

## PART B – SCHOOL PLAN

Name of School																												
	Action/ Related Procedure		Completed																									
<p><b>Communication of Plans</b></p> <p>Plans discussed with all staff.</p>	<ul style="list-style-type: none"> <li>How and when will the plans be communicated to staff?</li> </ul> <p>Email out to all staff on Friday 19<sup>th</sup> June 2020.</p>																											
<p>Plans communicated to parents.</p>	<ul style="list-style-type: none"> <li>How and when will the plans be communicated to parents?</li> </ul> <p>Plans will be put on the school website w/c 29<sup>th</sup> June 2020.</p>																											
<p><b>Organisation of the school week and rotas</b></p> <p>Pupils organised into bubbles and rotas determined</p>	<ul style="list-style-type: none"> <li>How will pupils and classes be organised?</li> </ul> <table border="1" data-bbox="987 834 1910 1377"> <thead> <tr> <th data-bbox="987 834 1115 874">Class</th> <th colspan="2" data-bbox="1115 834 1514 874">Group 1</th> <th colspan="2" data-bbox="1514 834 1910 874">Group 2</th> </tr> <tr> <th data-bbox="987 874 1115 914"></th> <th data-bbox="1115 874 1305 914">Pupils</th> <th data-bbox="1305 874 1514 914">Staff</th> <th data-bbox="1514 874 1704 914">Pupils</th> <th data-bbox="1704 874 1910 914">Staff</th> </tr> </thead> <tbody> <tr> <td data-bbox="987 914 1115 1126">1</td> <td data-bbox="1115 914 1305 1126">ZB EC LK</td> <td data-bbox="1305 914 1514 1126"> <b>YC</b> (Monday, Tuesday, Wednesday)  <b>JH</b> (Thursday, Friday)  <b>BH</b>  <b>MS</b> </td> <td data-bbox="1514 914 1704 1126">KB LG MW</td> <td data-bbox="1704 914 1910 1126"> <b>YC</b> (Monday, Tuesday, Wednesday)  <b>JH</b> (Thursday, Friday)  <b>BH</b>  <b>MS</b> </td> </tr> <tr> <td data-bbox="987 1126 1115 1254">2</td> <td data-bbox="1115 1126 1305 1254">RS JB</td> <td data-bbox="1305 1126 1514 1254"> <b>TB</b>  <b>ER</b>  <b>AW</b>  <b>NM</b> </td> <td data-bbox="1514 1126 1704 1254">LC KO LA</td> <td data-bbox="1704 1126 1910 1254"> <b>TB</b>  <b>ER</b>  <b>AW</b>  <b>NM</b> </td> </tr> <tr> <td data-bbox="987 1254 1115 1377">3</td> <td data-bbox="1115 1254 1305 1377">LD PC</td> <td data-bbox="1305 1254 1514 1377"> <b>JF</b> (Monday, Tuesday), <b>IW</b> (Wednesday, Thursday, Friday)                 </td> <td data-bbox="1514 1254 1704 1377">JW DC</td> <td data-bbox="1704 1254 1910 1377"> <b>JF</b> (Monday, Tuesday), <b>IW</b> (Wednesday, Thursday, Friday)                 </td> </tr> </tbody> </table>		Class	Group 1		Group 2			Pupils	Staff	Pupils	Staff	1	ZB EC LK	<b>YC</b> (Monday, Tuesday, Wednesday) <b>JH</b> (Thursday, Friday) <b>BH</b> <b>MS</b>	KB LG MW	<b>YC</b> (Monday, Tuesday, Wednesday) <b>JH</b> (Thursday, Friday) <b>BH</b> <b>MS</b>	2	RS JB	<b>TB</b> <b>ER</b> <b>AW</b> <b>NM</b>	LC KO LA	<b>TB</b> <b>ER</b> <b>AW</b> <b>NM</b>	3	LD PC	<b>JF</b> (Monday, Tuesday), <b>IW</b> (Wednesday, Thursday, Friday)	JW DC	<b>JF</b> (Monday, Tuesday), <b>IW</b> (Wednesday, Thursday, Friday)	
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				<b>HT</b> (Monday, Tuesday, Wednesday) <b>CI</b> (Thursday, Friday) <b>MM</b>		<b>HT</b> (Monday, Tuesday, Wednesday) <b>CI</b> (Thursday, Friday) <b>MM</b>	
	4	LS JW		<b>LS</b> (Wednesday, Thursday, Friday), <b>AM</b> (Monday, Tuesday, Wednesday, Thursday) <b>SS</b>	RS KM	<b>LS</b> (Wednesday, Thursday, Friday), <b>AM</b> (Monday, Tuesday, Wednesday, Thursday) <b>SS</b>	
	5	RK LF BRB		<b>CS</b> <b>KM</b> <b>SS</b> (Wednesday)	AM OC KP	<b>CS</b> <b>RM</b> <b>SS</b> (Wednesday)	
	6	BL JW JM		<b>LM</b> <b>MW</b> (Monday, Tuesday, Thursday, Friday) <b>JW</b> (Wednesday, Thursday, Friday) <b>EP</b> (Wednesday, Thursday, Friday) <b>VM</b> (Tuesday, Wednesday, Thursday, Friday) <b>NS</b> (Tuesday, Wednesday, Friday)	LF DY KD	<b>LM</b> <b>MW</b> (Monday, Tuesday, Thursday, Friday) <b>JW</b> (Wednesday, Thursday, Friday) <b>EP</b> (Wednesday, Thursday, Friday) <b>VM</b> (Tuesday, Wednesday, Thursday, Friday) <b>NS</b> (Tuesday, Wednesday, Friday)	
	7	LW MB		<b>TM</b> (Monday, Tuesday, Wednesday) <b>LA</b> (Thursday, Friday) <b>JD</b> (Monday, Tuesday, Wednesday)	ZS JM	<b>TM</b> (Monday, Tuesday, Wednesday) <b>LA</b> (Thursday, Friday) <b>JD</b> (Monday, Tuesday, Wednesday)	

				<b>AP</b> (Monday, Tuesday, Wednesday) <b>JS</b> (Thursday, Friday), <b>LF</b> (Thursday, Friday)		<b>AP</b> (Monday, Tuesday, Wednesday) <b>JS</b> (Thursday, Friday), <b>LF</b> (Thursday, Friday)	
8	AM HG JR			<b>LD</b> (Monday, Tuesday, Wednesday) <b>FH</b> (Thursday, Friday) <b>AF</b> <b>JA</b> <b>KB</b>	EM RJ	<b>LD</b> (Monday, Tuesday, Wednesday) <b>FH</b> (Thursday, Friday) <b>AF</b> <b>JA</b> <b>KB</b>	
11	HN JC SA JM			<b>GD</b> <b>FS</b> (Monday, Tuesday, Thursday, Friday) <b>KA</b> (Monday, Tuesday, Wednesday) <b>CS</b> <b>DC</b> (Wednesday, Thursday, Friday)	AT JN SC	<b>GD</b> <b>FS</b> (Monday, Tuesday, Thursday, Friday) <b>KA</b> (Monday, Tuesday, Wednesday) <b>CS</b> <b>DC</b> (Wednesday, Thursday, Friday)	
12	JU ST SH CM			<b>WA, CR</b> <b>TM</b> (Monday, Tuesday, Wednesday, Thursday) <b>DC</b> (Monday, Tuesday, Wednesday)	MS ED CO AG	<b>WA, CR</b> <b>TM</b> (Monday, Tuesday, Wednesday, Thursday) <b>DC</b> (Monday, Tuesday, Wednesday)	
14	CP OC			<b>LC</b> <b>KW</b> (Monday, Thursday, Friday) <b>KJ</b> (Tuesday, Wednesday) <b>GE</b>	RJ LA RL	<b>LC</b> <b>KW</b> (Monday, Thursday, Friday) <b>KJ</b> (Tuesday, Wednesday) <b>GE</b>	

		<b>KF</b> (Wednesday, Thursday, Friday)		<b>KF</b> (Wednesday, Thursday, Friday)
15	BH NW LM	<b>FP</b> <b>IB</b> (Monday, Tuesday, Wednesday) <b>LM</b> (Thursday, Friday) <b>LF</b> <b>KL</b> (Monday am, Tuesday am, Thursday am) <b>CM</b>	PL FW JC	<b>FP</b> <b>IB</b> (Monday, Tuesday, Wednesday) <b>LM</b> (Thursday, Friday) <b>LF</b> <b>KL</b> (Monday am, Tuesday am, Thursday am) <b>GT</b>

Half		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 Aug	Inservice	Inservice	Grp 1	Grp 1	Grp 1
Week 2	17 Aug	Grp 2	Grp 2	Grp 2	Grp 2	Grp 2
Week 3	24 Aug	Grp 1	Grp 1	Grp 1	Grp 1	Grp 1
Week 4	31 Aug	Grp 2	Grp 2	Grp 2	Grp 2	Grp 2
Week 5	07 Sept	Grp 1	Grp 1	Grp 1	Grp 1	Grp 1
Week 6	14 Sept	Grp 2	Grp 2	Grp 2	Grp 2	Grp 2
Week 7	21 Sept	Grp 1	Grp 1	Grp 1	Grp 1	Grp 1
Week 8	28 Sept	Grp 2	Grp 2	Grp 2	Grp 2	Grp 2
Week 9	05 Oct	Grp 1	Grp 1	Grp 1	Moving day	Moving day

Grp 1 = 19  
Grp 2 = 18

Day of non-face to face learning determined

- Friday afternoon

Staggered times, start and end of day, break times and lunch times.

- *Will start and end of the day be staggered? (Need to consider the implication for parents/carers if the pupils are in different stages)*

Start of day – between 9.00 and 9.30

End of day – between 3.00 and 3.30

The transport situation should assist with this as there will be multiple runs for each taxi/bus. Staff will go out to the transport and collect children as they arrive. Escorts should remain on the transport with the children until the children are collected.

- *How will break times and lunch times be staggered?*

Timetable for outdoor access

Bubble	Am	Pm
Rooms 1, 2, 4 + 5	9.30-10.40	12.30-1.40
Rooms 6, 7, 11 + 12	10.50-12.00	1.50-3.00
Rooms 8, 14 + 15	Use of designated areas	

All pupils will have their lunches in the classroom.

**Organisation of school spaces**

- *How will pupils and classes be organised?*

Rooms 1, 2 + 3 – girl’s toilet and changing room opposite Room 4  
Access to outside via corridor to doors next to ball pool

Room 4 and Room 5 – boy’s toilet and changing room opposite Room 4  
Room 4 and Room 5 to access outdoor space from their classrooms

	<p><u>Room 6 + Room 7</u> – toilets next to ball pool – changing room next to John’s office Access to outside via classroom doors</p> <p><u>Room 8</u> – Shielding wing – Changing room opposite medical room Doors before medical room to remain closed Use of enclosed outdoor play space</p> <p><u>Room 11 + Room 12</u> – allocated toilet and changing room in corridor Doors next to changing room to remain closed Access to outside via classroom doors</p> <p><u>Room 14</u> – Room 13 as changing room Outside play area – enclosed polytunnel space</p> <p><u>Room 15</u> – Huts – toilets Own outdoor area</p> <ul style="list-style-type: none"><li>• <i>Which spaces will be used for teaching and learning?</i></li></ul>	
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	<p>Play Room, Snoezelen and Soft Play should not be used unless required as a time out space for individual pupils, after which they should be cleaned. Ball Pool will remain closed to all.</p> <p>Classrooms should incorporate sensory and soft play areas in order to provide the same, or similar, experiences. Ideally, wipe down resources should be used wherever possible.</p> <ul style="list-style-type: none"><li>• <i>Which spaces will be used for the storage of furniture and resources?</i></li></ul> <p>The hall and the dining room space could be used to store resources which are not in use at this time, and that need to be moved to the new build. Areas could be identified for each class in order to ensure resources are not mixed up or misplaced. Areas will be divided into resources to be transitioned to the new build and resources which require to be skipped. This should also include items that are currently being stored in the corridors and outside toilet areas.</p> <ul style="list-style-type: none"><li>• <i>Which spaces will be used as isolation areas for anyone presenting symptoms?</i></li></ul> <div data-bbox="943 940 1827 1054" style="border: 1px solid black; padding: 5px;"><p><u>1:1 room</u> next to Rooms 11 + 12 – designated isolation room for individuals displaying Covid symptoms – allocated toilet</p></div> <ul style="list-style-type: none"><li>• <i>How will large spaces (halls etc) be used?</i></li></ul> <p>Hall and dining room to be used for storage (see above).</p> <ul style="list-style-type: none"><li>• <i>How will outdoor learning be used to help increase separation? What resources are needed to facilitate this?</i></li></ul>	
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	<p>Classes are divided into bubble groups to limit the number of people accessing it at any one time. There is an outdoor classroom which be accessed by these bubble groups.</p> <ul style="list-style-type: none"> <li>• <i>What resources and equipment (which cannot be cleaned easily – indoor or outdoor) will need to be removed from classrooms / settings?</i></li> </ul> <p>Soft furnishings and resources should be limited as far as possible. Excess furniture should be removed. Surfaces should be kept clear for aid of cleaning. Ensure seating, etc. allows for sufficient social distancing, e.g. snack, lunch.</p> <ul style="list-style-type: none"> <li>• <i>How will the staffroom be set up to ensure safe distances?</i></li> </ul> <p>The staff room will be used as a changing places toilet. Staff may use the hall at break times.</p>	
<p><b>Orientation and Circulation</b></p>	<ul style="list-style-type: none"> <li>- <i>How will orientation be managed?</i></li> </ul> <p>Bubble rules:</p> <ul style="list-style-type: none"> <li>- Staff and pupils should only interact with staff and pupils in their bubble both indoors and outside.</li> <li>- Staff and pupils should only use their bubble zoned areas.</li> <li>- Social distancing should be adhered to as much as is possible.</li> <li>- PPE should be worn in conjunction with guidelines, specifically during personal care, medication procedures and feeding and drinking.</li> <li>- Hands should be washed whenever entering or leaving the classroom.</li> <li>- Children and staff should not be wandering about the school unnecessarily – if a child needs calm down time, outside should be used.</li> <li>- All internal corridor doors will remain open to avoid use of touch pads</li> </ul>	



	<ul style="list-style-type: none"> <li>- <i>What signage is required in school?</i></li> <li>- Signs for designated areas as well as protocols.</li> <li>- PPE guidance up in toilets being currently used, needs to go up in additional toilets before August.</li> <li>- Each class was given 3 posters to put up in their room prior to lockdown and need to make sure that classes did this.</li> <li>- Signs such as ‘..... only beyond this door’, photos for toilet use, entrances and exits, reminders to all for social distancing.</li> <li>- Symbolised signs to be used. Signs to be A3 and laminated so they can be wiped down</li> <li>- <i>Can a one-way system be established in corridors? What will this look like? Use of outdoor routes should be considered. Which entrances / exits will be used by pupils?</i></li> </ul> <p>Everyone should aim to stay to the left when travelling through the school as far as this is possible. Entrances and exits for outside time is detailed in class arrangements (above).</p> <ul style="list-style-type: none"> <li>- <i>What impact will the use of additional entrances / exits, and outdoor routes have on physical building security? How will this be managed?</i></li> </ul> <p>Rooms 8 and 14 (complex needs) will access their classrooms from the outdoor play area. This means that at arrival and departure times, the fire gates will need to be open at these times. Children who present a flight risk will not be accessing the playground at these times.</p> <ul style="list-style-type: none"> <li>- <i>Can different entrances be used for different classes / year groups?</i></li> </ul>	
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	<p>Increasing the number of entrances/exits greatly increases the risk for our pupils who are a flight risk, although this should be mitigated by staff numbers.</p>	
<p><b>Managing Visitors / Managing Reception</b></p>	<ul style="list-style-type: none"> <li>• <i>Which visitors will be allowed on site?</i></li> </ul> <p>Therapists, delivery personnel, building maintenance, G4S, Shred-it, cleaning services</p> <ul style="list-style-type: none"> <li>• <i>Where will parents gather at the start and end of the day?</i></li> </ul> <p>Parents will wait outside in the car park and their children will be brought out to them by a member of staff.</p>	
<p><b>Organisation of offices</b></p>	<ul style="list-style-type: none"> <li>• <i>How many members of staff allowed in each office?</i></li> </ul> <p>Dorothy and Tara. SMT – one at a time. No other staff should access the office. All communication should take place via the hatch. The diary should be placed at the hatch for easy access. Any messages should be placed in the miscellaneous folder outside the office or placed within register folders.</p> <ul style="list-style-type: none"> <li>• <i>Where are allocated resources for staff use stored?</i></li> </ul> <p>Staff have their own resources in their classrooms. These should not be shared between staff/classes. Any additional resources will continue to be kept in the closed cupboard in the office, to be accessed only by office staff on request.</p> <ul style="list-style-type: none"> <li>• <i>Are instructions around safe use of printers and copiers clearly displayed?</i></li> </ul> <p>Only one person should be in the staff base at any one time to use the photocopier/printer. Sanitiser should be used before and after accessing the equipment. The printer will be stocked with paper each morning before the day begins by a designated member of staff.</p>	

<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Will trays of equipment be provided per child?</i></li> </ul> <p>Staff will identify specific resources for use by Group 1 and Group 2. These will be stored separately and only accessed on the corresponding weeks. This equipment will be cleaned daily and before being returned to storage.</p> <p>In some cases, it might be helpful to have a box of resources specific for individual pupils, especially those who mouth a lot.</p> <ul style="list-style-type: none"> <li>• <i>What will this include?</i></li> </ul> <p>This may include sensory resources, tray work, books, puzzles, cause and effect toys, switches, iPads, etc. Resources will be identified in consideration of each child's individual needs and interests.</p> <p>Resources borrowed from the art room should be accessed before and after school hours, or on a Friday afternoon.</p> <ul style="list-style-type: none"> <li>• <i>Will there be collections of equipment for use by bubbles for PE and outdoor learning? Will these be rotated? What will cleaning regime be for this equipment?</i></li> </ul> <p>Equipment to be used outside will be organised by each class on an individual basis and taken in and out during that classes allotted outdoor time. It will be that classes responsibility to clean and store the equipment within their class area once outdoor learning has finished.</p>	
<p><b>Dining</b></p>	<ul style="list-style-type: none"> <li>• <i>Will lunches be brought to classrooms or will bubbles collect from collection points?</i></li> </ul>	

	<p>Lunches will be delivered to classrooms using a trolley. Catering staff will deliver the lunches and collect the trolleys.</p>	
<p><b>Evacuation Procedures</b></p>	<ul style="list-style-type: none"> <li>• <i>Are any changes to the fire evacuation procedures required? How will these changes be communicated to all building occupants?</i></li> </ul> <p>All classes to leave the building via their classroom doors, with Rooms 1 + 2 leaving via the fire exit door next to Room 2. These details will be communicated via email and hard copy in each classroom.</p> <ul style="list-style-type: none"> <li>• <i>Which areas can be used as muster points to support physical distancing?</i></li> </ul> <p>Rooms 15, 1 and 2 – car park  Rooms 4 + 5 – sensory garden  Rooms 6 + 7, 11 + 12 – area behind the climbing frame  Rooms 8 + 14 – area at the far end of the polytunnel</p>	
<p><b>Health and Hygiene</b></p>	<ul style="list-style-type: none"> <li>• <i>Which room will be designated as the symptom waiting space?</i></li> </ul> <div data-bbox="952 1013 1836 1129" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>1:1 room next to Rooms 11 + 12 – designated isolation room for individuals displaying Covid symptoms – allocated toilet</p> </div> <ul style="list-style-type: none"> <li>• <i>Where will the sanitisation stations be?</i></li> </ul> <p>All classes will have their own sanitiser. There will also be stations:</p> <ul style="list-style-type: none"> <li>- At the main front door – foot operated dispenser</li> <li>- Next to the photocopier and printer</li> <li>- Room 1 + 2 staff will take sanitiser with them when going outside, to be used on leaving the building and entering the building</li> </ul>	

	<ul style="list-style-type: none"> <li>- All other classes to use sanitiser before leaving the classroom and entering the classroom</li> <li>• <i>Will there be enough paper towels, soap and waste bins provided?</i></li> </ul> <p>Tops should be removed from bins to avoid the need for touching</p>	
<p><b>Toilets</b></p>	<ul style="list-style-type: none"> <li>• <i>How will access to each toilet area be managed?</i></li> </ul> <p>The pupils in class bubbles will be allocated specific toilets. Pupils will be accompanied by an adult when accessing the toilets, so the number of pupils using the toilets at any one time can be closely monitored.</p> <p>Staff toilets</p> <p>Staff from Rooms 1 – 6 to use current staff toilets  Staff from Rooms 7 – 14 to use girl’s toilets next to snoezelen  Male staff to continue to use the toilet next to the office.</p> <ul style="list-style-type: none"> <li>• <i>What signage is required outside toilets?</i></li> </ul> <p>Signs should be put up on the doors of each of the toilets to identify who should be accessing them.</p> <ul style="list-style-type: none"> <li>• <i>How will hand washing (for younger pupils) be supervised?</i></li> </ul> <p>Our pupils will all be supervised on a 1:1 basis.</p> <ul style="list-style-type: none"> <li>• <i>What mechanisms can be put in place to manage access to staff toilets?</i></li> </ul> <p>See above.</p>	

<p><b>Cleaning Routines</b></p>	<ul style="list-style-type: none"> <li>• <i>Which areas of the school require special attention for cleaning?</i></li> </ul> <p>As identified in the guidance:</p> <ul style="list-style-type: none"> <li>- Particular attention to desk surfaces, chairs, doors, light switches, hand rails, sinks and toilets.</li> <li>- Also, telephones, keyboards, door handles, desks and tables.</li> <li>- Definitely anything with a high usage by multiple people have to be done daily and through the day.</li> </ul> <p>These should all be addressed by contracted cleaning staff.</p> <ul style="list-style-type: none"> <li>• <i>Should any areas of the school be put out of use due to difficulties with ensuring appropriate cleaning?</i></li> </ul> <p>Ball pool Swimming pool changing area Room 10</p> <ul style="list-style-type: none"> <li>• <i>How will cleaning of items/resources, that are deemed to be the responsibility of local school staff, be organised?</i></li> </ul> <ul style="list-style-type: none"> <li>- Class teams will be responsible for any equipment or resources used by their class group.</li> <li>- Each class should have their own supply of clothes, cleaning spray and wipes.</li> <li>- Classes will be supplied with wash bags. Items that require to be machine washed should be bagged and put through the school washing machine then taken back to class to dry.</li> </ul>	