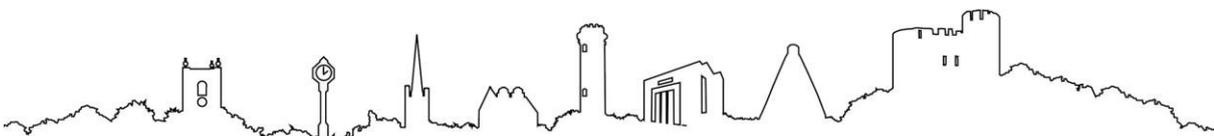


Education Outcomes

COVID-19

Risk Assessments

for peripatetic staff



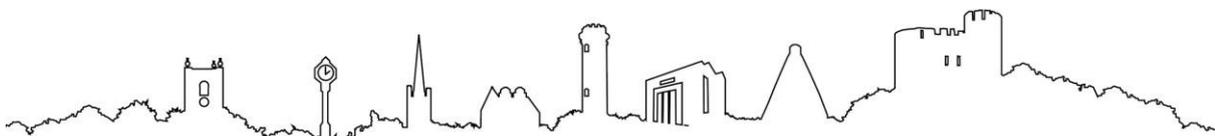
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RISK ASSESSMENTS:

The Risk Assessments have been completed with reference to the following Government Guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-pupilcare-settings> <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings> <https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public> <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance> www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

Please note, these risk assessments are in addition to the risk assessments and procedures put in place by educational settings and by the LA.

Communication and Review

In line with current Government advice this risk assessment should be communicated to all employees, and relevant persons (parents/carers/ social workers etc.) who may come into contact with the COVID -19 potential hazards being assessed. The assessment must be reviewed frequently in conjunction with the evolving advice from the Government and Public Health England. As always, the safety of staff and students is paramount.

Keep up to date with the current Coronavirus advice on www.gov.uk/coronavirus

Risk Rating	Description	Action Priority
High	Where harm is certain or near certain to occur and/or major injury or ill- health could result	Urgent action
Medium	Where harm is possible to occur and/or serious injury could result e.g. off work for over 3 days	Medium priority
Low	Where harm is unlikely or seldom to occur and/or minor injury could result	No action or low priority action

Additional service-specific notes and risks

- The 2m social distancing rule has been reduced to 1m+. This means that where keeping a 2m distance is not possible, the distance can be reduced to 1m+, as long as other measures are put in place to limit the transmission of the virus, such as making sure people face away from each other and providing extra handwashing opportunities. Staff and pupils must adhere to the setting's Risk Assessment/Policies and measures they have in place in relation to social distancing.
- Where school/settings are limiting external agencies visiting, under the direction of the Habilitation specialist, staff supporting the visually impaired student may need to deliver some of the training techniques e.g. familiarisation of the classroom layout.

Generic COVID-19 Risk Assessment for Education Outcomes (Peripatetic specialist staff)

Assessment conducted by:	Education Outcomes	Job title :		Covered by this assessment:	Visiting peripatetic staff
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Date of risk		Date of next	
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	Risk Area and Identified Risks:	Current assessment of risk (H.M.L)	Risk Management controls: (actions to mitigate risk)	Additional Controls	Residual Risk Rating (H.M.L)
1	Risk of transmission of COVID 19 Contraction and transmitting COVID-19 from pupils, staff and parents The increased risk of COVID-19 to those with underlying health conditions	High	<p>Follow all risk assessments set up by school/setting</p> <p>The potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions</p> <p>The government advises to follow the generic guidelines:</p> <ul style="list-style-type: none"> • Keep hands and face as clean as possible. • Wash hands regularly for at least 20 seconds with soap and water • Use a hand sanitiser where there are no facilities to wash hands – to be used when entering and exiting the school building • Always maintain a physical distance as recommended by current government guidance • Touching of the face should be avoided • Glasses should be kept on or put in a case • Fabric lanyards to be removed and a clip on or a retractable lanyard to be considered • ID badge to be wiped with anti-bacterial wipes after each visit • Cover your mouth and nose into a tissue or sleeve (not your hands) when you cough or sneeze and throw the tissue away immediately into a bin, 'catch it, bin it, kill it' and wash hands immediately 	Antibacterial wipes Hand sanitiser	Medium

			<p>Face Coverings</p> <p>From 1 September, new advice will apply to the use of face coverings by staff and pupils in some schools. This guidance is for schools that teach people in years 7 and above in England. www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Nationwide, the government is not recommending that face coverings are necessary in schools; however:</p> <ul style="list-style-type: none">• Head teachers in secondary schools have the discretion to require face coverings in communal areas, and• In local lockdown areas, children in year 7 and above should wear face coverings in communal spaces <p>Specialist staff must follow both national advice and individual school policies.</p> <p>Face coverings should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may increase the risk of transmission.</p> <p>On the basis of current evidence, face coverings will not generally be necessary in the classroom even where social distancing is not possible.</p>		Medium
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2	Hand hygiene Risk of transmission of COVID-19 by touching face and surfaces	High	<p>Ensure that all staff:</p> <ul style="list-style-type: none"> • Frequently wash their hands with soap and water for 20 seconds and dry thoroughly • Clean their hands on arrival and leaving the setting, before and after eating, after handling resources, after sneezing or coughing and between pupil appointments • Wash or sanitise hands before putting on a face covering and before and after removing a face covering • Are encouraged not to touch their mouth, eyes and nose • Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Ensure pupils have washed/sanitised hands before contact with peripatetic staff 	Antibacterial wipes Hand sanitiser	
3	Badges/lanyards – Risk of transmission	Medium	<ul style="list-style-type: none"> • Fabric lanyards to be removed or clip on or retractable lanyard to be considered • ID badge to be wiped with anti-bacterial wipes after each visit • Visitor badge/lanyard not to be worn 	Anti-bacterial wipes	Low
4	Car – Risk of transmission	Medium	<ul style="list-style-type: none"> • Ensure car is kept clean and tidy • Regularly wipe down heavily used areas such as steering wheel, gear stick, door handles, keys etc. with anti-bacterial wipes 	Anti-bacterial wipes	Low

5	Room (for one to one withdrawal) – Risk of transmission	Medium	<ul style="list-style-type: none"> Room must be sufficiently large enough to enable current social distancing guidelines Ensure any room used is well ventilated with natural ventilation i.e. open window/door where safe to do so Where possible use non fabric chairs Tables to be provided by school and set up before arrival in such a way that social distancing can be adhered to Assessment materials to be cleaned and laid out prior to pupil appointment Peripatetic staff to clean tables and chairs between pupil appointments 	Anti-bacterial wipes	Low
6	Close contact -Risk of transmission	Medium	<ul style="list-style-type: none"> Always maintain a physical distance as recommended by current government guidance from staff and pupil Avoid face to face contact, sit or walk side by side Follow both national advice and individual school policies on the use of face coverings www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education 		Low
7	Handling Equipment and stationery	Medium	<ul style="list-style-type: none"> Staff maintain social distance 	Antibacterial wipes	Low
8	Risk of transmission COVID-19 from handling equipment		<ul style="list-style-type: none"> Follow hand washing procedure/sanitising before and after handling equipment Duplicate equipment where possible Pupils and staff advised not to share equipment/computers Shared materials/equipment and surfaces should be cleaned and disinfected in-between use by different pupils and staff Frequently cleaning and disinfecting objects and surfaces that are touched regularly, in-between use - using appropriate cleaning products and methods Pupils to bring in their own resources e.g. pen, pencil, ruler Any specialist equipment taken into settings to be kept in a closed box/bag in the car, all equipment to be thoroughly cleaned/sanitised before being put back into box/bag 	Hand sanitiser Screen wipes	

9	<p>Close & physical contact between the visiting staff member and pupil e.g. to keep the child safe from harm or due to the pupil's lack of understanding of social boundaries. Risk of virus transmission through touch.</p>	Medium	<p>Close and physical contact to be used only when verbal instructions are insufficient to keep the pupil safe from harm. If technique is deemed necessary the following guidelines must be enforced:</p> <ul style="list-style-type: none"> • Staff member and pupil must wash their hands regularly (preferably before and after close and physical contact is used). • Use a hand sanitiser if soap and water are unavailable. • Stand side to side and avoid face to face instruction. • Consider reducing the amount of time spent with the children at risk of requiring close and physical contact. • Discussion with the pupil about sneezing and coughing into a tissue or the elbow of their sleeve – use of social stories, rhymes and songs for example. 	Hand sanitiser	Low
10	<p>Staff/pupil appears symptomatic, risk of transmission of COVID- 19</p>	High	<ul style="list-style-type: none"> • Any symptomatic member of staff/pupil must follow Stay at Home Guidance https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection • Arrange a test via www.nhs.uk/conditions/coronavirus-covid- 19/testing-and-tracing within 5 days of the onset of symptoms • Must not attend any appointments if they or a member of their household has symptoms of COVID-19 • Inform line manager as soon as possible • School to alert Service if any pupil seen by the peripatetic staff displays any symptoms or tests positive • Heads of Service to contact school if peripatetic staff experience symptoms, has tested positive or has been in contact with someone who has • If a pupil displays symptoms, the school must follow the Standard Operating Procedure (SOP) for the management of COVID-19 symptoms • Staff to keep a daily record of the pupils they have contact with for Test and Trace purposes 		Medium

11	Visiting staff not familiar with school setting policies and risk assessments	Medium	<ul style="list-style-type: none"> • Staff to ensure they have made themselves aware of all school/settings policies, procedures and risk assessments • Staff to make sure that they have made themselves aware of who the Designated Safeguarding Lead on duty is and the setting Safeguarding procedures • Staff to ensure they have made themselves aware of the school First Aid and accident reporting procedures 		Low
12	Fire/emergency evacuation	High	<ul style="list-style-type: none"> • Visiting staff to follow school's emergency evacuation procedures. 		Low
13	Reduce footfall into school settings	High	<ul style="list-style-type: none"> • Visiting staff to organize visits in blocks e.g. consecutive days in the same week and/or staying for a full day instead of half-day visits, where school are able to accommodate this in terms of room space and timetabling. • Where possible, avoid visits to multiple settings on the same day, unless it is deemed essential. 		Medium

COVID-19 Risk Assessment for Hearing Impairment Service

Assessment conducted by:	Dawn Bevington	Job title :	Head of Dudley Hearing Impairment Service	Covered by this assessment:	Staff
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Date of risk		Date of next	
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Hearing Impairment Service Specific Risk Assessment Measures, completed by Dawn Bevington with reference to the guidance from British Association of Teachers of the Deaf

<https://www.batod.org.uk/wp-content/uploads/2020/05/Cleaning-hearing-devices-and-radio-aids-supporting-health-and-safety-during-Covid-19-v3.pdf>

	Risk Area and Identified Risks:	Current assessment of risk (H.M.L)	Risk Management controls: (actions to mitigate risk)	Additional Controls	Residual Risk Rating (H.M.L)
1	Handling Equipment EG FP35 Test box, Parrot, hand held audiometer, sound level meter	Medium	<ul style="list-style-type: none"> Always maintain a physical distance as recommended by current government guidance Follow hand washing procedure before and after handling equipment Frequently cleaning and disinfecting objects and surfaces that are touched regularly using appropriate cleaning products and methods. No sharing of any equipment/resources to be allowed. Remove soft toys Any specialist equipment taken into settings to be kept in a closed box in the car. All equipment to be thoroughly cleaned/sanitised in between use. Only take into the setting what is necessary for the visit. Carry in a closed box or wipeable/washable bag Staff to ensure anti-bacterial wipes, hand sanitiser and screen wipes are available 	Antibacterial wipes Hand sanitiser Screen wipes	Low

2	Necessary 1:1 HI specialist teaching/assessment e.g. speech testing, language assessment, functional listening, signing including on body signing –within classroom, when staff and pupil have direct physical contact – risk of spread of virus.	High	<ul style="list-style-type: none"> • Setting must provide unrestricted access to handwashing facilities Hand sanitiser to be used when necessary between hand washing • QTOD for on body signing will not be reinstated at this time. This will be kept under review. • Room must be sufficiently large enough to enable social distancing • Where possible, all spaces should be well ventilated using natural ventilation (opening windows) prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), • Hand washing guidelines to be followed • Clothes to be changed and washed at the end of the day. • Assessment materials EG spiral bound books/electronic devices to only be handled by staff, children provided with a disposable pointer if needed to select responses. • If using McCormick toy test only use the minimal pairs made from plastic, wipe down after use. • The use of Reynell is not to be reinstated at this time. This will be kept under review. • Assessment tools which have soft toy elements are not to be used. This will be kept under review. 	Hand sanitiser	Medium
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3	Checking of amplification EG Hearing Aids/Bone conduction devices/cochlear implant speech processors	High	<ul style="list-style-type: none"> • Follow hand washing procedure before and after handling equipment • Maintain a physical distance as recommended by current government guidance wherever possible • Handling of personal amplification equipment (Hearing aids/cochlear implants/bahas) to be done with use of PPE (mask/apron/gloves) as advised by ENT. (COVID is generally not found in the ear canal but, can be present if the canal is wet. • To follow donning and doffing advice when using PPE and decontaminate hands before and after using PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • Handling ear moulds <ul style="list-style-type: none"> ○ Wash the earmould with a solution of warm water and mild soap and rinse. ○ Use a puffer to remove water • To minimise damage to equipment consider the following steps <ul style="list-style-type: none"> ○ Clean equipment as per manufacturing guidelines ○ ALCOHOL CLEANER, SUCH AS RUBBING ALCOHOL (60- 70% SOLUTION ETHANOL OR ISOPROPANOL) ○ USE ONLY AS RECOMMENDED BY THE INSTRUCTIONS PROVIDED WITH THE CLEANER ○ DO NOT SUBMERSE THE EQUIPMENT IN ANY FLUID ○ APPLY ONLY ON THE LARGER SURFACES ○ DO NOT APPLY TO MICROPHONES, NEAR SEAMS IN THE PLASTIC, OR TO THE BATTERY CONNECTORS ○ COMPLETELY DRY THE EQUIPMENT BEFORE USE 	Hand sanitiser	Medium
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			<ul style="list-style-type: none"> • Bone conduction devices - Important - bone conduction sound processors (eg Baha and Ponto systems) are not waterproof, so you should never apply liquids directly to clean it, use a moist wipe and dry thoroughly. • Check for damage, sound, battery and tubing • Replace any worn/broken parts that can be replaced Eg battery or tubing. • Wipe stetoclip/monitor headphones before and after use with anti- bacterial wipes • For further guidance refer to https://www.batod.org.uk/wp-content/uploads/2020/05/Cleaning-hearing-devices-and-radio-aids-supporting-health-and-safety-during-Covid-19-v3.pdf 		
4	Using equipment (e.g. radio aid) Risk of transmission COVID-19 from handling equipment	Medium	<p>Detailed guidance can be found on https://www.batod.org.uk/wp-content/uploads/2020/05/Cleaning-hearing-devices-and-radio-aids-supporting-health-and-safety-during-Covid-19-v3.pdf</p> <ul style="list-style-type: none"> • Encourage pupil to use a regular place to store items • Radio aid and charger to be in the room containing the pupils bubble. • Pupil to collect and return radio aid at the beginning and end of the school day. • Pupil to wipe down the plug and lead before/after placing in the wall socket. • Pupil to have hand wipes/gel at their desk at all times • Maintain social distance. • When passing the transmitter between users the transmitter and lanyard need to be wiped with 70% alcohol wipes. NB: These systems are not waterproof therefore take care not to put moisture into the microphone. Further advice is presented in the guidance sheet identifying the microphone. 		Low
5	New classroom layout appropriate seating position	Medium	<ul style="list-style-type: none"> • Follow QTOD recommendations regarding seating position. 		Low

COVID-19 Risk Assessment for VI Pupils and Specialist Staff

Assessment conducted by:	Judy Lewis Nicola Hickinbottom	Job title :	Head of Dudley Visual Impairment Service Qualified Habilitation Specialist	Covered by this assessment:	Staff, pupils
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Date of risk	14/07/2020	Date of next	
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	Risk Area and Identified Risks:	Current assessment of risk (H.M.L)	Risk Management controls: (actions to mitigate risk)	Additional Controls	Residual Risk Rating
1	Necessary 1:1 VI specialist teaching/assessment e.g. Hand under/over hand guidance – modelling Braille skills etc within classroom, when staff and pupil have direct physical contact – risk of spread of virus	High	<ul style="list-style-type: none"> Setting must provide unrestricted access to handwashing facilities Hand sanitiser to be used when necessary between hand washing e.g. after hand under/over hand guidance Room must be sufficiently large enough to enable current social distancing guidelines Pupil to use long cane. Trailing or verbal guidance when moving from one room to another Where possible, all spaces should be well ventilated using natural ventilation (opening windows) prop doors open, where safe to do so (bearing in mind fire safety and safeguarding) Hand washing guidelines to be followed 	Hand sanitiser/anti-bacterial wipes	Medium

2	<p>Sighted Guide: close & physical contact between the guiding person and pupil</p> <p>Risk of virus transmission through touch</p> <p>Chief Medical Officer advice states that 'there is some evidence that the COVID-19 virus can stay on fabrics'</p>	High	<p>Sighted guide techniques to be used only when verbal instructions are insufficient to keep the pupil safe from harm. If technique is deemed necessary, the following guidelines must be followed:</p> <ul style="list-style-type: none"> • Guide and pupil must wash/sanitise their hands regularly (before and after sighted techniques are used) • Stand side to side and avoid face to face instruction • Consider reducing the amount of time for each guidance if possible, offering verbal instruction or trailing techniques as alternatives, use of long cane if trained to do so • Use a hand sanitiser if soap and water are unavailable • Cover your mouth and nose into a tissue or sleeve (not your hands) when you cough or sneeze and throw the tissue away immediately into a bin, 'catch it, bin it, kill it' • If the guide unavoidably coughs or sneezes into their arm/elbow – sighted guide may need some adaptation when this happens • In this case – discussion with the pupil around where is most comfortable on the arm but avoiding the elbow area – using the required grip on the upper arm or lower on the forearm. Or wrist for younger pupils. For older and taller pupils consider using the shoulder of the guide 	Hand sanitiser/anti-bacterial wipes	Medium
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3	<p>Orientation around setting</p> <p>Difficulties in maintaining social distancing and following rules - VI may not always be able to tell when they are in danger of coming within the recommended social distancing limit to staff and other pupils – risk of transmitting virus</p> <p>Trailing techniques – pupil touching unclean walls, door handles, handrails- risk of transmitting virus</p> <p>Risk of transmission of COVID- 19 through water droplets</p>	High	<ul style="list-style-type: none"> • All pupils in settings educated to maintain social distance from the VI pupil • Verbal guidance • Doors in schools to be left open when possible to prevent unnecessary contact with them or alternatively frequently wipe handles / railings down • TA to open doors to reduce the contact and ease safe negotiation • Staff to be reminded daily of the importance of social distancing both in the setting and outside of it which will need to be reinforced verbally for the pupil • Pupils to be supervised by adults when moving to their classroom seats, getting meals in the canteen and during any social times (including eating meals) to ensure they do not infringe the social distance limit • TA to support verbally to keep pupil socially distanced from other pupils/staff - warnings to be given when they are in danger of getting too close to others • Long canes will serve as a visual reminder for others for pupils who use one • A one- way system throughout the school will prevent pupils bumping into each other. VI pupil physically walked through any one-way system in school • TA to remain to the side of the pupil, not facing them wherever possible • Discussion between school staff and pupils around the onus on others to distance from the pupil, rather than placing an undue level of responsibility on the pupil least equipped to adhere to the current social distance rule • Trailing techniques are a necessary part of safe and independent travel– look at ways of reducing use of trailing – verbal support etc • Hand washing hygiene procedures need to be reinforced before and after travel • Hand sanitiser to be used if hand washing is unavailable 	Hand sanitiser/anti-bacterial wipes	Medium
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4	Toilet Risk of transmitting virus	High	<ul style="list-style-type: none"> VI pupil should be the only pupil in the toilets TA could stand with a foot in the external door to ensure pupil safety and ensure they wash hands thoroughly as well as minimising surfaces touched, such as basins, walls and door handles Antibacterial gel to be offered if appropriate, to compliment hand washing 	Hand sanitiser/antibacterial wipes	Medium
5	Support with independent living skills e.g. dressing skills, using cutlery, making a drink & a snack; washing hands	High	<ul style="list-style-type: none"> All desk and table areas to be cleaned before and after use Verbal support given when possible Setting to provide handwashing facilities and access to hand gel 	Hand sanitiser/antibacterial wipes	Medium
6	The potential risk where pupils and young people whose condition prevents or inhibits self-regulation and whose behaviours cannot be supported or managed during the school day by the support staff- risk of transmitting virus	High	<ul style="list-style-type: none"> Refer to the school's SEND guidance for working with pupil with additional needs Discuss with parents how the pupil can be best supported Consider how to encourage pupil to learn and practice good hygiene habits through games, song and repetition 		Medium/High
7	Fire/emergency evacuation Risk of death	High	<ul style="list-style-type: none"> In the case of fire evacuation, standard processes identified in PEEP for should be followed—the risk presented from fire is far greater than that of virus transmission Where physical sight-guiding is necessary, any available adult should provide this, and ensure that standard hand-hygiene practices are adhered to 		Low

8	Orientation outdoors and within the playground – safe distance to play and move around, contact with others, accidents occurring from <i>bumping</i> into others Pupils with a VI may not always be able to tell when they are in danger of coming within the recommended social distancing limit to staff and other pupils. This is particularly likely during social times such as breaks – risk of transmitting virus	Medium	<ul style="list-style-type: none"> • Verbal instructions to be given clearly by staff • Pupil to be familiarised with any changes to outside areas • Pupil to be made aware of any changes to the doors used to enter and exit the building • Verbal warnings to other pupils if they are in danger of getting too close • Pupil to use long cane if trained to do so • Support staff to supervise pupil at all times to ensure they are safely distanced and reducing tactile contact with surfaces, equipment/washing hands 	Hand sanitiser/anti-bacterial wipes	Low
9	New classroom layout Locating an empty seat- risk of transmitting virus	Medium	<ul style="list-style-type: none"> • TA to familiarise pupil with routes around the classroom • Staff to support pupil to locate seat with verbal cues • Pupil to have fixed seating arrangement - a clearly identified workspace within the classroom • Follow QTVI recommendations regarding seating position. • Verbal guidance 		Low
10	Asking for help – difficulties of pupil to gauge close-proximity of people helping them- risk of transmitting	Medium	<ul style="list-style-type: none"> • Verbal cues to support safe social distancing 		Low
11	Use of long cane – risk of transmitting virus	Medium	<ul style="list-style-type: none"> • 1:1 support at all times • Pupil has been trained in the use of the long cane by a Qualified Habilitation Specialist • Hand washing guidelines to be followed, pupil to wash hands before and after using long cane • Pupil to be encouraged to use long cane around the school/setting as an alternative to sighted guide in order to maintain appropriate social distance • Long cane to be cleaned using anti-bacterial wipes after each use • Pupil to be taught how to clean long cane independently • Anti- bacterial wipes to be available at all times 	Anti-bacterial wipes	Low

12	<p>Handling Equipment and stationery Using equipment (e.g. Perkins Braille) and tactile objects of reference Unable to locate cleaning equipment in store for trolley and basket handles Risk of transmission COVID-19 from handling equipment Braille/ Electronic Braille / cane – risk of transmitting virus</p>	Medium	<ul style="list-style-type: none"> • Staff maintain social distance • Pupil taught to wipe down own equipment independently, give wipes to pupil to clean equipment when entering school • Follow hand washing procedure before and after handling equipment • Duplicate equipment e.g. two Braille • Pupils and staff advised not to share equipment / computers, Braille, pens, pencils etc. • Shared surfaces should be cleaned and disinfected more frequently and between use by different pupils • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between pupils, young people and staff • Setting to issue antibacterial wipes for the pupil to wipe their equipment and resources after use • Pupil to be taught to independently locate bin • Pupil to be shown route to hand washing area • Frequently cleaning and disinfecting objects and surfaces that are touched regularly using appropriate cleaning products and methods • No sharing of any equipment to be allowed where possible • Pupil to load and unload paper to Braille independently and collect own equipment when possible • All transcription to be done on separate paper by TA to avoid touching paper used by pupil • Staff to social distance from pupil. TA will verbalise questions which are “unexpected” and not resourced via planning • rather than Braille them, to reduce cross-contamination of Braille • Remove soft toys, 	Antibacterial wipes Hand sanitiser	Low
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13	Locating items on desk – touching unclean surfaces trying to locate equipment, members of class reaching out to help – close contact-risk of transmitting virus	Medium	<ul style="list-style-type: none">• Encourage pupil to use regular place to store items• TA to support with cues to locate equipment• Pupil to have hand wipes/gel at their desk at all times• Pupil to be shown route to hand washing facilities• Members of class to be encouraged not to reach out to help	Hand sanitiser/antibacterial wipes	Low
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COVID-19 Risk Assessment for Habilitation Training

Assessment conducted by:	Judy Lewis Nicola Hickinbottom	Job title :	Head of Dudley Visual Impairment Service Qualified Habilitation Specialist	Covered by this assessment:	Staff, pupils, visitors, volunteers
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Date of risk	24.06.20	Date of next review	
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Further information on Habilitation can be found on
www.habilitationviuk.org.uk

	Risk Area and Identified Risks:	Current assessment of risk (H.M.L)	Risk Management controls: (actions to mitigate risk)	Additional Controls	Residual Risk Rating (H.M.L)
1	Risk of transmission of COVID 19 Contraction and transmitting COVID-19 from pupils, staff and parents The increased risk of COVID-19 to those with underlying health conditions	High	<p>Follow all risk assessments set up by school/setting</p> <p>The potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions</p> <p>The government advises to follow the generic guidelines:</p> <ul style="list-style-type: none"> • Keep hands and face as clean as possible • Wash hands regularly for at least 20 seconds with soap and water • Use a hand sanitiser where there are no facilities to wash hands – to be used when entering and exiting the school building • Maintain a physical distance as recommended by current government guidance at all times • Touching of the face should be avoided • Clothes should be changed and washed daily • Cover your mouth and nose into a tissue or sleeve (not your hands) when you cough or sneeze and throw the tissue away immediately into a bin, 'catch it, bin it, kill it' 		Medium

2	Pupil appears symptomatic, risk of transmission of COVID-19 from symptomatic pupil Risk of transmission COVID-19 from symptomatic pupil	High	<ul style="list-style-type: none"> • If a pupil displays symptoms, the school must follow the Standard Operating Procedure (SOP) for the management of COVID-19 symptoms • Staff to keep a daily record of the pupils they have contact with for Test and Trace purposes • Any symptomatic pupil must follow Stay at Home Guidance <p>www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <ul style="list-style-type: none"> • 		Medium
3	Hand hygiene Risk of transmission of COVID-19 by touching face and surfaces	High	<p>Ensure that all adults and pupils:</p> <ul style="list-style-type: none"> • Frequently wash their hands with soap and water for 20 seconds and dry thoroughly • Clean their hands on arrival and leaving the setting, before and after eating, and after sneezing or coughing • Are encouraged not to touch their mouth, eyes and nose • Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Habilitation Specialist to ensure pupil is able to effectively and independently wash their own hands. Liaise with parents regarding the best way to support their child in learning this skill • Ensure that help is available for pupils and young people who have trouble cleaning their hands independently • Teach pupils to learn and practise these habits through games, songs and repetition 		Medium
4	The potential impact to the pupil's wellbeing of changes to routine or the way in which provision is delivered	Medium	<ul style="list-style-type: none"> • Assess the emotional impact with parents and the pupil and design a plan of support which may incorporate links to CAMHS, counselling services, e.g. LOOKVIUK • Consider a plan of intervention which may include using technology, to conduct interviews and discussions with the pupil and their parents e.g. using Teams to carry out 1:1 assessments of support requirements and delivery of sessions, to reduce the need for home visits 		Low

			<ul style="list-style-type: none"> When pupil is attending setting, social distancing between TA and pupil to be kept as recommended by current government guidance. Use verbal cues and non-tactile methods when possible Encourage young pupils to learn and practise safe hygiene and social distancing through games, repetition and song Liaise with parents/carers to explain how support may be delivered in the future 		
5	The potential risk where pupils condition prevents or inhibits self-regulation and whose behaviours cannot be supported or managed by the Habilitation Specialist during the training session	Medium	<ul style="list-style-type: none"> Refer to the SEND guidance for working with pupils with additional needs Discuss with parents how the student can best be supported Liaise with school staff to ensure Habilitation Training is reinforced at school Encourage young pupils to learn and practise good hygiene habits through games, songs and repetition 		Low
6	Visiting staff not familiar with school setting policies and risk assessments	Medium	<ul style="list-style-type: none"> Staff to ensure they have made themselves aware of all school/settings policies, procedures and risk assessments 		Low
	Mobility Training				
7	New classroom layout Locating an empty seat	Medium	<ul style="list-style-type: none"> Habilitation specialist to teach the layout of the classroom Habilitation specialist to familiarise pupil with seating position Habilitation specialist to teach the route to the hand washing facilities Staff to reinforce habilitation teaching and support pupil with movement around the classroom and seat location with verbal guidance Ensure clutter is kept to a minimum and walkways are kept clear 		Low
8	Sighted Guide: close & physical contact between the guiding person and pupil	High	Sighted guide techniques to be used only when verbal instructions are insufficient to keep the pupil safe from harm. If	Antibacterial gel	Medium

9	<p>Risk of virus transmission through touch</p> <p>Chief Medical Officer advice states that 'there is some evidence that the COVID-19 virus can stay on fabrics'</p>	<p style="background-color: red; color: red;">High</p>	<p>technique is deemed necessary the following guidelines must be enforced:</p> <ul style="list-style-type: none"> • Guide and pupil must wash/sanitise their hands regularly (before and after sighted techniques are used) • Stand side to side and avoid face to face instruction • Consider reducing the amount of time for each guidance if possible, offering verbal instruction or trailing techniques as alternatives, use of long cane if trained to do so • Use a hand sanitiser if soap and water are unavailable • Clothing to be changed and washed daily for both pupil and guide • Consideration around a discussion with the pupil about sneezing and coughing into a tissue or the elbow of their sleeve – sighted guide may need some adaptation when this happens • In this case – discussion with the pupil around where is most comfortable on the arm but avoiding the elbow area – using the required grip on the upper arm or lower on the forearm. Or wrist for younger pupils. For older and taller pupils consider using the shoulder of the guide 		<p style="background-color: yellow;">Medium</p>
10	<p>Orientation around setting.</p> <p>Difficulties in maintaining social distancing and following rules - VI may not always be able to tell when they are in danger of coming within the recommended social distancing limit to staff and other pupils</p> <p>Following any one way system through school</p>	<p style="background-color: red; color: red;">High</p>	<ul style="list-style-type: none"> • All pupils educated that to maintain social distance from the VI pupil • Habilitation specialist to ensure pupil is confident in the use of any mobility aids e.g. long cane, symbol cane etc • Verbal guidance • Doors in schools to be left open when possible to prevent unnecessary contact with them or alternatively frequently wipe handles / railings down • TA to open doors to reduce the contact and ease safe negotiation • Staff to be reminded on a daily basis of the importance of social distancing both in the setting and outside of it which will need to be reinforced verbally for the pupil 	<p>Antibacterial gel</p>	<p style="background-color: yellow;">Medium</p>

11	<p>Trailing techniques – pupil touching unclean walls, door handles, handrails</p> <p>Risk of transmission of COVID-19 through water droplets</p>		<ul style="list-style-type: none"> • Pupils to be supervised by adults when moving to their classroom seats, getting meals in the canteen and during any social times (including eating meals) to ensure they do not infringe the current social distance limit • TA to support verbally to keep pupil socially distanced, in line with current government guidelines, from other pupils/staff - warnings to be given when they are in danger of getting too close to others. • Long canes will serve as a visual reminder for others for pupils who use one • A one- way system throughout the school will prevent pupils bumping into each other. VI pupil physically walked through any one way system in school • A reduced number of pupils moving around the school at any one time, e.g. Staggered break and lunchtimes • TA to remain to the side of the pupil, not facing them wherever possible • Discussion between school staff and pupils around the onus on others to distance from the pupil, rather than placing an undue level of responsibility on the pupil least equipped to adhere to the current social distance rule • Trailing techniques are a necessary part of safe and independent travel– look at ways of reducing use of trailing – verbal support etc • Hand washing hygiene procedures need to be reinforced before and after travel • Hand sanitiser to be used if hand washing is unavailable • Any staff working closely with the visually impaired pupil to have sighted guide and any other relevant training from the Habilitation Specialist 		
12	<p>Orientation outdoors and within the playground – safe distance to play and move around, contact with others, accidents occurring from bumping into others</p>	Medium	<ul style="list-style-type: none"> • Verbal instructions to be given clearly by staff • Habilitation specialist to ensure pupil is familiar with any changes to outside areas • Habilitation specialist to ensure pupil is aware of any changes to the doors used to enter and exit the building 	Antibacterial gel	Low

13	Pupils with a VI may not always be able to tell when they are in danger of coming within the recommended social distancing limit to staff and other pupils. This is particularly likely during social times such as breaks		<ul style="list-style-type: none"> • Verbal warnings to other pupils if they are in danger of getting too close • Pupil to use long cane if trained to do so • Support staff to supervise pupil at all times to ensure they are safely distanced and reducing tactile contact with surfaces, equipment/washing hands • Any staff working closely with the visually impaired pupil to have sighted guide and any other relevant training from the Habilitation Specialist 		
14	Long cane training, close contact with Habilitation specialist/pupil, hand over hand techniques to reinforce learning	High	<ul style="list-style-type: none"> • Sanitise/wash hand with soap and water before and after lesson and dry thoroughly • Pupil to be taught to clean the long cane before and after lessons with anti-bacterial wipes • Verbal communication to be used throughout the lessons to check the pupil's level of learning and understanding of the next steps • Stand side to side and avoid face to face instruction • Consider reducing contact/ lesson time • Have lessons outside if possible • Habilitation specialist to ensure pupil safety at all times 	Antibacterial wipes	Medium
15	Road crossings, close supervision to prevent pupil stepping out into the road	Medium	<ul style="list-style-type: none"> • Habilitation specialist to stand to the side of the pupil when giving instructions • Try to keep to the government recommended social distance as much as possible • Hand sanitiser to be carried at all times 	Anti-bacterial gel	Low
	Community/shopping skills				
16	Pupil unable to gauge safe social distance when moving around in the community	Medium	<ul style="list-style-type: none"> • Long cane or symbol cane will give visual clues to members of the public that the pupil is visually impaired and help maintain social distance • Try and choose a quieter time for training within the community • Encourage pupil to use sounds as audible clues to how close they may be to other members of the public 		Low

17	Money management	Medium	<p>Where lessons on identifying money are planned:</p> <ul style="list-style-type: none"> • Pre-wash a set of coins to be used during the lesson and wash again afterwards • Habilitation specialist and pupil to wash hands before and after lesson for at least 20 seconds • Avoid using circulated bank notes • Older pupils may learn about systems of contactless payment 	Anti-bacterial gel	Low
18	Asking for help – difficulties of student to gauge close-proximity of people helping them	Medium	<ul style="list-style-type: none"> • Habilitation specialist to consider training student to use a symbol cane in shops and community areas to avoid close contact with the public • Otherwise advise on spatial awareness training and the need/prevalence at this time • Habilitation specialist to assess the learning level of the student to plan an appropriate intervention for spatial awareness training • Training will involve the student asking for public to remain socially distanced from them and to stand at the side of them where possible 		Low
19	Using a shopping basket/trolley – touching surface of handles, unable to locate cleaning equipment in store for trolley and basket handles	High	<ul style="list-style-type: none"> • Habilitation specialist to issue anti-bacterial wipes for the student to wipe the basket or trolley • Habilitation specialist to teach student the route to the sanitising area of the shop (usually at the entrance) • Habilitation specialist to teach the student about asking for help techniques – for shop staff to assist wiping the basket or trolley for the student if they are unable to do it for themselves, to remain socially distanced and to the side of the student • Habilitation specialist and student to use anti-bacterial gel when leaving the shop 	Anti-bacterial wipes Anti-bacterial gel	Medium
20	Standing in a queue – close proximity of public, unable to see the public safety wayfarer signs on the floor for safe distancing	Medium	<ul style="list-style-type: none"> • Habilitation specialist to teach student on landmarks they can use to assist with gauging areas to queue • Habilitation specialist to consider student using a symbol cane or a shopping trolley for gauging distance between the student and members of the public 		Low

21	Using a lift or escalator – close- proximity of public, unable to determine how many people are in the lift	High	<p>Where possible the student should use the least congested areas, such as stairs to avoid close- proximity spaces, e.g. Lifts. Where long cane training involves using lifts and escalators the following strategies are recommended:</p> <ul style="list-style-type: none"> To wait between 5-10 seconds before alighting the escalator, to allow the government recommended social distance between the student and the public using the escalator in front of them, asking the public behind them to do the same, to give them enough time to alight safely To use their long cane as per regular training techniques To avoid getting into a congested lift 		Medium
	Public transport				
22	Waiting for the bus/train – difficulties gauging the end of the queue and maintaining 2 metre distance	Medium	<ul style="list-style-type: none"> Face covering e.g. non-surgical face masks such as scarves is compulsory on all public transport https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-mak-a-cloth-face-covering For blind students, the habilitation specialist is recommended to assist with social distancing To follow the government guidelines for social distancing and the guidance provided by the transport company on numbers on the bus/train and seating arrangements Consideration to be given on the number, frequency and lesson times to achieve a safe outcome Consideration to be given on the cane technique and adaptations to techniques to extend the cane further in front of the student to allow a safe distance between themselves and the public 	Face covering	Low
23	Getting on/off bus/train – gauging space between student and other people getting on/off public transport, asking for help and keeping safe distance	Medium	<ul style="list-style-type: none"> Student/habilitation specialist to check verbally with other passengers to gauge between themselves and others To use full extension of cane Habilitation specialist to keep a safe distance behind the student and give verbal instructions when necessary Habilitation specialist and student to use anti-bacterial gel after getting off public 	Anti-bacterial gel	Low

24	Locating scanner machine/paying – touching unclean surfaces trying to locate the scanner, members of public reaching out to help – close contact	Medium	<ul style="list-style-type: none"> If the student is unable to locate the scanner – consider them giving their card to the driver to scan, rather than trailing techniques on surfaces of the bus Encourage the student to wipe the card once seated with a sanitiser wipe before placing the card in their pocket/wallet/purse and then clean their own hands with antibacterial gel 	Anti-bacterial wipes Anti-bacterial gel	Low
25	Locating an empty seat keeping safe distance – difficulties locating an empty seat, gauging whether the seat is 2 metres from fellow passengers	Medium	<ul style="list-style-type: none"> Habilitation specialist to sit away from student, preferably on a seat opposite side of bus/train to give instructions and check students understanding Otherwise to follow normal guidelines of instruction/practice – student to sit on the left side of the bus (on the side of the doors) – requiring the ability of the student to ask bus driver/passengers for co-operation with this 		Low
26	Due to social distancing – buses will reduce their capacity of passengers by up to 85% - further increasing waiting times	Medium	<ul style="list-style-type: none"> Each journey will present a different experience for the student, therefore include discussion/training around this in planning a journey Expect that overall journey time maybe longer as a result of the reduced number of passengers on the bus at any given time Priority should be given to disabled passengers, but may not always be possible Consideration should be given to alighting the bus at an alternative bus stop which maybe quieter – consider several possible options If the student is catching a school bus, travel buddies could be an option to help support the vi student/school staff could consider meeting the student at the bus stop near to school 		Low
	Independent living				
27	Support with independent living skills e.g. dressing skills, using cutlery, making a drink & a snack, cooking, use of specialist equipment, washing hands	High	<ul style="list-style-type: none"> All desk and table areas to be cleaned before and after use. Verbal support given when possible Setting to provide handwashing facilities and access to hand gel Consider whether this is a lesson that can be done at 	Anti-bacterial gel Anti-bacterial wipes	Medium
28	Chief Medical Officer advice states that ‘there is some evidence that the COVID-19 virus can stay on fabrics’		<ul style="list-style-type: none"> record training videos to support parents who can then complete the work with their child Avoid the use of soft toys or those resources with fabric 		

Visits (Outside) to Settings Operational Guidance – Summer Term 2020

Setting based assessment/ monitoring/intervention on work with social distancing; **working outside the setting's building**

Risk Assessment for specialist service and setting required

Arrange dates and times for specialist staff to visit setting. Setting to agree a procedure for signing in / signing out of the premises. Setting to liaise with parents to ensure that they are happy for assessment to proceed under agreed Operational Guidance.

Actions in **bold** to be undertaken by setting.

1. Specialist staff to ensure they have read their service's Risk setting's and the setting's Risk Assessment and follow all actions listed
2. **Where applicable, for new referrals (assessment) setting to email signed parental; consent and background information sheet directly to specialist staff in advance of the assessment session**
3. Specialist staff to collate resource materials/equipment prior to visit (minimal resources taken into setting and ensure they can be easily cleaned before and after use).
4. Ensure setting is aware of any equipment/toys they need to provide and that they clean before and after use
5. **Where applicable, setting to explain to the pupil how the session may be different due to the COVID-19 restrictions**
6. **Table and chairs set up in advance by setting to enable 'side-by-side' working (rather than 'face-on') – 2m social distancing in place where possible**
7. Specialist staff to ring setting on arrival and make their way to the pre-arranged area, if possible, without entering school building
8. **Pupil to visit toilet prior to session and wash hands**
9. Specialist staff to wash/sanitise hands before and after session and in between seeing pupils
10. Specialist staff to set out all of the required equipment onto the pupil's table
11. **Pupil arrives at agreed area with own pen/pencil and water bottle (as near to classroom as possible) – Escort provided if deemed necessary**
12. Specialist staff to explain how the session will work and reiterate how it will be different from normal
13. Social distancing is maintained throughout the session where possible
14. Specialist staff completes session and cleans any shared/used equipment including table and chairs
15. **Pupil returns to class (escort provided if deemed necessary)**
16. If appropriate, specialist staff to put visit record in a plastic wallet which can be wiped clean before being passed over to setting staff
17. **Next pupil arrives, if applicable, following same procedure outlined above**

N.B. Staff member to confirm procedures for pupils visiting the toilet and to update knowledge of break times, lunchtimes, evacuation procedures and the DSL who is on site

Visits (Inside) to Settings Operational Guidance – Summer Term 2020

Setting based assessment/ monitoring/intervention work with social distancing; working **inside the setting's building**

Risk Assessment for specialist service and setting required

Arrange dates and times for specialist staff to visit setting. Setting to agree a procedure for signing in / signing out of the premises. Setting to liaise with parents to ensure that they are happy for assessment to proceed under agreed Operational Guidance.

*Actions in **bold** to be undertaken by setting.*

1. Specialist staff to ensure they have read their service's Risk setting's and the setting's Risk Assessment and follow all actions listed
2. **Where applicable, for new referrals (assessment) setting to email signed parental; consent and background information sheet directly to specialist in advance of the assessment session**
3. Specialist staff to collate resource materials prior to visit (minimal resources taken into setting and ensure they can be easily cleaned before and after use).
4. Ensure setting is aware of any equipment/toys they need to provide and that they clean before and after use
5. **Setting to explain to the pupil how the session will be different due to the COVID-19 restrictions**
6. **Table and chairs set up in advance by setting to enable 'side-by-side working' (rather than 'face-on') in a well-ventilated area that has been cleaned since previous use – 2m social distancing in place where possible**
7. Specialist staff to ring setting on arrival and make their way to pre-arranged area
8. Specialist staff to wash hands/use hand gel following entry to school and then make their way to room/area (as near to school entrance as possible)
9. **Pupil to visit toilet prior to session and wash hands**
10. Specialist staff to sets out all of the required equipment onto the pupil's table
11. **Pupil arrives at agreed area with own pen/pencil and water bottle (as near to classroom as possible) – Escort provided if deemed necessary**
12. Specialist staff to explain how the session will work and reiterate how it will be different from normal
13. Social distancing is maintained throughout the session
14. Specialist staff completes session and cleans any shared/used equipment including table and chairs
15. **Pupil returns to class (escort provided if deemed necessary)**
16. If appropriate, specialist staff to put visit record in a plastic wallet which can be wiped clean before being passed over to setting staff
17. **Next pupil arrives, if applicable, following same procedure outlined above**

N.B. Staff member to confirm procedures for pupils visiting the toilet and to update knowledge of break times, lunchtimes, evacuation procedures and the DSL who is on site

Virtual Assessments/Monitoring via 'Teams' Operational Guidance

Virtual assessment/ monitoring with pupil based at the setting.

Risk Assessment for specialist service and setting required

Arrange dates and times for specialist staff member to deliver/collect pupil packs and to conduct the virtual assessment. Setting to identify a designated email address in order to receive a 'Teams' meeting invite. Setting to liaise with parents to ensure that they are happy for assessment to proceed under agreed Operational Guidance.

*Actions in **bold** to be undertaken by setting.*

- 1. For new referrals (assessment) setting to email signed parental consent and background information sheet directly to specialist staff in advance of the assessment session.**
2. Specialist staff to collate assessment pack prior to delivery
3. Assessment pack delivered to setting
- 4. Setting to explain to the pupil how the session will be different due to the COVID-19 restrictions**
5. 'Teams' meeting to be arranged and an invite sent to the designated adult, in advance by Specialist staff. An email address is required from school in order to do this
- 6. Adult in setting to ensure all electronic equipment is set up prior to assessment session (setting to try the Teams Meeting link prior to the start of the meeting), the pupil assessment pack is available and suitable writing equipment – activities will be in numbered packs**
7. Pupil to visit toilet prior to session and wash hands
- 8. Adult in setting to connect to the meeting via 'Teams' at the agreed time and Specialist staff will show them their Dudley ID badge.**
- 9. Adult in setting introduces the pupil to the Specialist staff online at the beginning of the session 10. Pupil instructed to raise their hand in the event of connection breakdown or if help is needed and when the session is complete**
- 10. School member of staff to supervise the pupil during the assessment session**
11. Specialist staff explains how the session will work
- 12. The 'Teams' meeting is closed following the end of the assessment - LSS Specialist Teacher will close their connection and the member of staff in school will close the 'Teams' session for the pupil**
13. Specialist staff cleans any shared equipment after collection to reduce cross contamination

Stay Safe on a Visit

When visiting the Mere or any Council building always be aware of your own and others safety and well-being. Always follow Government guidelines and school/setting risk assessment

<p style="text-align: center;">Social Distance</p> <ul style="list-style-type: none"> • Maintain a physical distance as recommended by current government guidance at all times where possible • Avoid face to face teaching and support where possible • Email the notes/report after the visit • All transfers should be facilitated from the side of the child where possible (PMIS specific) 	<p style="text-align: center;">Plan ahead</p> <ul style="list-style-type: none"> • Plan ahead for your individual visit with the setting • Staff must read and follow setting Risk Assessment • Only take items needed for the visit into the setting • Check with the setting how they will verify your identity i.e. identity badges on lanyards may not be possible 	<p style="text-align: center;">Room for 1:1 Intervention</p> <ul style="list-style-type: none"> • Ensure room is large enough to maintain physical distance as recommended by current government guidance • Ensure room is well ventilated • Use a non-fabric chair where possible • Staff should clean/sanitise tables before and after use
<p style="text-align: center;">Hygiene/Infection Control</p> <ul style="list-style-type: none"> • Use hand sanitiser before entering and leaving the setting • Follow setting's policy on the use of face coverings • Wash hands for at least 20 seconds or sanitise on a regular basis and in between seeing pupils • Chairs/wheelie stools and tables should be cleaned before and after use • Staff to take their own hand sanitiser and antibacterial wipes • Avoid touching any part of your face or hair • Keep glasses on or in a case 	<p style="text-align: center;">Health</p> <p style="text-align: center;">Do not attend any visits if you or any members of your household have symptoms of COVID-19:</p> <ul style="list-style-type: none"> • New/continuous cough • High temperature • Changes in taste and smell <p style="text-align: center;">Follow the guidelines when sneezing coughing or blowing nose in a tissue</p> <ul style="list-style-type: none"> • Catch it • Bin it • Kill it 	<p style="text-align: center;">Intimate Care (PMIS specific)</p> <ul style="list-style-type: none"> • If pupil or support staff are showing no signs of COVID 19 symptoms, then the usual care plan/risk assessment must be followed • Staff to ensure that the care bed is sanitised/cleaned before and after use • The disposal of all tubes, bags and other equipment should be followed as outlined in the care plan/risk assessment • Hoist training should be adapted to ensure that staff can work from the side where possible
<p style="text-align: center;">Car</p> <ul style="list-style-type: none"> • Ensure the car is kept clean and tidy • Wipe down areas that are regularly used with anti-bacterial wipes after each trip • Keep all equipment/resources in a closed box • DO NOT keep bottles of sanitiser in the car as they may be a fire hazard 	<p style="text-align: center;">Equipment</p> <ul style="list-style-type: none"> • Only take equipment needed for the visit into the setting • All equipment/resources to be kept in a closed box • All equipment must be cleaned/sanitised before using with the child and before being put back in the box • Equipment must not be used by other pupils 	<p style="text-align: center;">ID badges/lanyards</p> <ul style="list-style-type: none"> • Fabric lanyards to be worn under the local authority guidance • ID badges to be wiped after each visit • Do not wear visitor badges with lanyards

Supporting the child with a hearing impairment (COVID-19)

<p align="center">Social Distance</p> <ul style="list-style-type: none"> • Maintain social distance as recommended by government guidance at all times • Ensure pupil understands the need for social distancing • Use verbal/visual guidance whenever possible 	<p align="center">Specialist Equipment</p> <ul style="list-style-type: none"> • Mask/gloves/apron to be worn if handling hearing aids/implants • Radio aid and charger to be accessible by the pupil, pupil to fit/remove their own receivers. • Transmitter and lanyard need to be wiped with 70% alcohol wipes (avoid microphone) • Pupil to follow strict handwashing protocols 	<p align="center">Hygiene</p> <ul style="list-style-type: none"> • Wash hands for at least 20 seconds on arrival and on leaving a setting • Ensure hearing impaired pupil is familiar with hand hygiene procedure and is able to do this independently • Ensure hearing impaired pupil has own box of tissues at their workspace and is encouraged to use them whenever they cough or sneeze • Pupil to independently dispose of used tissues immediately • Avoid touching face. • Verbally/visually reinforce all signage 
<p align="center">Toilets</p> <ul style="list-style-type: none"> • If different toilets are to be used ensure pupil is familiarised • Consider anti-bacterial gel as a support for hand washing 	<p align="center">Preparation</p> <ul style="list-style-type: none"> • Prepare hearing impaired pupil for changes in routine in advance of them returning to school • Ensure pupil has a dedicated workspace (as recommended by QTOD) • Ensure any resources needed are ready at the pupil's workspace 	<p align="center">Equipment</p> <ul style="list-style-type: none"> • Do not share equipment • Hearing impaired pupil to have own anti-bacterial wipes and to be taught to wipe down own equipment before and after use • All equipment to be ready at pupil's workspace 
<p align="center">Support</p> <ul style="list-style-type: none"> • Whenever possible same adult to provide support 	<p align="center">Signage</p> <ul style="list-style-type: none"> • Verbally reinforce all messages with sign support if required • Consider how signs may be made accessible to the pupil 	<p align="center">Fire</p> <ul style="list-style-type: none"> • The risk from fire is far greater than that of the virus • Ensure school/setting procedures are followed • Ensure hand hygiene protocols are followed 

Please refer to the HI risk assessment for further details

Supporting the child with a visual impairment (COVID-19)

<p style="text-align: center;">Social Distance</p> <ul style="list-style-type: none"> • Maintain social distance as recommended by government guidance at all times • Ensure pupil understands the need for social distancing • Use verbal guidance whenever possible 	<p style="text-align: center;">Sighted guidance</p> <ul style="list-style-type: none"> • Only use sighted guide if the pupil cannot be kept safe by other methods • Encourage cane over sighted guide if appropriate • Adult guide must not cough or sneeze into elbow/arm, use a tissue • Guide and pupil to follow strict handwashing protocols 	<p style="text-align: center;">Hygiene</p> <ul style="list-style-type: none"> • Wash hands for at least 20 seconds on arrival and on leaving a setting • Ensure visually impaired pupil is familiar with hand hygiene procedure and is able to do this independently • Ensure visually impaired pupil has own box of tissues at their workspace and is encouraged to use them whenever they cough or sneeze • Pupil to independently dispose of used tissues immediately • Avoid touching face • Verbally reinforce all signage 
<p style="text-align: center;">Toilets</p> <ul style="list-style-type: none"> • If different toilets are to be used ensure pupil is familiarised with the layout whilst empty • Ensure pupil can locate cubicle, flush, hand basin, soap and drying facilities independently • Consider anti-bacterial gel as a support for hand washing 	<p style="text-align: center;">Preparation</p> <ul style="list-style-type: none"> • Prepare visually impaired pupil for changes in routine in advance of them returning to school • Ensure pupil has a dedicated workspace (as recommended by QTVI) • Ensure any resources needed are ready at the pupil's workspace • Walk through all new routes and layouts 	<p style="text-align: center;">Equipment</p> <ul style="list-style-type: none"> • Do not share equipment • Visually impaired pupil to have own anti-bacterial wipes and to be taught to wipe down own equipment before and after use • All equipment to be ready at pupil's workspace 
<p style="text-align: center;">Support</p> <ul style="list-style-type: none"> • Avoid face to face teaching • Sit/stand side by side or diagonally across a table • Whenever possible same adult to provide support 	<p style="text-align: center;">Signage</p> <ul style="list-style-type: none"> • Verbally reinforce all messages in signs • Consider how signs may be made accessible to the pupil    	<p style="text-align: center;">Fire</p> <ul style="list-style-type: none"> • The risk from fire is far greater than that of the virus • Ensure school/setting procedures are followed • If sighted guidance is needed any adult can provide this • Ensure hand hygiene protocols are followed 

Please refer to the VI risk assessment for further details

