by Educational Psychologists in the SEND team and the Emotional Health and Wellbeing Practitioners (EHWP), some more dates have been arranged for this term. The EHWP’s offer sessions for groups of staff, whilst the SEND team offer session for individuals.</p> <p><u>Individual Sessions</u> The session with an Educational Psychologist provides a confidential ‘safe space’ to discuss your concerns and emotional responses to situations arising in your work and aims to promote personal wellbeing and resilience. We will explore steps which may help you in the future or signpost individuals to other support they may wish to consider.</p>

	<p>To book on a 1:1 session please follow this link https://cambridge.council.bookingbug.com/home/37069-SEND-Group-Sessions For further information and more dates/sessions please contact Sara.katsukunya@nhs.net or Rebecca.salmon@cambridgeshire.co.uk</p>
--	--

Useful Information/Resources

[Operational guidance for special schools and specialist settings](#)

[Advice to parents for return](#)

[Autism: Returning to school resources](#)

[EPM HR issues](#)

[Nurture UK Bereavement Resources](#)

[Cambridgeshire Local Offer](#)

[Peterborough SEN and Inclusion \(SENI\) Services COVID-19 Local Offer](#)
[COVID-19 Service Restoration Plans Letter](#)

[Temporary reduced timetables guidance pack](#)

[The Children's Society - Well-being and mental health school resources](#)

[Young Minds](#)

[Place2be – Coronavirus wellbeing activity ideas for families](#)

Vulnerable Pupils: FAQs

From September (2020/2021)

Where can I find the CEV pupil list?

The list of schools we have matched pupils for is [here](#). It was based upon information received from the NHS and it is still recommended that schools get some confirmed from a health professional (GP, consultant etc.) that it is safe to return. It is also important that a risk assessment is undertaken and agreed with parents.

Will EHCP's be back to normal from September?

Yes.

Is there an update on oral suction?

We have received the following message from Siobhan Weaver from the CCG:

We have now had confirmation from PHE that 'simple' oral suction is not deemed to be an Aerosol generating Procedure. There is still imminent guidance expected that will provide more detail and also offer clarification around tracheostomy and complex care. Any other AGP on the list still requires the need for enhanced PPE as per the NHSE/ IP&C and DfE guidance.

There are a number of very complex children that you support and I have requested again today that the Specialist Children's Community Nurses urgently provide schools with a definition of each child's suction needs to enable schools to bring the children back in safely. They will work with you and the child and family to ensure we are clear about what constitutes 'simple' suction and whether there are any additional PPE requirements which may be a change in practice from pre-covid times (e.g. use of fluid resistant surgical masks to undertake the procedure). Please can you make contact with your specialist school nurse or CCN and the families to discuss next steps to getting their child back to school? We will be supporting schools with PPE as we develop the supply chain in our local area. We are finalising an AGP pathway document which will help ensure that this group of children are able to attend school and access their care packages again as soon as possible.

What do you know about the redeployment of staff from Speech and Language Therapy (SLT), Occupational Therapy (OT) and Physiotherapy (Physio) services to support the NHS?

We have had a number of questions around the services for children provided by Cambridgeshire Community Services. Thanks to Toni for following these up and we have received [this letter for schools from John Peberdy](#) which explains the situation further.