



ST MARY'S CATHOLIC
PRIMARY SCHOOL

COVID-19 Return to School Risk Assessment

July 2020 v3

Revision history	
20.07.20	Appendix A: Bromley guidance
24.08.20	Updated as per Guidance for full opening: schools (DfE updated 07.08.20). Appendix A removed.

Introduction

This is a dynamic risk assessment to identify the measures the school is putting in place to ensure the safety of our children, staff and families for the full reopening of St Mary's in September 2020. It is written based on the DfE's *Guidance for full opening: schools* published on 2 July 2020. The full document can be found here: [Schools from September](#). The plan will be reviewed regularly according to local need and following new advice from statutory bodies including the Department for Education and Public Health England.

Key points from *Guidance for full opening: schools* 2 July 2020

- The government has set out its intent and plan for all children to return to school full time from the start of September. It is based on a twin strategy of limiting contact between pupils and implementing hygiene measures (these are described in more detail within 'system of controls' in the published guidance - see section one).
- Schools are told that "all elements of the system of controls are essential", but "the way different schools implement some of the requirements will differ based on their individual circumstances."
- Schools will be familiar with many aspects of the system of controls already, eg thorough and regular handwashing and promoting good respiratory hygiene (the 'catch it, bin it, kill it' approach)
- The main changes relate to how contact between individuals is to be limited in schools. Contact is to be limited in two main ways:
 - By ensuring pupils remain in consistent groups ('bubbles') wherever possible, thereby minimising the number of contacts between different people across the school
 - By maintaining distance between individuals wherever possible ('social distancing').
- Schools are also being asked to prepare a 'plan b', ie arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year. The government has set out in its guidance expectations around what those arrangements should include.
- The main and most pressing logistical consideration for schools is determining group or 'bubble' sizes for September. The DfE has said that, ideally, bubbles will be kept as small as possible, ie the size of a class. However, where this restricts a school's ability to deliver a full curriculum, schools have the flexibility to implement year group bubbles. In many cases, year group bubbles are likely to be the only workable option.
- The DfE has stated that social distancing and bubbles should not be seen as alternative options and that both measures will help. However, it points out that the balance between them (social distancing and use of bubbles) will change depending on children's ability to distance, the layout of the school and the feasibility of keeping distinct groups separate while offering a broad curriculum. It goes on to say that "it is likely that for younger children, the emphasis will be on separating groups, and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible."
- Another important point it makes is that "both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it

reduces the network of possible direct transmission."

- The DfE has recognised that strict social distancing will not always be possible, especially with primary-aged pupils. The guidance specifically states "we recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group."
- All schools, in particular primary schools, are encouraged to take a realistic and pragmatic approach in this regard. This may include reminding children of the need to give each other space where possible; some schools may consider using a simple 'no touching' approach to help children understand the need to maintain distance. However, the reality is that to fit all pupils in a classroom, they are likely to be in close proximity. The DfE has accepted that pupils will need to sit close to each other in most classrooms.
- If older children can maintain social distancing, they are encouraged to do so. The DfE states "for children old enough, they should also be supported to maintain distance and not touch staff where possible." If this is possible for older children in primary too, that is to be encouraged, but as the DfE has made clear, it is not an essential requirement.
- The DfE has stated that pupils passing each other briefly in a corridor or playground (eg walking past each other) is a relatively 'low risk', but that schools should try to avoid large groups of pupils mixing together in these spaces at the same time.
- The DfE has said that teachers are permitted to move between bubbles. While it is advisable to minimise movement if and where possible, the reality is that this will not always be possible. This also means that PPA teachers can teach across different groups
- Supply teachers, peripatetic teachers, therapists and other specialists are permitted to move between schools. These teachers are advised to ensure they minimise contact and maintain as much distance as possible from other staff.
- The guidance suggests that use of staffrooms should be minimised and staff should aim to maintain social distancing.
- There should be no large gatherings bringing different groups together, eg whole-school assemblies.
- Schools are encouraged to consider staggered break and lunchtimes, and schools must clean dining halls between groups.
- Where possible, schools have also been asked to consider staggered start and finish times to keep different bubbles apart as they arrive at and leave schools. However, schools are asked to ensure that the total amount of teaching time pupils receive remains the same.

- Schools can run breakfast and after-school clubs, although they may need additional time to get these back up and running. The DfE has stated that ideally schools would keep to the bubbles used during the school day, but recognised this might not be possible. It has stated that "if it is not possible to maintain bubbles being used during the school day, then schools should use small, consistent groups."
- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.
- Classroom-based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment, should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for 48 hours (72 hours for plastics) between use by different bubbles.
- Outdoor playground equipment should be more frequently cleaned.
- It is recommended that pupils limit the amount of equipment they bring into school each day to essentials, such as lunch boxes, hats, coats and books.
- Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources
- The government's expectation is that schools should be able to provide a remote learning offer for all pupils in the event of a localised or national lockdown, or for pupils who are having to self-isolate.
- In terms of the curriculum, the document states "school leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum."
- It also states a key principle that "the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment."
- For key stages one and two, it specifically states "the curriculum should remain broad so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education."

- Within the curriculum guidance, the government has set a series of key expectations. Schools will naturally look at whether or not they need to make adjustments to their curriculum based on their assessments of pupils' learning and progress as they return to school. This is likely to involve considering which key concepts missed from the summer term now need to be covered.
- Domestic day trips (not overnight) are permitted to resume in the autumn term, subject to protective measures being taken.
- Face coverings are still not currently required in Primary schools.
- PPE guidance remains largely the same as previously.
- The usual rules on attendance now apply - school is mandatory again from the autumn term.
- The DfE expects that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about the provision of food to all pupils who want it.

The document was revised on 07 August 2020 and the plan updated accordingly.

Section 1: Systems of Control- Prevention

<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they will be taken to the medical room and will remain there under the supervision of an adult. PPE must be worn by staff caring for the child. If they need to go to the bathroom while waiting to be collected, the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>
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	<p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</p>
<p>2. Clean hands thoroughly more often than usual</p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Staff must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at school, • when they return from breaks, • when they change rooms and • before and after eating. <p>Staff must ensure supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly.</p>
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who use saliva as a sensory stimulant and they will need additional support.</p>
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>The cleaning schedule includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of frequently touched surfaces • toilets cleaned more frequently • desks wiped with antibacterial spray at regular points during the day • children reminded to wash their hands after using the toilet <p>Paul Curtis (site manager) will liaise with Lodestar (cleaning contractors) on a regular basis to ensure that standards are being maintained.</p>

5. Minimise contact between individuals and maintain social distancing wherever possible

To help to ensure that the risk of transmission is as low as possible:

- Children, staff, parents and visitors may not enter the premises if they display any symptoms of coronavirus.
- Each year group will form a hub. Hubs will be self-contained as will be isolated in as far as it is possible from other hubs.
- Children will be reminded of the need to maintain distance if and when it is possible. We know that children will be seated close together in classrooms.
- The DfE advice is that children are seated in rows. If teachers want to arrange their classrooms in rows, they need to make sure that it allows the children to learn effectively and that it enables teachers and TAs to move between children to support their learning. For younger children, seating them in rows is not appropriate.
- There will be a staggered start and end to the school day to avoid large groups of pupils and parents congregating together. **With the exception of Reception pupils, all year groups will be met at the gate and dismissed from the gate by a member of the SLT, as follows:**

Arrival Superkids to escort to classes at these times	Car Park – SD TAs to be in classrooms by 8.30 Class teachers to wait near orchard 1 to the left and 1 to the right	Main Entrance - IV TAs to be in classrooms by 8.30 Class teachers to wait at the bottom of the steps/ramp	Departure Superkids to collect from classes at these times
8.30	Year 6 Across carpark and KS1 to year 6 external classroom doors	Year 5 Through main hall to upper corridor	3.15
8.35	Year 4 Across carpark and KS1 to year 4 external classroom doors	Year 2	3.10
8.40	Year 3 Across carpark and KS1 playground to back door and up rear stair case	Year 1	3.05
8.45	Any late arrivals year 1 – 6 & Superkids	Reception	3.00

	<ul style="list-style-type: none">• Parents and visitors will enter the site by appointment only, with the exception of Reception parents who may take their children to, and collect children from, their classrooms.• On arrival at school, staff will sign in at the main entrance. The car park will be locked from 8.20am and vehicles may not enter after that time.• Access to the main office is restricted.• Break times will be staggered as follows: KS1: 10:00- 10:15 (accessed through the car park. At end of play, line up at the top of the playground facing the car park.) KS2: 10:20- 10:35 (Year 3 on KS1 playground. Teacher and TA on KS2 playground; teacher on KS1 playground). First aid kit on each playground. Children only go to medical room if injury is serious.• Lunch times will be staggered. Children may chose a school dinner or to bring a packed lunch. Children will choose their lunch at registration and meals will be brought to them at their tables. Children will wait until all children in their hub have finished eating before going outside. There will be a rota for the fixed play equipment.
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	Time to hall	Time to playground	Time back to class
Reception	11.50	12.15	1.05
1	12.05	12.25	1.15
2	12.15	12.25 through hall extension doors	1.15
Wipe down			
3	12.30	12.50	1.20
6	12.35	12.55	1.25
4	12.40 (12.30 outside until hall time then outside again)	1.05	1.20
5	12.45 (12.30 outside until hall time then outside again)	1.10	1.25

There will be smaller numbers in the staff room due to staggered break times.

Children will have their own pencil case and equipment to avoid sharing. They will bring minimal possessions to school: water bottle, packed lunch, PE kit, medication, reading book, homework book.

11.50 - 1.05

Section 2: Systems of Control- Response to Infection

6. Engage with the NHS Test and Trace process	<p>If there is a confirmed case of Covid-19 in the school, the London Coronavirus Response Cell (LCRC) will be contacted as follows:</p> <p>Email lcrc@phe.gov.uk Telephone 0300 303 0450</p>
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	<p>Staff members and parents/carers need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5. • provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>Parents and staff need to inform the school immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu - in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
<p>7. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>The school will contact the local health protection team. This team will also contact school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace. Based on the advice from the health protection team, the school must send home those people who</p>

	<p>have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. <i>School will inform parents of the infection, but not of the identity of the individual who has been infected.</i></p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’
<p>8. Contain any outbreak by following local health protection team advice</p>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group.</p>

Section 3: School operations

Learning	<ul style="list-style-type: none">• Children will be taught the full curriculum. Planning will be adapted to address gaps in children’s learning.• Specialist teachers, coaches, peripatetic teachers and other professionals are permitted to move between hubs but should try to maintain a two metre distance from pupils if possible.• It is intended that extra-curricular clubs will resume in September. Children will be arranged in their existing hubs for these as far as it is possible. Providers will be expected to undertake their own risk assessment.• Educational visits will be limited to the local area at least for the autumn term and we will avoid using public transport.• Whole school assemblies will be suspended indefinitely. Assemblies will be class-based with one hub assembly timetable to take place in the small hall per week.• Whole school Masses are suspended indefinitely. Masses in year group hubs can take place but families and wider members of the public will not be able to join them.• It is unlikely that we will be able to do large scale productions next year. We will find a way to film performances in hubs, combine them and then stream them for parents.• Parent consultation meetings will be scheduled for the autumn and spring terms. Teachers will write a termly report which will be sent to parents together with photocopied work samples two weeks before telephone consultations by appointment.• If a hub or the school has to close due to COVID-19, there will be remote teaching which will offer the children the widest opportunities possible. This will be delivered through Office 365.
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Use of public transport	<p>Parents, staff and pupils are encouraged to walk or cycle to school if at all possible. For some families, driving children to school will also be an option.</p> <p>Families using public transport should refer to the safer travel guidance for passengers. If a child is travelling to school by public transport, face coverings should be removed and stored in a plastic bag before entering the school grounds.</p>
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Attendance

From September, the usual rules on school attendance will apply, including:

- parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools’ responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct

It is noted that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children paused on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.

If...	Action required	Attendance code	Return when...
...my child has COVID-19 symptoms	<ul style="list-style-type: none"> • Do not come to school • Self-isolate and get a test • Inform school of the outcome of the test 	Code X	... test comes back negative
... my child tests positive for COVID-19	<ul style="list-style-type: none"> • Do not come to school • Self-isolate for at least 10 days • Inform school of the outcome of the test 	Code I	... after 10 days even if they still have a cough or loss of taste or smell.
... someone in my household has COVID-19 symptoms	<ul style="list-style-type: none"> • Do not come to school • Self-isolate • Household member to get a test • Inform school of the outcome of the test 	Code X	... the test is negative

		... someone in my household has tested positive for COVID-19	<ul style="list-style-type: none"> • Do not come to school • Self-isolate for 14 days 	Code X	... after 14 days of isolation
		... NHS test and trace has identified my child as a close contact of someone with symptoms or a confirmed case of COVID-19	<ul style="list-style-type: none"> • Do not come to school • Self-isolate for 14 days 	Code X	... after 14 days of isolation
		... my child has to self-isolate as quarantine following travel	<ul style="list-style-type: none"> • Consider quarantine requirements before booking travel • Do not come to school • Self-isolate for 14 days 	Code X	... after 14 days of quarantine

<p>School workforce</p>	<p>Staff who are clinically extremely vulnerable</p> <ul style="list-style-type: none"> Shielding measures were paused from the 1 August 2020. Those who are clinically extremely vulnerable can return to school in September 2020. The clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. <p>Staff who are clinically vulnerable</p> <ul style="list-style-type: none"> Clinically vulnerable staff can return to school in September. While in school they should follow the measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. <p>Staff who are pregnant</p> <ul style="list-style-type: none"> Pregnant women are in the ‘clinically vulnerable’ category, and are generally advised to follow the above advice, which applies to all staff in schools. The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <ul style="list-style-type: none"> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in September as long as the system of controls are in place. <p>Employer health and safety and equalities duties</p> <ul style="list-style-type: none"> Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Governing boards and school leaders should have regard to staff work-life balance and wellbeing.
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Section 4: Contingency planning for outbreaks

<p>Remote education</p>	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will provide remote education. This will be linked to the school's curriculum map. Our immediate response to an instruction to close a hub or to lock down will be as follows:</p> <ul style="list-style-type: none"> • Children will take home their current exercise books, stationery, three reading books and any text books/ work packs needed. • Staff will share lessons via email and will meet with children daily via Microsoft Teams. Children will upload work daily so that staff can monitor progress and give feedback. • Where children cannot access the internet, they will be provided with paper-based home learning materials. <p>The underlying principles are that:</p> <ul style="list-style-type: none"> • pupils have meaningful and ambitious work each day in a number of different subjects • knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • there are clear explanations of new content, delivered by a teacher or through high quality curriculum resources and/or videos • staff check how pupils are progressing through the curriculum, using questions and other suitable tasks • the programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with staff • Oak National Academy specialist content may be used to support pupils with SEND.
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