

Penair Covid-19 School Management Plan Including Outbreak Management Plan and checklist (September 2021)



Although Government guidance now suggest very limited measures in terms of systems of control Penair will take a cautious approach in September in order to protect staff and students and minimise further school disruption.

Year Group 'Bubbles':

Whilst year group bubbles are no longer in place the day is staggered to ensure that year groups are separated as much as possible so that social distancing between year groups is maintained throughout the school day.

Tutor Groups:

The tutor sessions run as normal at the beginning of the day. This is a vital part of the school day to support children and takes place within their normal groups/bubbles. Afternoon registration takes place during session 4.

Teaching Groups – non zonal:

Teaching groups will be in non-zonal areas. This means teachers will teach from their regular classroom and staff will not have to move to different zones through the course of the day other than as outlined on the published timetable. This has the benefit of ensuring a higher quality learning experience for students and a more stable and consistent teaching environment for staff. However, a non-zonal system means it is imperative that we have effective social distancing at lesson changeover and that classroom desks are sanitised between use. All classrooms have individual entry and exit plans, these must be adhered to. (The entry and exit plan can be found at the end of this document).

SEND Students:

Staff should be aware that reasonable adjustments may need to be made to support SEND students with managing new protocols and procedures. Students with EHCP will have an individual risk assessment.

Registers:

It is vital that accurate registers are taken on SIMS at the start of every lesson and for am and pm registration (takes place in P4) not only for normal school practice but also in addition to support track and trace.

Equipment:

We are encouraging all students to bring their own basic equipment to school. Tutors should check each morning that students have a pen and pencil. If a student is missing either of these items then tutors should give the student a pen or pencil that is not to be returned. (additional supplies of pens and pencils have been ordered).

Entrance / Exit to school:

As students arrive to school, they will be directed to their outside zonal space until 8:25am when they should move to their tutor bases. Where possible students should move around the building using outside walkways (with the exception of students who have been issued with an internal corridor pass). Students should bring a coat if the weather is poor. Staff will travel around the building using internal corridors when movement is necessary keeping left for social distancing.

Year 7 students will congregate on the front lawn outside the library, for lunch and break they should go lower field.

Year 8 lower field between E1 and the PE Garage.
Year 9 on the lower field from the garage to the end of the field.
Year 10 on the upper tennis courts.
Year 11 on the lower tennis courts.

The staff break duty areas will reflect these zones for supervision.

At 8:25am, all year groups should make their way to their tutor bases.
Should the weather be poor, students will enter the building on arrival to school and go straight to their tutor bases.

At the end of the day, students will exit the building at 2:40pm please remind students to sit in their year groups on the buses year 11 nearest the back, year 7 nearest the front.

Student departure will be managed by staff directing them to leave the building via the classroom exit plan.

Face Coverings:

All members of our school community should continue to wear a face covering when moving around the building in corridors and communal areas where social distancing cannot be maintained. As outlined above students will mainly use the external walkways to access classrooms therefore will very rarely have to wear a face covering and they will not be required in the classroom setting. Students should wear a face covering on entry to dining hall but may remove it for eating and drinking.

School Buses:

Students will be instructed to sit in year group order on all Local Authority contract bus services in addition to the school-financed Perranporth/Goonhavern bus (Year 11 at the back / Year 7 at the front). They will also be required to wear facemasks. Students who use the public bus services will also be required to wear facemasks.

If students do not wear facemasks, the duty member of staff will take their name, pass it on to the admin team and an email will be sent home. (Please note that there is a mask exempt list as some students/staff are not able to wear a mask)

Classroom Layout:

Classrooms will be re-organised to ensure there is a 2 metre space from the student sitting on the front row to the teacher's desk and the wall at the front of the class. This will give teachers the space to teach and to maintain a 2 metre gap from students at all times should they wish.

The basic class room layout for non-practical rooms have been set up by the site team to maximise a social distancing and forward facing arrangement. If staff wish to make changes to the room layout please do so over the summer break or in the inset days. Any changes must be agreed with Gill Hakin to ensure they meet social distancing requirements.

Practical classroom layout will reflect the specific make-up of the furniture in those rooms. For example, DT classrooms will use regular tables plus work bench spaces for students to sit at. Where possible and group size allows please ensure students are forward facing.

Staff must have a seating plan which is available on ClassCharts and this must be adhered to at all times and maximise social distancing.

Practical Work:

As ever subjects that require practical work should be planned in consultation with the Head of Department/Faculty and relevant advisory bodies such as CLEAPSS and AFPE. Heads of

Faculty/Department need to inform their SLT Line Manager of their plans going forward following advice from professional bodies. Drama Dance and PE should consult the AFPE advice. Science, Music, DT and Art should follow CLEAPSS advice.

Practical subjects should be mindful that break and lunch will take place within lessons 2 and 4 respectively and need to plan accordingly for this.

Entry to Lesson procedures:

Teachers should have their door open at the start of each lesson and ensure students enter and move swiftly to their seats, doorstops have been provided for all classrooms. Where a classroom has an external door students should enter and exit via this door only.

On entry to the lessons, students collect some tear off tissue and wipe down their desk/chair area with the disposable tissue. The teaching member of staff will have already sprayed desks with sanitiser at the end of the previous lesson. Students should then take their seat

One student can be sent to circulate the room with a small bin to collect all tissue waste and dispose of it in the larger classroom bin. (New bins have been ordered and will in place for September).

A further student should be directed around the classroom with hand sanitiser squeezing one pump in each child's hand. We do not recommend that the bottle is passed around the room between students.

If your classroom has not been used for a single period during the day please arrive 5 minutes prior to the start of your lessons to spray the desks and chairs prior to student arrival.

End of Lesson Procedures (Please use the clock on your laptop for timings):

Prior to the end of every lesson, all equipment used should be sanitised by students and returned to their storage area. Please allow 5 minutes to dismiss your class and prepare for cleaning.

Teachers should open the door prior to student departure to ensure there is less touch points on doors. Students should then be dismissed from the lesson. Students should leave the classroom in a prompt and orderly manner via the external door. Should they need to exit via an internal door they should follow the directional arrows to the nearest main external door and walk on the left hand side of the corridor using the classroom exit plan.

Once all students have exited the classroom staff should spray all desks with sanitizer solution leaving it to soak in before students arrive for the next lesson, frequently touched surfaces such as push points can also be sprayed.

All teaching bases will be issued with hand sanitizer, a sanitizing-based spray bottle plus rolls of tissue. There will be a cleaning box per classroom. Staff must check their cleaning box at the end of each day to ensure they have enough materials for the day ahead. Additional supplies are available in faculty bases, HOF's and HOD's shot notify the site team when supplies need to be replenished.

Ventilation

Windows and doors to classrooms should be kept open. This aids air circulation and means door handles are not repeatedly touched. The balance between good ventilation and thermal comfort needs to be struck. The legal minimum limit for temperature is 16 degrees. The site team will endeavour to open windows however teaching staff should open all windows on arrival. Teaching staff should also ensure the room is very well-ventilated during break and lunchtime. Heating in school runs from 7am-1pm. The dress code for students and staff has also be relaxed to allow all parties to maintain a comfortable working temperature.

PPE Equipment:

Staff should wear whatever PPE (or not) which makes them feel confident in working in a class environment. The school will provide face shields and also clear face masks. Staff should provide their own face mask for general movement around the building. (Face shields are available for those requiring them).

Medical staff, Teaching Assistants and Student Welfare Officers and staff who work with some of our EHCP students should wear PPE in line with normal practice, and certainly where intimate care is given which involves bodily fluids and the increased exposure to bodily aerosols. All first aiders should respond to incidents wearing the correct PPE.

Every class room will be provided with sanitising spray, large blue rolls of paper wipes for students to wipe down desks and resources after use, plus gloves. Further PPE can be provided by Gill Hakin upon request

Any teacher who is 'mobile' (i.e. teaches in more than one class room), should use the items listed above in their new class room each time they move classes. Some staff who have lots of different rooms to teach in can request their own sanitising and PPE equipment from Gill Hakin.

Lesson changeovers and structure of school day

	08:30-08:50	08:50 - 09:50	09:50 - 11:10	11:10 - 12:10	12:10 - 13:40	13:40 - 14:40
	Reg	Period 1	Period 2	Period 3	Period 4	Period 5
Year 7			break		lunch	
Year 8			break		lunch	
Year 9				break		lunch
Year 10				break	lunch	
Year 11				break		lunch
		09:50-10:10		10:50-11:10	12:10 - 12:40	12:40 - 13:10 13:10 - 13:40

There will be whole school movement following am reg, P1 and P3. As stated above, it is important that staff work off the network clocks on the computers and allow enough time for cleaning. In addition, staff must ensure that students adhere to the entry and exit instructions for each classroom (refer to table at the end of this document).

- AM Reg 8:30 – 8:50
- P1 8:50 – 9:50
- P3 11:10 – 12:10

Period 2 including break 9:50 – 11:10 (break is 20 minutes)

Year groups will take break at different times during the course of period 2. The Dining Hall is closed to all students for the first week of term. Students in receipt of a FSM should be issued with a packed lunch.

Staff should check the duty rota as per normal practice. Please be aware this may involve travel across the school as you will be supervising the outside duty area of the year group you are teaching period 2.

- Year 7/8 9:50 – 10:10
- Year 9/10/11 10:50 – 11:10

In the event of a wet break, all staff will need to be on duty, students will remain in their P2 classroom.

Period 4 including PM Reg and lunch 12:10 – 13:40 (lunch is 30 minutes)

It is important that staff do not dismiss students early to lunch and are ready to start punctually with their P4 class at the end of their lunch.

- Year 7 12:10 – 12:40
- Year 8/10 12:40 – 13:10
- Year 9/11 13:10 – 13:40

Lunch will be supervised by the Leadership Team plus extra staff as directed.

Period 5 13:40 – 14:40

Toilet breaks:

Students should use the toilet during lunch and break time, staff should use their judgment in allowing student to use the toilet during a lesson.

Break and Lunch Supervision:

Please be mindful and reinforce with the students the need for positive behaviour choices as some students will be on break/lunch whilst others are in classrooms continuing to study. If you are on duty please be proactive in reinforcing this with the students.

Assemblies:

There will be a mixture of both face to face and broadcast assemblies through the year please see the bulletin for details.

Student Illness at School:

Normal medical procedures will apply to students who present as unwell in school.

Medical staff will be extra vigilant, wear PPE and isolate the student in meeting room 1 if they are displaying symptoms of Covid-19. The student's parent contacted to collect their child.

The student will be advised to remain at home and take a PCR test, if the test is negative, they may return to school.

The school will follow the Public Health England advice regarding all processes concerning school response to Covid-19, including management of unwell students, contacting parents and staff, self-isolation arrangements, school partial or full lockdown, etc.

Staff Illness at School:

Normal medical procedures will apply to staff who present as unwell in school.

Medical staff will be extra vigilant, wear PPE and isolate a member of staff (likely to be in an office) if they are displaying symptoms of Covid-19. If the member of staff is fit and able to make their journey home, then they can do so. If not, then they will be allocated an appropriate room to isolate in until they are able to be collected from school.

The member of staff will be advised to remain off work until they have taken a PCR test, if the test is negative, they may return to school.

School Events/Trips:

The school will reintroduce public events/gatherings/trips any member of staff looking to run an event or trip should discuss this with their HOD/HOF and a member of the Leadership Team, for trips and visits this is CHF.

Staff Briefing/Bulletin:

This will take place via e-mail update including student information. Staff must ensure that this document is viewed in a secure way in order that students cannot see confidential information.

Staff Meetings:

This will be remote in larger groups smaller meetings can be face to face in the vent of an outbreak all meetings will become remote.

Please see risk assessment for further details.

Entry and exits to classrooms

Room(s)	Entry	Exit
C49 – C53	Maths/Science foyer	Maths Bridge
L72 & L73	Lower science corridor & up stairs	Maths Bridge
L43	Maths/Science foyer	Lower science corridor
L42 – L71	External classroom door	
T33	External classroom door	
T34	Maths/Science foyer	Door by NAP office
T31	External classroom door	
T36	External classroom door	
T37	External classroom door	
T39	External door to workshop adjacent to T39	
T40		
C26	External door to C26	
A30, A28	External classroom door to A30	
C24 & C25	Doors by practice rooms/Courtney's bench	
C21 & C22	External doors (Sports Hall side)	Door by LS office
C23	External classroom door	
Main Hall	External doors (Sports Hall side)	Door by LS office
C85 – C88	Door by IT office	Referral room exit
C81 – C84	Covered walkway	Door at C84/C83
E1 & E2	External classroom door	
Garden Classroom	External classroom door	
C60 – C67	External classroom door	
Dining Hall	Blue bus shelter	English quad
Gymnasium	Internal door near sports .hall changing rooms	Fitness suite main door
Fitness Suite	Via gymnasium	Fitness suite main door
Sports hall	Door near changing rooms	Door near C14
Classrooms around sports hall		
C3 – C7	Door by C8/Y11 office Line up on corridor	Door by C3/languages
C8	Door by C8/Y11	Either along hums corridor left at C3 or out at covered walkway
C9 & C13	Door by C8/Y11	Back to main corridor and turn right
C14	Door by C8 or PE Change and along sports hall corridor left at end to C14	Covered walkway

OFFICIAL

Introduction

In the event of a Covid 19 Outbreak Penair School will use the following checklist and thresholds to increase preventive measures in response to reducing the risk of the spread of Covid 19.

This checklist has been designed to help education and childcare settings create an Outbreak Management Plan for them to manage outbreaks of COVID-19 through a series of measures that are proportionate and appropriate to the setting and risk involved. This checklist aims to help settings navigate their way through the [DfE's Contingency Framework](#) and gives clarity about the process for seeking additional support if required.

The key principles set out in the contingency framework are:

- maximise the number of children in face-to-face education or childcare and minimise any disruption in a way that best manages the COVID-19 risk
- managing transmission should be weighed against any educational interruptions
- measures should affect the minimum number of children for the shortest time
- attendance restrictions advised as a last resort

Settings are required to update their contingency plan (or outbreak management plan) and describe how they will respond if children, pupils, students or staff test positive for COVID-19, how they will operate if they are advised to reintroduce any measures to help break chains of transmission. Such measures should be considered in addition to the day to day control measures being implemented by settings, and will fall into 3 categories:

1. Baseline control measures (green) – settings can implement any of these without additional support/approval and prior to an outbreak
2. Additional outbreak control measures - **settings should consider these actions when a threshold is met.**
3. Enhanced outbreak control measures - **some, or all of these measures may be recommended following a risk assessment (IMT) with local authority public health or the SWHPT.**
4. Exceptional outbreak control measures – **these measures may be recommended in exceptional circumstances following a joint risk assessment (education and public health) via an Outbreak Control Team (OCT) meeting**

The DfE has now defined 'thresholds' to indicate that transmission may be occurring within a setting and additional control measures may be needed. For most education and childcare settings, whichever of these thresholds is reached first:

- 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.

Plus, additional health protection thresholds for support:

- There are any admissions to hospital for ARI/COVID-19
- You are having problems implementing the control measures.
- You have applied the control measures and are still seeing a significant rise in cases.

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.

Report outbreak for risk assessment if you meet the below thresholds (s) via your local process or via DfE helpline (0800 046 8687).

***To reduce duplication and risk of variation in advice between agencies, do not need to escalate via multiple routes.**

COVID-19 - Outbreak Management /Contingency Plan Checklist

Please note the following considerations, should attendance be restricted for any reason:

Remote Learning:

High-quality remote learning in schools, further education and higher education settings should be provided for all pupils and students if:

- they have tested positive for COVID-19 but are well enough to learn from home; or
- attendance at their setting has been temporarily restricted

Safeguarding measures:

- Review child protection policy to make sure it reflects any local restrictions and remains effective.
- Aim to have a trained DSL or deputy DSL on site wherever possible.

Adapt as necessary according to the arrangements you have in place

- If the DSL (or deputy) can't be on site, they can be contacted remotely by (insert contact details).
- If the DSL (or deputy) is unavailable, we will share a DSL with (insert setting name). Their DSL can be contacted by (insert contact details). Baseline measures (operational intervention to manage and prevent ongoing transmission)

The following is a list of baseline control measures that *all settings could have in place at all times*

Baseline Measures in place at all times	In place and date stood up
Follow and promote public health guidance on testing, self-isolation and managing confirmed cases of COVID-19	Yes/no Date:
Setting based contact tracing of staff cases with staff contacts reported to isolation hub (020 3743 6715)	Yes/no Date:
Maintain appropriate cleaning regimes	Yes/no Date:
Keep occupied spaces well ventilated	Yes/no Date:
Appropriate use of PPE	Yes/no Date:
Deliver strong messaging about signs and symptoms of Covid-19, isolation advice and testing to support prompt isolation of suspected cases	Yes/no Date:
Encourage vaccination uptake for eligible students and staff	Yes/no Date:
Promotion of PCR testing for close contacts identified by NHS Test and Trace	Yes/no Date:

Additional Outbreak Control Measures		
<i>Settings should consider these actions when a threshold is met.</i>		
Additional Measures for Consideration where Thresholds Apply	When to consider	In place and date stood up
Provide warn and inform information to identified group (e.g. class, year group, common activities group).	As standard	Yes/no Date:
Strengthened communications to encourage pupils to undertake twice weekly LFD testing; and reinforcing advice on symptoms and case isolation	As standard and when asymptomatic testing uptake is not optimal	Yes/no Date:
Consider moving activities outdoors, including exercise, assemblies and classes	As standard when feasible (e.g. weather) with priority given to activities where large groups gather, there is contact between those who would not usually mix or where singing, shouting or exercise may be taking place	Yes/no Date:

Further improvement of ventilation indoors (where this would not significantly impact thermal comfort)	As standard, with particular focus on improving ventilation during activities where singing, shouting or exercise may be taking place	Yes/no Date:
One-off enhanced cleaning focusing on touch points and any shared equipment	As standard	Yes/no Date:
Review and reinforcement of hygiene measures	As standard, with particular support for those where maintaining hygiene standards may be difficult (for example younger cohorts)	Yes/no Date:
Promote vaccination uptake for eligible students and staff	As standard	Yes/no Date:

Enhanced Outbreak Control Measures

Some, or all of these measures may be recommended following a risk assessment with local authority public health or the SWHPT. These are likely to be considered when:

- **There is evidence of transmission within the setting, and additional measures will add value in reducing the risk of ongoing transmission; and/or**
- **There are multiple groups within the setting who meet the threshold for considering additional action (as this may indicate increased risk of transmission within the setting)**

Measures	Action	Additional planning
Increased frequency of LFD testing	If evidence of significant spread within the setting. This may include increasing the frequency of home testing to daily for a well-defined cohort.	<ul style="list-style-type: none"> • Identify the daily testing cohort • Advise on local processes for accessing test kits if necessary Plus: <ul style="list-style-type: none"> • Clear comms: to parent / carers and on your setting website
Promoting social distancing and reducing crowding.	When evidence, or high risk of transmission between groups or where there is evidence of significant transmission within the setting. This may include reducing the number of children gathering together (for example in assemblies) and minimising pinch points in the school day Limit: <ul style="list-style-type: none"> • whole setting activities Reintroduce: <ul style="list-style-type: none"> • staggered start/ finish times at secondary and college • staggered parent drop off/pick up times at primary and early years 	Use previous Risk Assessment regarding implementation of any of these measure to adjust school organisation. Plus: <ul style="list-style-type: none"> • Clear comms: to parent / carers and on your setting website e.g. In implementing these structural changes state how will you ensure: <ul style="list-style-type: none"> • Equal access to teaching and learning for all • EHCP requirements will be met • Provision for CiN, CYP on CP Plan, and LAC will be met • Sufficient staffing capacity ensures effective curriculum delivery
Introduce methods to reduce intergroup mixing (for example separate break times, staggered entry etc.)	Evidence, or high risk of inter-group spread within the setting (e.g. not via siblings or out of school activities). This measure is most likely to be effective when there is substantial mixing between classes and most likely to be proportionate when implementing does not disrupt lesson planning. Create: <ul style="list-style-type: none"> • smaller groups / bubbles Limit: <ul style="list-style-type: none"> • staff crossing between groups 	(This cell is shared with the previous row and contains the same text as above.)

Reducing mixing of staff e.g. by holding meetings remotely	Where there is evidence, or high risk of transmission between staff and/or low vaccination rates amongst staff. Limit / review necessity for: <ul style="list-style-type: none"> • staff face to face meetings • onsite CPD Governor etc. monitoring visits	
Temporary reinstating face coverings in communal areas and/or classrooms for pupils/students / staff (<u>primary age children should not be advised to wear masks</u>)	Where there is high community transmission and/or high risk of transmission within the setting AND a cohort who can reasonably apply this measure. If other ventilation measures are hard to apply this may be recommended as an addition. Have clear comms: to parent/carers an on your setting website on the following: <ul style="list-style-type: none"> • Who and when the wearing of face coverings will apply and for how long • How face coverings are made available to those who may not have their own • A system for the wider community to understand and facilitate exemption rules 	
Limitation of residential education visits, open days, transition/taster days, parental attendance, live performances	Where there is evidence of ongoing transmission within cohort where visits/etc planned. Limit / review necessity for: <ul style="list-style-type: none"> • residential trips • sporting events • open days, transition or taster days • parental attendance in settings and at performances • staff face to face meetings • onsite CPD • Governor etc. monitoring visits 	

Exceptional Outbreak Control Measures -These measures may be recommended in exceptional circumstances following a joint risk assessment (education and public health) via an Outbreak Control Team (OCT) meeting

Measures	Action	Additional planning
Reinstating on-site LFD testing. (Assisted testing site)	Where asymptomatic uptake is sub optimal and there is evidence of significant asymptomatic spread within the setting. This measure may include daily testing for a defined group of students or staff. <ul style="list-style-type: none"> • Reintroduce on-site asymptomatic testing • LA deploys a community testing van (PH decision) 	Have clear comms: to parent / carers and on your setting website on the following: <ul style="list-style-type: none"> • When testing will take place • Where testing will take place • Who will receive on-site testing (which CYP) • How testing will be undertaken
Attendance restrictions (see below for types of restrictions)	NOTE: Any restrictions to the attendance of pupils (non-cases) may only be considered in extreme cases ' as a short-term measure and as a last resort '. where other measures have been implemented and have not broken chains of transmission ** IMT required**	

	<p>In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.</p> <p>Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised.</p>	
a. Partial closure	<p>Previously schools could contact trace and ask individuals who were close contacts to self-isolate and/or move classes to remote learning as necessary.</p> <p>Contact tracing <u>in an outbreak situation</u> is now termed as 'partial closure', as legally only over 18s who have not had both vaccine doses, or those with symptoms / those who have tested positive can be asked to isolate by NHS Test and Trace and those exempt do not need to isolate.</p>	<p>List what will be put in place should a large number of children and/or staff need to go home and be in receipt of high quality remote learning due to stepped up measures to break a chain of infection.</p> <ul style="list-style-type: none"> • Provide location of your remote learning plan(s), e.g. remote learning policy). • Be clear on how you will continue to prioritise meals or lunch parcels for pupils eligible for benefits-related free school meals while they are not attending because of COVID-19 isolation guidelines. • Insert details of how you'll distribute meals or lunch parcels to pupils (e.g. parents collect from setting). • Clear comms: to parent/carers and on your setting website of these arrangement <p>NOTE: CYP/staff are not being asked to isolate.</p> <p>In implementing this partial closure state how will you ensure:</p> <ul style="list-style-type: none"> • Equal access to teaching and learning for all • EHCP requirements will be met • Provision for CiN, CYP on CP Plan, and LAC will be met • Sufficient staffing capacity ensures effective curriculum delivery <p>Also outline:</p> <ul style="list-style-type: none"> • Travel plans to get children home, where appropriate • Provision of appropriate IT and technical support for remote learning
b. Full closure	<p>When transmission reaches the point that partial closures and/or staffing capacity can no longer maintain safe teaching and learning within the setting, the outbreak control process may recommend a move to remote learning for the whole school for a short period of time.</p>	<p>NOTE: CYP/staff are not being asked to isolate.</p> <p>In implementing this partial closure state how will you ensure:</p> <ul style="list-style-type: none"> • Equal access to teaching and learning for all • EHCP requirements will be met • Provision for CiN, CYP on CP Plan, and LAC will be met • Sufficient staffing capacity ensures effective curriculum delivery <p>Also outline:</p> <ul style="list-style-type: none"> • Travel plans to get children home, where appropriate • Provision of appropriate IT and technical support for remote learning
c. Wraparound care	<p>Limit access to before and after-school activities and wraparound care during term time and the summer holidays to those that need it most.</p> <p>If holiday clubs are cancelled following government advice, they should operate flexibly to ensure that eligible children still receive support that meets the aims of the programme.</p>	<ul style="list-style-type: none"> • Setting / Holiday activity provider to communicate who will be eligible to attend once the restrictions are confirmed.

2 Flowchart - Cornwall

