# Special Schools and Specialist Provisions

This template is intended to aid planning already underway for the return of pupils in September and is based on discussions held with Special Schools and representatives of Specialist Resource Provisions. It is supplementary to the guidance covering operational issues (including transport), emotional wellbeing, safeguarding, governance and curriculum also available on kelsi, as well as the most recent Government guidance: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>.

It is expected that special schools and SRPs will be updating their risk assessments (involving parents and, where applicable, social workers) for individual children to inform plans for their return to school. This is likely to include individual support plans and supported phased returns where this is judged as necessary to ensure the successful reintegration back into school for each child.

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| **Heading** | **Points for consideration** |
| **PUPILS/STUDENTS** | * Update risk assessments to help to identify appropriate support, risks and mitigations and plans for return to school for individual children. **Involve families and Social Workers in assessments and discussions around appropriate mitigation. Involve Health (and other professionals) where relevant and where they may be able to help with mitigation.** Risk assessments need to be dynamic and regularly reviewed once the child is in school, based on presenting issues, progress made and challenges that become apparent. * Review care plans, where applicable, and ensure training, equipment and other relevant aspects in place prior to individual child or young person’s return to school. **Where staff training or re-training is required before a child can safely return to school, ensure parents are fully involved and understand reasons for delayed start.** * Access to therapy for pupils – are therapy areas accessible? Can these be timetabled so that when having to access an area to receive therapy, the pupil and staff member taking them there avoid encountering others also moving to access dining or play areas? If some therapies not possible or can be carried out virtually, discuss with parents and Social Worker, Health lead and record discussion and assessment/risks. *See below attached guidance/policy on health providers working with educational settings:*      * Discuss plans for children’s return at earliest stage with:[ClientTransport@kent.gov.uk](mailto:ClientTransport@kent.gov.uk) * Consider plans to manage children’s anxieties/re-introduction to school/ changes in school organisation and patterns of delivery. Consider use of technology to link with families prior to admission as part of preparation if contact has previously been limited. Use of social stories to help prepare children for transition back into school? What will they find that is different? * **Consider those children who may have to return on a slower phased basis and home support required to enable this to be successful** and keep children safe and in touch with the school. Is a referral to Early help required? What is required to create a team around the child and family to support a successful return to full schooling? * Agree strategy to deal with families where family/parental anxiety keeps them at home, particularly where rates of persistent absence were high before lockdown. Involve SW where child has one. Consider Early Help referrals where necessary. Document support provided. * Pupils/ students new to the school or transitioning from one stage to another or changing site: ensure risk assessment, planning and any phased starts reflect the individual needs of these children and young people at this particular stage in their development. What can be done to support parents to enable them to support their child in preparing for September and reducing anxieties? |
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| **SCHOOL/CLASS/BUBBLE**  **ORGANISATION** | * Advice in Government guidance is for bubble size in primary schools to equate to the size of a class and for secondary schools, particularly in Key Stage 4, they acknowledge that it may have to be the size of a Year Group. For many special schools and for larger specialist provisions this approach is not practicable and bubble size has to be dictated by groupings that will enable the school/provision to manage transport, operate and enable pupils/students to receive the educational and wider support they require. Bubble size may therefore vary from school to school based on operational requirements and assessment of risk. * Guidance recognises that children, particularly younger children and those with SEND, cannot socially distance from staff or each other. Maintaining bubbles makes it easier in the event of a positive case to identify those who may need to self-isolate. The larger the bubble, the greater the number of pupils and staff who could be affected and need to self-isolate in the event of a positive case. Both the approaches of separating groups and maintaining distance (where possible), are not all or nothing options and will still bring benefits and reduce infection risk if implemented partially. |
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| **SATELLITE CLASSES AND SPECIALIST RESOURCE PROVISIONS AND INCLUSION IN MAINSTREAM LESSONS** | It is recognised that under current circumstances and with mainstream schools’ operation of bubbles in order to reduce risk of infection and provide clarity on managing situations in the case of a Covid 19 positive case, normal expectations around inclusion in mainstream lessons and other activities will be suspended for pupils attending Specialist Provisions for Term 1. This suspension of arrangements required under the Service Level Agreement between the School and the Local Authority will be reviewedin Term 1 wk6/7. The review will be undertaken in partnership with Lead Professionals/Headteacher to ascertain viability of integration into mainstream settings from Term 2 onwards.   * Schools with SRPs will discuss revised arrangements with parents/carers and ensure that the children have been supported to understand the changes they will face on return to school in September. |
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| **ACTION ON NOTIFICATION OF A POSITIVE COVID 19 CASE** | [Childcare and Educational Settings flowchart](https://www.kelsi.org.uk/__data/assets/pdf_file/0020/112466/COVID-19-School-Management-flowchart.pdf) |
|  | ***For guidance on buildings, Health and Safety, cleaning and catering, Transport, HR, Safeguarding, Emotional Wellbeing support and Governance please refer to relevant guidance under September Opening on kelsi.*** |