

## Learning from local restrictions

### Maintain resilient social care services

- Resilience impacted by Social Workers self-isolating contacts/ caring for children self-isolating
- Consider three-way rota of pods/teams: in the office; 'on standby'; working from home
- Plan for face-to-face 'debrief' opportunities for Social Workers involved in Focused Visits
- Local restrictions do not mean 'blanket approach' to face-to-face work
- Remain true to practice standards – consider what we can do differently, rather than what to 'stop'
- For virtual meetings, visits, reviews – record decisions *and* consider impact on child in SW practice and recording

### Communicate with parents and communities

- Understand pressures on schools and school leaders
- Consistent partnership messages on attendance
- Work with elected members to understand and respond to issues in communities
- Prepare for knock-on effect of self-isolation of bubbles in school – siblings, concerned parents/carers
- Consider unified approach to absence for all settings [GM COVID-19 Absence Quick Guide](#)

- Be confident in adopting measures that work locally- face coverings, access to suitable school site outdoor areas for parents at drop-off/collection





**WATCH:** [Blackmoor Park Infant School, Liverpool](#)



### COVID-19 (coronavirus) absence: A quick guide for parents / carers

**GREATER MANCHESTER**  
DOING HEALTH DIFFERENTLY

What to do if...	Action needed	Back to school...
 <p>...my child has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> <li>• Child shouldn't attend school</li> <li>• Child should get a test</li> <li>• Whole household self-isolates while waiting for test result</li> <li>• Inform school immediately about test results</li> </ul>	<p>...when child's test comes back negative provided they have been fever free for the 48 hours before returning to school, and feel well</p>
 <p>...my child tests positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> <li>• Child shouldn't attend school</li> <li>• Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms)</li> </ul>	<p>...after 10 days, once child feels better, and has been fever-free for at least 48 hours</p> <p>They can return to school</p>

### Responding to confirmed cases

- 'Complex' cases will be dealt with locally, don't rely on DfE Helpline alone
- Dedicated and local education/Public Health LA advice is crucial
- Consider daily Public Health/Education situation report calls
- Establish school-to-LA communication of 'vulnerable' pupils who need to self-isolate
- Switching to remote learning while also teaching in settings acutely challenging

## Supporting children with SEND and their families

- Prioritise communication with parents and carers as a key barometer of impact on delivery of EHCP
- Bolster joint Public Health/Education advice to Special Schools – don't rely on DfE Helpline
- Use relationships with schools to understand pupils with EHCP required to self-isolate and coordinate with other services – LA, CCG and commissioned (e.g. PA, Short Breaks)
- Have a clear position on Elective Home Education to ensure appropriate support and challenge.

### I don't want my child to return to school because of coronavirus. Can I continue to educate him or her at home as part of an informal arrangement?

No. Children who are enrolled at a school are required to attend that school regularly from September 2020. If you wish to continue to educate your child at home, you will need to make a more formal decision to remove your child from the school's roll and proceed with Elective Home Education (EHE). This is a big decision as you will become solely responsible for your child's education and any costs associated with it. You should also be aware that your child may not get a place at the same school if you decide to reapply at a later date and the school is full in your child's year group.

[Stockport Local Offer](#)

- Seek to understand children not attending school due to Aerosol Generating Procedures (AGPs)

## Working with local, regional and national partners

- Build on existing relationships and partnerships – it's key to managing locally and remaining resilient
- Support from the sector is key – frequent virtual networking to share issues, solutions and practice
- Be confident in agreeing appropriate communication with DfE – use e-mail rather than 'daily calls', establish exception reporting, ensure DCS engaged only when genuinely necessary
- Be clear on LA and RSC roles and responsibilities - maintain an oversight of direct contact to your teams and maintained schools from DfE officials and challenge where appropriate
- Be prepared that Assurance Visits to schools and Focused Visits may not be deferred in the event of local restrictions or outbreaks – think about COVID-secure or remote Ofsted activity

## Support full reporting via DfE Attendance Portal

- Avoids additional LA burden on schools
- Supports access to devices more quickly
- Protect school leaders from individual media, political, government enquiries

- Early warning of access/staffing issues if sporadic or ceased reporting

