



**Covid-19: Operational  
Risk Assessment for SEND**  
Planned re-opening of primary schools May 2020





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## Definitions

In this **Covid-19 Risk Assessment for SEND**, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Covid-19 Risk Assessment for SEND** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Term.**
- II. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **'Board'** means the board of Directors of the Romero Catholic Academy.
- IV. **'Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- V. **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- VI. **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- VII. **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VIII. **'Local Academy Committee'** means the governing body of the School.
- IX. **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- X. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- XI. **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- XII. **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- XIII. **'CYP'** means children and young people
- XIV. **'EHC plan'** means Education Health Care Plan

## 1. Introduction

The Romero Catholic Academy, have based this SEND Risk Assessment upon the Coventry position Statement Coronavirus (COVID-19). This fits in to the city wide provision so this is a SEND risk assessment for children and young people who attend mainstream, special schools, specialist colleges and other specialist settings.

Government advice published on 19<sup>th</sup> April 2020, on the provision of education and care for children and young people within a specialist setting makes clear that:

- **All educational settings remain safe places for children and young people (CYP).**
- Schools, specialist colleges and settings must make provision for a **limited number of children and young people.**
- A risk assessment must be undertaken as determined by **The Romero Catholic Academy in partnership with the Local Authority** and in full collaboration with providers, partners and families; to identify locally, who requires a school place at a point in time.
- The current legislative framework makes provision for parents/carers or a young person to decide whether the CYP should continue to attend school or college, subject to the above.

See: [Coronavirus-covid-19-send-risk-assessment-guidance \(DfE Guidance\)](#)

### Categories include:

- Those who following a risk assessment are identified as vulnerable and
- Those whose parents or carers are critical to the coronavirus (COVID-19) response (Key workers)

### Local Definitions:

- 'A limited number of CYP'**: will be dependent upon the size and nature of the particular school and the availability of competent staff; but is expected to be no more than (*to be agreed with the LA e.g. 20% capacity*), on site for staff and pupils to remain safe. This threshold will be published on the school's website, with the supporting rationale and will be subject to constant (weekly) review.
- A CYP is recognised as vulnerable if:**
  - They are subject to an Education, Health and Care Plan and attend a specialist school/setting (including those attending mainstream school ERPs) or receive band 6 funding and/or are receiving enhanced provision e.g. 1:1 support funded by the LA.
  - They have been identified as having complex social, emotional mental health difficulties (SEMH), that have led to an exclusion from school or are at risk of exclusion and consequently attend a specialist setting.
  - They have been identified as 'at risk' under child protection criteria: including LAC, CIN and those identified at risk of abuse, exploitation, gang affiliation etc. This includes all CYP with an allocated social worker or those who are receiving an early help offer.
  - They have an EHC Plan and are unable to have their basic additional needs met within their home because of the complexity of required intervention and resources, family resilience and/or environment
- Definition of Key workers**

A key worker includes all frontline service operatives working in the NHS, social care (adults and children), education, logistics operations, e.g. food warehouse workers, delivery drivers and supermarket operatives. The offer must as a minimum match the key worker's shift pattern commitment. If a parent is working from home, they do not fall into the definition of critical key worker, otherwise if a parent/carer evidences that they meet this definition, they should be offered a place.

## 2. Current Position

Following lockdown on 23<sup>rd</sup> March 2020, all specialist settings across the City conducted risk assessments to identify those CYP who required a school placement based on the Government's initial advice. However, it is recognised that family situations are constantly changing as the lockdown extends, pressure on families may increase and the mental health and well-being of CYP may change. A process of ongoing review of risk assessments is therefore required, that reflects any changes in circumstance or further change to national guidance as the situation eases and schools move to securing full attendance. Consequently, current risk assessments must be reviewed in preparation for the commencement of the summer term on 27<sup>th</sup> April 2020. It is advised that the review should follow a common process to ensure consistency of decision making.

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### 2.1 Assessing risks

**The Romero Catholic Academy**, is required to arrange a risk assessment of all CYP with an EHC plan, in consultation with settings, parents and the individual CYP, to determine **whether they would be safer at home than in a school setting**. For LA schools, the LA deems it appropriate for schools, colleges and the PRU (CELC) to continue to conduct the risk assessment, because they know each CYP well and have the closest relationship with the family, using the criteria set out in this document. For the **Romero Catholic Academy**, we deem it appropriate for schools to conduct the risk assessment by the Principal and SENCO.

- **If the risk assessment concludes that a CYP with an EHC Plan would be safer at home, then the child should stay at home.**
- **If the risk assessment concludes that a CYP with an EHC plan will be as safe or safer at an education setting, then they should attend the education setting.**

### 2.2 Risk assessment template:

The **Romero Catholic Academy** advises that a common template should be used to arrive at a decision. The risk assessment can be completed using a single Excel spreadsheet or a Word document. The assessment must cover the working environment, including maintenance of good hygiene, effective cleaning and the appropriate use of PPE. The risk assessment is aimed at determining if a CYP with SEND (including those with an EHC Plan) may benefit more from remaining at school or college than at home.

The risk assessment must cover the whole school population on an individual level, by checking (✓) against the following risks, which are presented in question format:

## Key Questions

**1. Is there an enhanced potential health risk to the CYP from coronavirus (COVID-19), because of underlying health conditions?**

**Test:** is there medical evidence/advice to support this conclusion e.g. confirmed by the school nurse/Paediatrician or other health specialist or documented in the EHC Plan.

**2. Are there any provisions within the EHCP which cannot be delivered temporarily at home, that may cause harm to the child if not provided?**

**Test:** What provisions are pivotal to a CYP's emotional health and physical well-being. Can with the agreement of the parent/carers, this provision be delivered differently to mitigate the risk.

**3. Does the family have sufficient resilience and support, to ensure the CYP's health and care needs can be met safely all week-round, for multiple weeks?**

**Test:** it is or is not sustainable for parents or carers to meet their child's needs full-time, for an extended period (e.g. parents can meet the CYP's personal care, mobility or other needs in evenings and weekends, but are unable to sustain this full-time).

- What are the concerns?
- What is the evidence?
- Can these concerns be mitigated?

**4. Can you predict that there will be a significant potential impact to the CYP's emotional wellbeing, as a consequence of changes to the CYP's routine, which cannot be mitigated?**

**Test:** the CYP is experiencing/demonstrating high levels of anxiety or stress. The CYP is articulating that they need to be in school and it is evident that they are unable to manage that emotion because of the nature of their disability. Incidences of self-harm, withdrawal, changes in sleep patterns, eating or 'meltdowns' should be included as indicators.

**5. Is there a predictable risk that the CYP will become involved in dangerous behaviour that may cause harm to their self and others?**

**Test:** predicted outcomes of prolonged absence from school/college, include:

- Challenging or unsafe behaviours that are likely to trigger a required intervention from a social worker and/or the police;
- A significant risk of family or foster care placement breakdown;
- An inability to follow social distancing and good hygiene practices outside of the routine of the school/college setting, which puts the child or others at avoidable risk;
- Where the nature of a CYP's disability prevents or inhibits self-regulation and whose behaviours cannot be supported or managed by parents or carers at home, resulting in a risk to other siblings or family members

In these circumstances, the risk assessment might determine that the benefits to the child or young person from continuing to attend their educational setting are greater than being at home.

In summary, a risk assessment is likely to conclude that a CYP can **safely** be supported at home if:

- they do not need essential care or health provision that cannot be delivered at home
- the service/s they need can be transferred from their educational setting into their home
- it is evident that parents can meet their needs full-time
- they are able to follow hygiene and social distancing practices, when outside of their household
- because of their health vulnerabilities, they are safer in the household where stringent social distancing, protects/shields them from the external environment

**In considering mitigating risk, the following should be considered:**

Can services including equipment where appropriate be transferred to a CYP's home?

This might include:

- physiotherapy equipment
- sensory equipment
- online sessions with different types of therapists
- phone support for parents in delivering interventions
- in-person services, where necessary and safe

### **3. Ensuring the safety of teachers, support staff and other practitioners within an educational setting**

#### **Environmental risk assessment.**

Adherence to the following environmental factors will significantly negate any risk to exposure and transmission of Covid 19 within an educational setting.

- Reducing the number of people in the building and keeping class or group sizes small, to enable safe working practices that observe social distancing wherever possible: [Implementing social distancing in education and childcare settings](#). This guidance covers advice on which staff members should and should not remain at work.
- Ensuring that anyone reporting Covid19 symptoms are not in attendance. See Public Health England [guidance for households with possible coronavirus \(COVID-19\) infection](#).
- Referring anyone that self-isolates because a household member is symptomatic for Covid19 testing, having secured the consent of household members to undertake the test and share the result
- Following Public Health England guidance on [Cleaning in non-healthcare settings](#) when working with children who are unable to observe social distancing including those with challenging behaviours e.g. uncontrollable spitting and require hands-on contact.





#### 4. Appropriate use of Personal Protective Equipment (PPE)

**Overview:** The scientific advice indicates that **educational staff (and broader childcare staff) do not require PPE**. This is needed by medical and care professionals providing specific close contact care, or procedures that create airborne risk, such as suctioning and physiotherapy, to people with a possible or confirmed case of coronavirus COVID-19, taking into account that it can sometimes be difficult to identify before going into someone's home if they may be symptomatic.

PPE is only one element of safe and effective infection control, and appropriate environmental controls, hand and respiratory hygiene, the management of pupils and the information and training for staff are equally as important.

##### **Recommendations:**

- Strict hygiene procedures should be followed between interactions with different children or young people.
- It is recommended that all educational settings follow the Public Health England guidance on [cleaning for non-healthcare settings](#).
- Pupils and students in day education settings should not attend their education setting if they develop symptoms: they should isolate at home, as per the Public Health England [guidance for households with possible coronavirus \(COVID-19\) infection](#).
- Maintain high vigilance for any COVID-19 symptoms, however mild, in both pupils and staff. If someone develops symptoms of COVID-19 in an educational setting, follow specific guidance [here](#).
- Toys and equipment should be cleaned and disinfected regularly, using normal household detergents. **Soft or cuddly toys should not be shared between pupils or students.**
- All children, young people and staff should wash hands on arrival at their educational setting, and more regularly throughout the day.
- PPE in the form of hand sanitiser and anti-bacterial wipes should be used when access to soap and water and general cleaning products is impractical
- Protective aprons and gloves should be worn as general protection against common infection in accordance with existing common hygiene practice, when implementing personal care procedures including for example: soiling, tube feeding, vomiting etc.
- Face masks are not generally required when delivering personal care but may be appropriate under specific circumstances where body fluids could come into contact with the face. If usual risk assessment for activities doesn't require a face mask, then they would not be needed at this time. The use of facemasks is only effective if fitted correctly. Please see the following for advice on fitting: [https://www.youtube.com/watch?v=-GncQ\\_ed-9w&feature=youtu.be](https://www.youtube.com/watch?v=-GncQ_ed-9w&feature=youtu.be)
- [A very small supply of masks gloves and aprons will be provided to special schools to be used should a child become unwell with Covid 19 symptoms whilst on school premises](#)

#### 5. Links to other documents

**This guidance must be read in conjunction with The Romero Catholic Academy Covid19 Risk Assessment tool available to Coventry Schools. That guidance sets out safe systems of working within an all age primary school.**

**Each school will complete Risk Assessments for each CYP.**





**Education, Health and Care Plan**

**COVID 19 Risk Assessment**

**Pupil Name:**

**Date:**

**Risk Assessment Completed by (name, role):**

<b>Points to consider</b>	<b>Notes</b>
<b>Safeguarding/PPG/LAC? Named Social Worker?</b>	
<b>Are there potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions?</b>	
<b>Is there a risk to the individual if some or all elements of their EHC plan</b> <ul style="list-style-type: none"><li>• cannot be delivered for the time being, or</li><li>• cannot be delivered in the normal manner, or</li><li>• cannot be delivered in the usual setting?</li></ul> <b>What opportunities are there to meet needs in a different way temporarily e.g. in the home or online?</b>	
<b>Can the parents/carers/home ensure their health and care needs can be met safely week-round or for multiple weeks (bearing in mind the family's access to respite)?</b>	
<b>Is there a potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered?</b>	
<b>Is there any out-of-school or college risk or vulnerability?</b> <i>For example, a child or young person becoming involved in dangerous behaviour or situations or requiring support from a social worker. This applies to those whose needs are best met in educational settings, particularly in order to stop a care placement breakdown.</i>	



Further Considerations		
Does the child need irreplaceable care or health provision?	YES	NO
Can the services they most need can be moved from their educational setting into their home?	YES	NO
Can their parents/carers meet their needs full-time?	YES	NO
Are the parents/carers able to follow hygiene and social distancing practices at home?	YES	NO
Due to their health vulnerabilities, is the child safer in the more stringent social distancing environment of their home?	YES	NO

Parent/Carer Views:	
Child View:	

*This risk assessment has determined that EXAMPLE would benefit more from remaining at*

**CIRCLE ONE:**

**SCHOOL**

**HOME**

*based on the guidance provided by the Department for Education.*



## Useful Contacts

*Principals are responsible for their respective school including Risk assessments and implementing safety measures*

	Entity	Name	Role	Email
	Cardinal Wiseman	Tom Leverage	Principal	<a href="mailto:tlevorage@cardinalwiseman.coventry.sch.uk">tlevorage@cardinalwiseman.coventry.sch.uk</a>
	Corpus Christi	Kevin Shakespeare	Principal	<a href="mailto:k.shakespeare@romeromac.com">k.shakespeare@romeromac.com</a>
	Good Shepherd	Andy McConville	Principal	<a href="mailto:a.mcconville@romeromac.com">a.mcconville@romeromac.com</a>
	Sacred Heart	Paul Madia	Principal	<a href="mailto:p.madia@romeromac.com">p.madia@romeromac.com</a>
	SS Peter and Paul	Lorraine Stanton	Principal	<a href="mailto:l.stanton@romeromac.com">l.stanton@romeromac.com</a>
	St Gregory	Geraldine Marshall	Principal	<a href="mailto:g.marshall@romeromac.com">g.marshall@romeromac.com</a>
	St John Fisher	Dee Williams	Principal	<a href="mailto:d.williams@romeromac.com">d.williams@romeromac.com</a>
	St Patrick	Andrea Sherratt	Principal	<a href="mailto:a.sherratt@romeromac.com">a.sherratt@romeromac.com</a>
1	MAC Covid-19 Responsibility	Helen Quinn	Catholic Senior Executive Leader	<a href="mailto:h.quinn@romermac.com">h.quinn@romermac.com</a>
2	MAC Personal Protective Equipment (PPE) responsibility	Nigel Bellamy	Facilities Manager	<a href="mailto:n.bellamy@romeromac.com">n.bellamy@romeromac.com</a>
3	MAC Safeguarding Management	Andrea Sherratt	Principal Safeguarding	<a href="mailto:a.sherratt@romeromac.com">a.sherratt@romeromac.com</a>
4	MAC Premises Management	Patrick Taggart	Academy Business Director	<a href="mailto:p.taggart@romeromac.com">p.taggart@romeromac.com</a>
5	MAC SEN Lead	Geraldine Marshall	Principal	<a href="mailto:g.marshall@romeromac.com">g.marshall@romeromac.com</a>