

## Tameside [Tier 2](#) Contingency Plan – Schools

	Description	Issues/Comments	Actions		Key people
			School/Setting	LA	
PVIs and childminders	All children continue to attend as Tier 1. Expect significant scale of children self-isolating	<ul style="list-style-type: none"> <li>Impact on Tameside wider PVI workforce if greater numbers of self-isolation required</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer childcare to all children 0 to 5 years on site</li> <li>Follow DfE daily COVID update guidance</li> <li>Adhere to local lockdown measures as directed via Public Health</li> <li>Report requested data to the LA/DfE</li> <li>Inform the LA of any changes in provision due to COVID</li> <li>Encourage take up of FEF particularly with regards to 2YO</li> <li>Consider the impact on children with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance particularly the vulnerable children and follow the appropriate pathway when concerns are raised</li> <li>Distribute concise and accurate information from DfE and Public Health</li> <li>Collect and report data as requested by DfE</li> <li>Advise and support settings accordingly</li> <li>Promote 2YO activity/confidence</li> </ul>	LH
Primary schools	All children continue to attend as Tier 1. Expect significant scale of children self-isolating	<ul style="list-style-type: none"> <li>Skills and knowledge deficit for delivery of quality remote learning</li> <li>Digital poverty</li> <li>Virtual learning not</li> </ul>	<ul style="list-style-type: none"> <li>Develop strong remote offer taking account of issues like digital poverty and online learning not effective for</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;F Group focus on developing the digital strategy, including exploring more effective remote learning for EYFS and Y1</li> </ul>	JS; SB; SM; OSFC; TPC School Improvement T&F

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		<p>appropriate in all settings. Plans in place for a quality remote offer of whatever type.</p>	<p>younger children</p> <ul style="list-style-type: none"> <li>• Ensure online learning expertise and knowledge in place for staff. Students and families</li> <li>• Regular teacher check-ins for vulnerable and disadvantaged children self-isolating</li> <li>• Clear plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinate EdTech Demonstrator schools and RS support</li> <li>• Digital Strategy being developed with schools</li> <li>• DfE EdTech Demonstrator Schools engaged to support remote learning platforms eg GSuite</li> </ul>	
Special schools	All children to attend as tier 1. Expect significant scale of children self-isolating.	<ul style="list-style-type: none"> <li>• Impact on Tameside workforce if greater numbers of self-isolation required- possibly leading to class/ bubble closures</li> <li>• Skills and knowledge deficit for delivery of quality remote learning</li> <li>• Capacity of children and young people to access remote learning (dependent on</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate remote offer taking account of issues like digital poverty and online learning not effective for younger children and children with complex needs</li> <li>• Ensure online learning expertise and knowledge in place for staff. Students and families</li> <li>• Regular staff check-ins for all</li> </ul>	<ul style="list-style-type: none"> <li>• T&amp;F Group focus on developing the digital strategy, including exploring more effective remote learning for EYFS and Y1</li> <li>• Co-ordinate EdTech Demonstrator schools and RS support</li> <li>• Digital strategy</li> <li>• Refresh Reasonable Endeavours template</li> <li>• Increase frequency of SLO contact.</li> </ul>	CF; AF

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		<p>complexity of need)</p> <ul style="list-style-type: none"> <li>• Significant variety of need across borough, requiring individual planning school by school/ child by child</li> <li>• Digital poverty</li> <li>• Challenge to schools when partial class closures.</li> </ul>	<p>children self-isolating</p> <ul style="list-style-type: none"> <li>• Clear plan in place</li> <li>• Revert to individual Reasonable Endeavours plans where necessary, where children/ YPs are self-isolating.</li> </ul>		
Secondary schools and colleges	Pupils on a rota – one/two weeks on, one/two weeks off with high-quality remote learning offer in place when not on rota to be in school. Key worker, EHCP and children with a social worker n full time	<ul style="list-style-type: none"> <li>• Digital poverty</li> <li>• Bubble self-isolations and time not on rota for in-school attendance may mean some pupils are not in school for 4+ weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Y11 in school full time</li> <li>• Consider one week rotas</li> <li>• Ensure online learning expertise and knowledge in place for students and staff</li> <li>• Extra contacts or programmes from school personnel for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Work with EdTech Demonstrator schools</li> <li>• Oldham partnership support around digital poverty</li> <li>• Digital Strategy developed with schools.</li> </ul>	JS; ROR; DB; OSFC; ASFC; TC
Staff shortages	Impact of potential significant staff shortages due to self-isolating and/or from staff having to look after children who are self-isolating.	•	•	•	

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Transport	Transport to continue as Tier 1 for special and primary schools. Arrangements amended for young people on rota system in secondary and Post 16 phase	Transport needs to be arranged to support rotas in secondary schools	Integrated transport Unit to be kept fully informed of school closures and rota timetables by schools	Integrated transport Unit to re-arrange transport to support rotas as advised	CMo
FM / Maintenance / Works	<ul style="list-style-type: none"> <li>• PPM and statutory checks</li> <li>• Reactive maintenance/emergency repairs</li> <li>• Deliveries</li> <li>• H&amp;S/FRA inspections</li> </ul>	Possible negative impact: Works arranged for outside of school hours, likely that fewer jobs completed, may incur higher rates for jobs done out of hours. Possible positive impact: Fewer pupils onsite could mean fewer damages and wear and tear so fewer reactive repairs needed	Same as tier 1. FM works managed by PFI provider, little impact on school. Any works requiring contractors on site to be approved by School Business Manager, unless absolutely no contact with pupils	LA to closely monitor all maintenance jobs and check for statutory compliance.	DB
Cleaning	Cleaning to continue as per tier 1, with enhanced cleaning in place	Additional hours may be required for high freq touch areas and plastics in each bubble setting at the end of each fortnight/week. Schools have put in place additional	School to advise LA/PFI of which areas are being used by which bubbles, and at what point does a deeper clean need to be carried out (e.g. at end of two week rota. School to advise if	LA to continue to manage cleaning arrangements through PFI to ensure schools needs are met and costs are kept low.	DB

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		cleaning at their expense, which may no longer be required if less pupils are onsite	some areas of the school are out of use (mothballed) so that daily and enhanced cleaning of those areas can be paused		
Catering	<ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Hot lunches</li> <li>• Free school meals</li> <li>• Cashless catering</li> <li>• Menu variety.</li> </ul>	<p>Possible negatives: Lower numbers of pupils onsite = less income and could result in financial instability for the catering sub-contractor.</p>	<p>School to make arrangements for collection/delivery of FSM for those not attending. Same as tier 1: School to confirm whether breakfast clubs are to run. School to confirm what menu they would like (e.g., grab and go). School to weigh up any nutritional impact of reduced menus. School to advise if cashless catering (fingerprint scanners) are to be used.</p>	<p>LA to check whether reduced catering uptake has had any impact on catering company. Possible requirement for LA to approach DFE/EFA to see if supplier relief can be provided for the supplier for the duration of the school rota system.</p>	DB
Peripatetic services e.g. Pupil Support Services, Music Service	<ul style="list-style-type: none"> <li>• Blended learning in operation. Malleable model curriculum designed and tested for teaching both face to face and via video conferencing.</li> <li>• Individual lessons taught at Birch Lane Arts Centre or in</li> </ul>	<ul style="list-style-type: none"> <li>• Blended learning for all settings to be utilised as needed. Staff to follow Secondary school rota systems where possible.</li> <li>• Online individual lessons delivered</li> </ul>	<p>Disparity in level of school engagement in music service advice some schools don't read it, some don't accept that the advice provided by the Music Service is current and definitive.</p>	<p>Music Service current and proposed operations circulated to all schools to ensure consistent message. Some schools have received all guidance but it doesn't filter down to the relevant person e.g. class teacher.</p>	CMo; CF

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	school wherever possible.	where necessary.			
Early Help	<ul style="list-style-type: none"> <li>• Early Help to be offered to families at Tier 2.</li> <li>• Early Help to support vulnerable children and families to attend schools</li> <li>• Transition plans to be clearly identified on TAF review plans for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi agency support to be identified to support children at Tier 2 to access education.</li> <li>• To be clearly actioned in plans as what support is being provided in relation to transitional issues and issues presented as part of COVID19.</li> </ul>	To utilise School Early Help offer in the first instance, using the TAS to discuss cases and identify further support through multi agency or step into intervention through the panel process.	To support schools with Intervention support where required, discuss at Panel as allocate as appropriate for more intense intervention.	LH