



**School name: Sandy Lane Nursery and Forest School**

## **Contingency /Outbreak Management Plan**

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<b>Responsible person for Plan</b>	<b>Marcia Atherton – Head teacher</b>
<b>Date approved by Governors</b>	<b>26<sup>th</sup> August 2021</b>
<b>Review date</b>	<b>December 2021 (or sooner in the event of a local or school outbreak)</b>

This document forms part of a suite of COVID-19 school documents which should be read together and includes the COVID-19 School Risk assessment (attached see appendix 2)

COVID-19 is a changing situation and this document will be regularly updated according to local and national policy. School will continue to work with Public Health Warrington [publichealth@warrington.gov.uk](mailto:publichealth@warrington.gov.uk) to ensure that we are as up-to-date as possible. This document has been written in line with the following documents:

- Contingency framework: education and childcare settings August 2021 [Contingency Framework](#)
- Schools COVID-19 Operational Guidance updated 17 August 2021 [DfE operational-guidance](#)

### **1.0 Introduction**

This document outlines what school would do if children, pupils, students or staff test positive for COVID-19, and how school would operate if we were advised to take extra measures to help break chains of transmission.

Given the detrimental impact that restrictions on education can have on children and young people, any measures in school will only ever be considered as a last resort and for the shortest amount of time possible.

Any additional action will be taken on the recommendations of Public Health Warrington and will be consistent with actions described for managing local outbreaks of Coronavirus in the Warrington Outbreak Plan.

### **2.0 Definition of an outbreak**

The DfE Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. It states that schools should think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting.

The thresholds detailed in the DfE guidance as an indication for when to seek public health advice are:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

Identifying a group that is likely to have mixed closely will be different for each setting. Below are some examples.

For early years, this could include:

- a childminder minding children, including their own
- childminders working together on the same site
- a nursery class
- a friendship group who often play together
- staff and children taking part in the same activity session together

For schools, this could include:

- a form group or subject class
- a friendship group mixing at break times
- a sports team
- a group in an after-school activity

For FE, this could include:

- students and teachers on practical courses that require close hands-on teaching, such as hairdressing and barbering
- students who have played on sports teams together
- students and teachers who have mixed in the same classroom

If the thresholds above are reached, school will consult with Warrington Education and Public Health Team to discuss if further measures are needed the mechanism for doing this is detailed below.

Public health advice will be sought if a pupil, student, child or staff member is admitted to hospital with COVID-19. This will be done by contacting Public Health Warrington and Warrington Education Team. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

### **3.0 Contingency planning**

#### **3.1 Working with Warrington Education and Public Health Team**

Where a pupil or staff member confirms a positive case of COVID-19, this information will be shared as soon as possible with the Education and Public Health team through the online survey tool

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

Information shared will allow the local authority who are responsible for managing localised outbreaks to provide timely support and advice.

The Director of Public Health Warrington or the Public Health Team may give schools advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. If they judge that additional action should be taken, they might advise school to take some or all of the other measures described in this document.

### **3.2 Baseline Measures**

The DFE Operational Guidance sets out baseline measures that all education settings should have in place to manage transmission of COVID-19. This includes:

- Ensuring good hand hygiene for everyone
- Maintaining appropriate cleaning regimes
- Keeping spaces well ventilated
- Following public health advice regarding testing, self-isolation and managing confirmed cases of Covid-19

At the point of reaching a threshold, school will review and reinforce the testing, hygiene and ventilation measures already in place.

### **3.3 Details of the types of Control Measures that could be considered in the event of an outbreak in school**

Wherever additional measures are considered, the objective is to maximise the number of children and young people in face-to-face teaching and minimise control measures that disrupt education, balanced against the risks of COVID-19 transmission.

The following measures, which are not in any particular order and are not exhaustive, would be considered in the event of an outbreak in school. Any measures put in place would be for the shortest period of time possible, and as a last resort following consultation with Warrington Public Health and the Education Team:

- Reintroducing face coverings for staff/visitors in all educational settings/staff communal areas and for pupils/students in secondary school and college
- Reinstating on site lateral flow testing in secondary schools and colleges
- Increasing the frequency of testing
- Limiting educational visits including residential visits and parental attendance
- Restricting attendance such as sending home a class or year group (in extreme cases)
- Reintroducing groups/bubbles

(See attached plan – Appendix 1)

### **3.4 Ensuring that every child / student receives the quantity and quality of education and support to which they are entitled in the event of an outbreak in school**

#### **3.41 Remote education offer**

In the event that pupils need to work from home, high-quality remote learning will be provided for all students well enough to learn.

The school uses Tapestry to post developmentally appropriate home learning activities for parents to share with their child at home. A full range of activities will be posted across the week and we recommend parents access Tapestry daily. We also ask parents to post photos and a short commentary relating to how their child has engaged with each activity. Such information from parents is VITAL to ensure staff are able to monitor children's learning and development.

For any parent experiencing difficulties accessing their child's Tapestry learning journal, paper copies of activities will be hand delivered on a weekly basis.

#### **3.42 SEN pupils / vulnerable pupils**

On-site provision will be retained for vulnerable children and young people and the children of critical workers. This includes pupils who have Special Educational Needs and who have an EHC plan. In addition, following a review of identified families by the DSP's, the school may also identify other pupils as vulnerable based on individual family circumstances.

If a vulnerable child (LA defined here as a child with a social worker and/or an EHCP) has to isolate then schools are asked to inform Warrington Education Team of this through the Vulnerable Pupil survey: [Schools COVID update Vulnerable Children \(smartsurvey.co.uk\)](https://smartsurvey.co.uk)

#### **3.43 Safeguarding processes**

Where vulnerable children and young people are absent, school will:

- follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns
- encourage the child or young person to attend school, working with the local authority and social worker (where applicable), particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate
- focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home
- have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

School will discuss alternative arrangements for vulnerable children and young people with the local authority.

#### **3.45 Access to school meals**

From September, where pupils are eligible for benefits-related free school meals and are required to self-isolate at home. Due to the limited number of children involved Sandy Lane Nursery and Forest School will liaise with the school meals service to put a system of vouchers in place.

For the provision of vouchers the school will be required to email the following information to [SchoolMealsManagement@warrington.gov.uk](mailto:SchoolMealsManagement@warrington.gov.uk):

- Child's name
- DOB / Year Group
- Isolation start and end date
- Preference of food parcel / voucher.

If you have any issues, please contact the service on 01925 443082 or at:

[SchoolMealsManagement@warrington.gov.uk](mailto:SchoolMealsManagement@warrington.gov.uk)

### **3.46 School systems to provide access to FSM if a child is isolating**

The school will contact parents of any eligible pupil who is self -isolating and make arrangements for a voucher to be emailed or hand delivered to parents

### **3.47 Transport**

N/A

### **3.48 Communication about changes to control measures**

Good communication is key to outbreak management. Communicating advice and guidance is an important public health tool to ensure that parents/carers, students and staff have a clear understanding on the current situation and if any changes are to be implemented in response to the outbreak. School will communicate these changes in a timely manner through the following mechanisms:

Directly to each pupil/parent Tapestry account

Via the school Facebook page and website

Through a group text message prompting parents to access their Tapestry account or Facebook/website

**APPENDIX 1: Sandy Lane Nursery and Forest School – COVID-19 Outbreak Management Plan Academic Year 2021-22**



In line with government guidance 'Actions for early years and childcare providers during the COVID-19 pandemic- July 2021 p10'

[https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures?utm\\_source=06%20July%202021%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures?utm_source=06%20July%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

The plan outlines the actions the school would take to maintain high quality education for our children and support for families and staff. This plan also sets out the procedures for maintaining the smooth running of the school and the involvement of all stakeholders.

In addition to the actions below, school will follow guidance and advice from the Local Authority and Public Health. School will maintain a list of children who match the government 'categories' ( those known to SC, vulnerable, parents key workers) to support the smooth running of this plan

Issues	Actions	Lead
COVID-19 Outbreak in the local area	<ul style="list-style-type: none"> <li>• School will follow guidance from the LA and Public Health</li> <li>• School will consider the benefits of reintroducing the following control measures                             <ol style="list-style-type: none"> <li>1. Staggered start and finish times for children</li> <li>2. Reinstating group bubbles</li> <li>3. Staff and parents/carers wearing PPE on the school site</li> <li>4. Staff and parents/carers maintaining a 2 metre distance from other adults on site</li> <li>5. Limiting 1 parent/carer per child to come on site for drop off/collection</li> <li>6. Reinstating the additional lunchtime cleaner</li> <li>7. Cease any educational visits in the locality</li> <li>8. Actively encourage parents/carers to undertake LFT's twice a week</li> <li>9. Reinstate temperature checks for staff and children on site</li> </ol> </li> <li>• Parents/carers will be informed of any changes to the current procedures via Tapestry, the school website and Facebook, text message and telephone conversations where required.</li> </ul>	HT & DHT
COVID-19 outbreak in school	<ul style="list-style-type: none"> <li>• Inform LA, Public Health and Ofsted, following any guidance provided</li> <li>• In the event that school has to close parents/carers will be informed via Tapestry, the school website and Facebook, text message and telephone calls where required</li> <li>• The school will make every effort to remain open and will consider the actions below</li> </ul>	HT & DHT

	If the outbreak has not impacted on staffing levels	If staffing levels are low as a result of the outbreak	
	<ul style="list-style-type: none"> <li>• Reinstate group bubbles</li> <li>• Staff and parents/carers to wear PPE on the school site</li> <li>• Staggered start/finish times to maintain bubbles</li> <li>• Staff and parents/carers to maintain 2m distance from other adults on site</li> <li>• Reinstate lunchtime cleaner</li> <li>• Limit 1 parent/carer per child on site</li> <li>• Ensure home learning is accessible to parents in line with the schools 'remote learning plan'</li> <li>• Reinstate temperature checks for all staff and children on site</li> <li>• Actively encourage parents/carers to undertake twice weekly LFTs</li> <li>• Individual discussions with staff and parents/carers whose children may fall into the extremely/clinically vulnerable groups and make appropriate arrangement should they choose to remain at home</li> </ul>	<ul style="list-style-type: none"> <li>• Priority will be given to children who meet the government 'categories' for attendance – vulnerable, parents/carers key workers etc</li> <li>• Parents/carers will be informed of school partial or full closure via Tapestry, the school website and Facebook, text and telephone calls as required</li> <li>• Replacements for any staff needed in school will be sourced as required – e.g. caretaker, cleaner</li> <li>• Staff who are advised to work from home due to being extremely/clinically vulnerable will be allocated roles e.g. home learning</li> <li>• Reinstate the lunchtime cleaner</li> <li>• Reinstate temperature checks for all children and staff on site</li> <li>• Actively encourage parents/carers to undertake twice weekly LFT's</li> </ul> <p>Additional actions below demonstrate how children, families and staff will be supported during any closure</p>	
<p>Providing stimulating and challenging learning experiences for all children whilst prioritising their wellbeing</p>	<p><u>Children accessing learning at home</u></p> <ul style="list-style-type: none"> <li>• Resuming weekly on line activities via Tapestry. These will include posts relating to mental health, online safety and mindfulness. Posts will include all aspects of the EYFS curriculum with a focus on the PRIME areas ( Music Monday, Tapestry Tuesday, Wellbeing Wednesday, Forest School Friday)</li> <li>• Weekly posts will include a narrative of the activities as well as access to resources. Resources may include video links e.g. to books or activities, documents</li> </ul>		<p><b>Teachers supported by TAs</b></p> <p><b>DSPs to deliver home learning packs</b></p>

	<ul style="list-style-type: none"> <li>• Weekly activities will be ‘well sequenced’ to ensure opportunities for knowledge and skills to be built on incrementally and there are opportunities for practice and reinforcement</li> <li>• Weekly activities will include differentiation</li> <li>• Feedback from parents/carers via Tapestry posts and/or welfare calls will assess children’s levels of engagement and therefore inform the pace of future weekly posts</li> <li>• Bespoke interventions for identified children uploaded to Tapestry e.g. C&amp;L, Dialogic book talk</li> <li>• Bespoke support/suggestions for parents/carers on how to support any individual children’s interests through projects/investigations</li> <li>• Parents/carers are provided feedback on home learning via staff’s timely comments on their Tapestry posts. These may include additional support or ‘next steps’ for learning</li> <li>• Door step visits and home learning packs as required</li> </ul> <p><u>Children accessing learning in nursery</u></p> <ul style="list-style-type: none"> <li>• This will mirror remote home learning to ensure ‘fairness’</li> <li>• Bespoke interventions for identified children uploaded to Tapestry e.g. C&amp;L, Dialogic book talk</li> <li>• Bespoke support/suggestions for parents/carers on how to support any individual children’s interests through projects/investigations</li> <li>• Parents/carers are provided with feedback on any home learning via staff’s timely comments on their Tapestry posts. These may include additional support or ‘next steps’ for learning which could be followed up at home or in nursery</li> <li>• Weekly Tapestry posts for attending children showing their engagement with a summary of learning</li> </ul>	
Supporting parents to engage in home learning including those who may be harder to engage	<p><u>All parents/carers</u></p> <ul style="list-style-type: none"> <li>• Weekly welfare calls and prompts to use on-line learning and Facebook</li> <li>• Follow up calls and signposting to other agencies as required via Tapestry for families needing additional support</li> <li>• Door step visits for any parents/carers we are unable to contact or who have difficulty accessing home learning ( taking home learning packs)</li> </ul>	<p><b>Non classroom based staff – welfare calls &amp; weekly ‘hello’ posts</b>  <b>Admin – welfare calls</b></p> <p><b>DSPs – door step visits</b></p>



	<ul style="list-style-type: none"> <li>Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and comment on evidence of home learning as well as possible activities and/or suggestions on how interests can be followed</li> </ul> <p><u>Vulnerable parents/carers</u></p> <ul style="list-style-type: none"> <li>A minimum of 2 calls a week and daily as required</li> <li>Signposting to other agencies</li> <li>Door step visits and home learning packs delivered weekly and followed up with phone call/visit</li> <li>Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and comment on evidence of home learning as well as possible activities and/or suggestions on how interests can be followed</li> <li>DSPs to keep lead professional updated and joint working ( to assess whether contact has been made with a family)</li> <li>All contact with vulnerable families and any follow up with lead professionals will be logged on CPOMS</li> <li>Families identified as 'vulnerable' will be encouraged to return children to nursery where possible</li> </ul>	
Supporting children, parents/carers wellbeing	<ul style="list-style-type: none"> <li>Wellbeing Wednesday Tapestry posts – including mindfulness</li> <li>Regular posts with updated information from other agencies</li> <li>Weekly or more frequent welfare contact</li> <li>Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and, as required, provide support for wellbeing through modelling ( e.g. being safe outside)</li> <li>Any issues arising from welfare calls/texts will be fed back to DSPs and logged on CPOMS</li> <li>Parents/carers will be encouraged to send children into nursery where they fit the government categories or DSPs consider this would support the family as a whole</li> </ul>	<p><b>Non classroom based staff – Tapestry</b></p> <p><b>Non classroom based staff/admin – Welfare calls</b></p>
Supporting staff's wellbeing	<ul style="list-style-type: none"> <li>Weekly HT email, including a 'whole staff' activity e.g. quiz</li> <li>SLT weekly phone call/text/in person 'check in'</li> <li>HT weekly phone call/text/in person 'check in' with SLT</li> <li>For staff in nursery - Debrief at the end of each day to assess what's working, what needs to change, staff wellbeing</li> </ul>	<p><b>HT &amp; DHT</b></p>

	<ul style="list-style-type: none"> <li>• SLT are not classroom based and as such are able to support staff as required</li> <li>• SLT to provide suitable 'tasks' for home workers e.g. that match their areas of expertise</li> <li>• SLT to identify a member of home working staff to lead on regular 'whole staff' activities</li> </ul>	
Ensuring the safety of children and staff	<ul style="list-style-type: none"> <li>• Updated school RA – including individual RAs for vulnerable staff</li> <li>• Individual RAs for vulnerable children matching the categories identified by government</li> <li>• Refresher 'training' for school based staff on good practice ( hand washing, temperature checks etc) &amp; PPE</li> <li>• Children attending 30 hours will have pm sessions in FS to maintain 'bubbles'</li> <li>• Review PPE and cleaning resources and purchase as required – member of staff identified for reordering stock</li> <li>• Review signage and display any updated information</li> <li>• Inform parents/carers of any changes to drop off/collection arrangements via Tapestry, Facebook and with a follow up group text – staggered times etc</li> <li>• Parents/carers are provided with guidance relating to on-line safety ( Jessie &amp; friends, Think U Know.co.uk) via Tapestry</li> <li>• Reinstate a cleaning service over lunchtime as required</li> </ul>	<p><b>HT &amp; DHT</b></p> <p><b>SLT to delegate PPE stock to TA in school</b></p> <p><b>Teachers – on line safety</b></p>
Maintaining learning/progress	<ul style="list-style-type: none"> <li>• See above for 'children accessing learning from home'</li> <li>• Children eligible for EYPP who are at home to receive a door step visits to deliver home learning packs OR packs delivered directly to homes</li> <li>• Bespoke intervention Tapestry posts e.g. Early Talk Boost (with books read and posted as video), C&amp;L, Dialogic book talk ( shared story read on video with follow up questions)</li> <li>• Personal plans to be reviewed and updated as scheduled and shared with parents via Tapestry</li> <li>• For children attending nursery a weekly Tapestry post will summarise engagement and learning</li> </ul>	<p><b>Teachers supported by TAs</b></p>
Governance	<ul style="list-style-type: none"> <li>• HT to share 'lock down' plans and RAs with governors via email</li> <li>• HT to keep governors updated with weekly briefing via email – including staff wellbeing, levels of attendance</li> <li>• Clerk to governors to facilitate scheduled governors meetings ( via Teams or socially distanced 'in person' attendance)</li> </ul>	<p><b>HT &amp; MH</b></p>

APPENDIX 2: Covid Risk Assessment