

**JUNE / JULY COVID RE-OPENING Risk Assessment – Pupils with VI**

<b>Location</b>	
VI Centre (Sensory Impairment Bubble)	
<b>Activity / Procedure</b>	
RE-OPENING FOR PUPILS WITH VISION IMPAIRMENTS	
<b>Assessment date</b>	Insert date when assessment is being carried out
19/5/2020 – to be updated regularly until re-opening Updated: 30/05/2020	
<b>Assessment serial number</b>	
V2	

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings and schools, we taking this into account.

Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

....the risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.

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Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing by creating a VI Bubble . School estimate 9 children with VI aged between 3 and 11 years old.</li> <li>2. <b>Remove excess furniture and resources to increase space if space to do so</b></li> <li>3. Social distancing charter created for and with the children – including how many children playing with resources and how (either end of water tray) (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc)</li> <li>4. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance</li> <li>5. Resources and activities planned to reduce shared contact and individual learning</li> <li>6. Use of outdoor space – same charter for outdoors</li> <li>7. Staff allowed to stay at adult height – no requirement for getting to child level for interactions unless there is a requirement for hand over hand technique for guiding learning. Adults to sit adjacent to the pupil, at arms length, where possible. This will reduce risk of spray from coughs and sneezes making contact with the adult (as opposed to face to face interaction). Hand over hand guidance can be given from behind the pupil too.</li> <li>8. Interactions carried out where possible from a distance unless child requires hand over hand to access learning. Where hand over hand technique is required, hand washing and sanitising protocols should be followed.</li> <li>9. <b>Children to use same desk if returning next day</b></li> <li>10. <b>Teacher and LSA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</b></li> <li>11. <b>Children stay in the classroom for majority of the day and not mix with other groups</b></li> <li>12. Bags and coats in individual trays – children supported one at a time to hang up and place lunchbox on trolley – 4 on top and 4 on bottom.</li> </ol>			

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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Only one child allowed to go to toilet at a time – middle sinks closed for handwashing – or one cubicle or at sink only- LKS2 toilets to be used.</li> <li>2. Children to be escorted by an adult (adhering to social distancing unless sight guiding is needed)</li> <li>3. Hand gel used after toilet use as well as washing hands</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing waiting to enter school in morning</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. A staggered start would facilitate the promotion of social distancing. Children that use LA transport will enter the VI Centre via the external door to the car park.</li> <li>2. Instructions shared re social distancing between families in the morning with parents and children</li> <li>3. Signage for parents and children displayed outside the classroom</li> <li>4. Staggered drop off and pick up times for different year groups</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. <b>Staggered playtimes</b> and/or allocated play area in the first instance – the outside areas adjacent to the VI Centre</li> <li>2. <b>Reduced playtime equipment – hard surfaces and can be easily cleaned</b></li> <li>3. Games discussed which encourage social distancing – football passing, catch, hoola hooping</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children eat in their classrooms</li> <li>2. Children asked to bring packed lunch in first instance – children get packed lunch from trolley one at a time and sit at a table to eat their lunch – 2 metres apart if possible / come to the hall and eat at large tables – every other seat – one group over two tables <b>(NEED TO DECIDE BEST OPTION)</b></li> <li>3. <b>Meals brought to their classroom – when we have meals cooked on site</b></li> </ol>			

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door</li> <li>2. Messages to office via walkie-talkies/phone or Skype</li> <li>3. Lunch lists sent via email to office.</li> <li>4. Staff use empty classrooms and shared areas to maximise the distance between each other</li> <li>5. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days</li> </ol>			

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Contact of shared resources</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Resources washed in Milton each night and left to dry if not same person using them the next day</li> <li>2. Tables, door handles and other surfaces cleaned every night</li> <li>3. Resources on tables ready for lesson and children have restricted choice of resources</li> <li>4. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> <li>5. Soft toys and furnishes including removed from the classroom before opening</li> <li>6. Books available split into separate sets one for each different group of children and rotated each week giving time for de-contamination – not taken home or brought in. E books used where possible.</li> <li>7. Outdoor playground equipment allocated to the group of children and cleaned each day at the end of the day</li> </ol>			

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children to have the QTVI and LSA in the first instance</li> <li>2. Small numbers of children to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school</li> <li>4. 2 metre social distancing ELSA provision available for children who are distressed</li> <li>5. PSHE curriculum to be delivered for first two weeks to support children’s well-being – slowly increasing the cognitive load</li> <li>6. Comfort given from a distance – at adult height and hand gel used after if needed</li> <li>7. Transition item / activity for children to bring to school and share and discuss</li> </ol>			

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Phone /socially distanced coaching for any staff who requests it – Kim Jones</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines –</li> <li>5. At least one SLT member of staff on site everyday for staff to share concerns with</li> <li>6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>7. Designated “staff areas” areas for bubble staff – maybe rota for same area if needed</li> <li>8. Planned time for planning and preparation within the week esp for those with children in school</li> <li>9. Gloves and Aprons offered to staff working with children for intimate care as per school policy.</li> <li>10. PPA time covered by bubble staff to enable staff to plan for home learning and school provision.</li> </ol>			

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</b>			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Continue to seek guidance from QTVI's in special schools re support for children with VI – Leading to individual risk assessments</li> <li>2. Extra disposable aprons to be ordered</li> <li>3. Extra gloves be ordered</li> <li>4. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> <li>5. Hand washing and sanitising protocols followed by staff for working in close contact with children- e.g. sighted guiding, hand over hand, Braille</li> </ol> <p><b>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</b></p>			

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>To adhere to whole school guidance on safe hygiene practices, that will include the following:</p> <ol style="list-style-type: none"> <li>1. Hand gel dispenser outside of all classrooms</li> <li>2. Hand gel order in large quantities</li> <li>3. Handwashing PHSE lessons, songs and rhymes</li> <li>4. Extra soap dispensers and re-fills in each classroom</li> <li>5. Extra hand washing bowls in each classroom</li> <li>6. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>7. Washing hands posters replaced in all washing areas</li> <li>8. Reminders how to wash hands properly – videos and posters</li> <li>9. Procedure agreed for children to wash hands so thorough hand washing</li> </ol>			

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day by site staff.</li> <li>2. All surfaces in VI centre will be wiped using anti bacterial spray or wipes at the ned of every day.</li> <li>3. Some resources will be rotated and left to de-contaminate for upto 72 hrs after cleaning to reduce the risk of indirect transmission</li> <li>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms</li> <li>5. Deep cleaning of VI Centre classrooms before re-opening</li> <li>6. Reduction of classrooms used – VI Centre and rooms within , outside area adjacent to car park,LKS2 toilets.</li> </ol>			

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</li> <li>3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> <li>4. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</li> <li>5. Separate risk assessment for staff who are clinically vulnerable</li> </ol>			

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable children and family members</b> through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>Children who are clinically extremely vulnerable – those being shielded should not attend school</p> <p>Children living with some who is clinically extremely vulnerable should not attend school</p> <p>Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school</p> <p>Children living with someone who is clinically vulnerable can attend school – parents will be given the choice</p>			

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<b>OVERALL level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate		

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
Richard Broad		19.05.2020

<b>Manager's comments</b>	Insert comments relevant to assessment as appropriate

<b>Name of manager</b>	<b>Signature of manager</b>	<b>Date</b>

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
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