

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

RE-OPENING OF SCHOOLS AND EARLY LEARNING AND CHILDCARE

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To inform the Education Executive of the plans to re-open schools and early learning and childcare in line with the Scottish Government Direction, Strategic Framework and Guidance.

To inform the Education Executive of the key strategic decisions on blended learning with reduced school capacity, facilities management including cleaning and catering and school transport required to enable implementation of the Local Phasing Delivery Plan and the School Recovery Plans.

B. RECOMMENDATIONS

- 1) To approve the Local Phasing Delivery Plan, noting that the Plan is a dynamic document that will continue to evolve in response to legislation, national guidance and in consultation with stakeholders including Headteachers, Parents/Carers, Pupils, Staff and Professional Associations and Trades Unions and give delegated authority to the Depute Chief Executive to implement further changes to the plan.
- 2) To note that each school will have in place a School Recovery Plan by 24 June 2020 to reflect local and establishment-specific circumstances and that these will also be dynamic.
- 3) To note the model of blended learning, and that each pupil will be allocated two extended days of in-school learning each week (during Monday-Thursday) and that will equate to 50% of curriculum time.
- 4) To note the transition arrangements currently underway in schools.
- 5) To agree the model of school transport provision, subject to approval by the Council Executive in relation to financial resources, and note that the social distancing requirements for public transport have significant cost implications and capacity risks for both mainstream and ASN school transport.
- 6) To agree the model of provision of free school meals for all eligible pupils subject to approval by the Council Executive in relation to financial resources.
- 7) To note that within each School Recovery Plan arrangements for school catering are being developed that maintains the breakfast option and the provision of a hot meal option in all schools.
- 8) To note the enhanced cleaning currently being implemented in schools.

9) To submit the Plan to Education Scotland by 24 June.

10) To note a separate report will be presented to Council Executive which includes a request for authority to write to the Scottish Government to request full funding for the cost implications of the re-opening schools plan which are set out in section D3 of the report.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Educational Continuity No. 2 Direction and related statutory guidance; non-statutory Scottish Government guidance to support implementation of a phased return to schools under Scotland's Coronavirus (COVID-19): strategic framework for reopening schools and early learning and childcare provision; an integrated impact assessment has been undertaken
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Significant changes to the delivery of education have the potential for impact on performance. The Plan sets out the steps to be taken to continue to support learning and teaching during the COVID-19 pandemic.
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI	Resources - (Financial, Staffing and Property)	<p>The net revenue cost of the plan covering the re-opening of schools in financial year 2020/21 is estimated to be £4.833 million as set out in section D3 of the report.</p> <p>The Scottish Government has stated that it will work with Councils to address resources issues that they face in reopening schools.</p> <p>An audit of building and staff resource requirements has been undertaken and appropriate measures put in place.</p>
VII	Consideration at PDSP	Due to urgency and short timescales it has not been possible to consult PDSP members and representatives
VIII	Other consultations	FMU, Headteachers, teaching and non-

teaching trade unions

D1. TERMS OF REPORT

On 10 June 2020 the Scottish Ministers issued the Educational Continuity No. 2 Direction under emergency coronavirus legislation. It took effect on 11 June. It has the force of law and is accompanied by the equivalent of statutory guidance. The Direction will be reviewed after 21 days and it is expected that a further Direction will be made by 1 July to modify, replace or supplement it as appropriate. Both the Direction and the accompanying Guidance are therefore subject to change. At today's date the council is required to plan the re-opening schools and early learning and childcare in line with its provisions. The Scottish Government however states that for the avoidance of doubt no such re-opening may however take place unless and until this is permitted by a further Educational Continuity Direction. The Local Phasing Delivery Plan and the other proposals in this report are necessarily dynamic and subject to change. Recommendation 1 therefore seeks delegated authority to adjust the Plan and other arrangements around it as required to comply with emerging law and guidance.

The Scottish Government has previously published A Strategic Framework for Re-Opening Schools, Early Learning and Childcare Provision in Scotland with accompanying and non-statutory guidance to support implementation of a phased return to schools and the re-opening of Early Learning and Childcare.

A Local Phasing Delivery Plan has been developed to support implementation of the phased reopening of schools.

All schools are required to produce a School Recovery Plan which take account of local circumstances and include establishment specific risk assessments and risk assessments for individual children where required particularly in regard to complex needs. The Recovery Plans will also inevitably be dynamic to reflect changing law and guidance and local experience.

The Plan contains details of the phasing of the reopening of schools, and Operational Guidance covering:-

- Risk Assessments/Alterations to the Physical Environment
- Blended Learning
- Building and Workforce Capacity
- Health and Wellbeing – Pupils, Staff and Parents
- School Recovery Plan Template
- Early Learning and Childcare
- Additional Support Needs
- Key Worker Hubs - Summer Provision
- Free School Meal Provision – Summer Provision
- Free School Meals Provision on school reopening
- School Transport
- Catering, Cleaning and Facilities Management
- Finance
- Procurement

The Plan will be subject to peer review through the Regional Improvement Collaborative in order to enable sharing of best practice in relation to the re-opening of schools. The Plan will be submitted to Education Scotland by 24 June 2020. Education Scotland will carry out a desktop review of the plan and produce a summary report which will be shared with the council.

The Plan is appended to this report. (Appendix 1)

D.2 Key Features of the Phasing Plan

Blended Learning

Teachers and support staff across mainstream and ASN provision will return from 15 June, as required by their Headteacher, to plan and prepare for the new model of learning familiarisation of the changes to the physical environment in the light of social distancing and the school risk assessments.

Tuesday 11 August will be an In-Service Day. Blended learning will start for all pupils on Wednesday 12 August, with a mix of in-school and in-home learning.

Each pupil in both mainstream and ASN schools will be allocated two days of in-school learning each week. The hours provided will equate to 50% of curriculum time with some extended provision for identified vulnerable children. This pattern of attendance will allow physical distancing measures to be implemented in line with national guidance. There will be direct in-school learning, teaching and assessment on school attendance days, to be followed by home based learning.

Some schools will require additional physical capacity and these are identified in the Plan. Additional staff resource will be required to ensure delivery of the model in line with current guidance.

Further guidance on supporting pupils' learning in the ASN sector is anticipated from the Scottish Government in the near future.

Siblings who attend the same primary school will be allocated the same days of attendance, but it will not be possible for parents/carers to choose their days of attendance or which pupils will attend together. Cluster arrangements will seek to maximise alignment with siblings in secondary school where possible but secondary timetabling arrangements may not always permit this. Where possible sibling groupings will also be taken into consideration for those families who have children within the ASN sector.

Transition

Across both mainstream and ASN sectors, all parents/carers of children starting P1 in August have been contacted and given the offer of an opportunity to have one short visit to their Primary 1 classroom and to meet their teacher (if possible) and any other key staff. This visit has been/will be no more than 30 minutes in length, and parents/carers have been made aware of this.

Almost all P7 pupils have already experienced a visit to their catchment secondary school and met with their future year group.

The parents/carers of all pupils who will start S1 in August have been offered one morning or afternoon 'session' in their primary school for all P7 pupils to provide an opportunity to 'complete' their primary school years. This session will be approximately 90 – 120 mins. A member of secondary staff may visit in order to 'set the scene' for moving on.

In addition, secondary schools have offered:-

- a visit for any pupil enrolled to the school who has not yet attended any familiarisation experiences as part of cluster/associated primaries transition programme.
- an additional visit for any pupil already identified as requiring an 'enhanced transition programme' due to any additional support needs.
- a visit for any pupil where a parent/carer has raised a specific concern about their child and any anxiety about transition.

Early Learning and Childcare

Physical distancing between young children, or between children and their key workers, is not considered to be appropriate or desirable for children in Early Learning and Childcare settings, in line with the sector-specific guidance published by the Scottish Government on 15 June 2020.

The safe reopening of Early Learning and Childcare settings will involve a package of age-appropriate public health measures that minimise risks for staff, children, families and communities. These include:

- enhanced hygiene and cleaning practices;
- caring for children in small groups and minimising contact between these groups;
- maximising use of outdoor spaces;
- ensuring physical distancing between adults in the setting,
- ensuring physical distancing between parents and carers at drop-off and pick-up times.

Headteachers should plan as far as possible for the resumption of Early Learning and Childcare on the basis of placement decisions already made and are being communicated to parents/carers.

Private Partner Providers will be asked to submit their plans for re-opening for review by the council.

Early Learning and Childcare plans will be informed by the sector-specific guidance published by the Scottish Government. Settings will plan to offer the normal pattern of attendance on re-opening, subject to measures such as staggered start and finish times to ensure physical distancing between staff and parents/carers. The requirement to care for children in small groups may be able to be met within existing staffing levels.

Childcare for Children of Key Workers

The re-opening of schools will have childcare implications for teaching staff and non-teaching staff on the days on which their children are not in attendance at school or early learning and childcare.

The Scottish Government is ensuring that employers are aware that the re-opening of schools in August will not mean that pupils will attend full time and asking employers to be flexible with employees who need to stay at home with their children.

The No. 2 Direction requires councils to continue provision for vulnerable children and children of key workers. If a model of free childcare for key workers is to continue beyond the summer period it should be noted that the council will not have sufficient staff and accommodation capacity. Further guidance from Scottish Government is expected as demand for childcare will increase as Scotland progresses through the phased lifting of lockdown restrictions and more employees return to work.

School Transport – Mainstream home to school transport

There are currently 139 contracted bus services for mainstream school transport across both secondary and primary provision. Meeting physical distancing requirements reduces school bus capacity to between 10% and 20% of pre Covid-19 levels and significantly increases the number of buses required to meet service needs.

Current modelling has identified the requirement for an additional 376 buses to provide the required capacity to transport the pupils to school. Engagement with our contracted suppliers has concluded that they have insufficient additional capacity available to provide this requirement.

The costs of supplying the additional buses are significant. To mitigate additional costs the council will need to consider staggered bus start and finish times to meet the service needs within its contracted resource. For some communities this would require the first bus collection and school drop off to commence up to an hour earlier than previously timetabled. Buses with single runs would also be directed to assist areas requiring multiple runs. Provision would be made in schools to manage this process.

It should be noted that the council will be competing against other councils for the additional capacity that will be required and there is a considerable risk that the wider market will not be able to supply the required additional capacity.

Provision	Current Bus Numbers	Projected Bus Numbers	Variance
Secondary Schools	91	364	273
Primary Schools	48	151	103
Totals	139	515	376

School Transport – Additional Support Needs (ASN)

There are currently 155 contracted small vehicle services for ASN transport. The current model of provision is based on shared transport and multiple passengers. Reverting to single passenger journeys will meet the social distancing requirements but will result in significant additional costs.

The modelling assumes staggered school start and finish times and lower contract costs for each additional journey carried out by the contracted provider. The Scottish Government have stated that they will provide further guidance for ASN schooling. This may impact on the assumptions made above.

Provision	Current Journeys	Projected Addition Journeys	Variance
ASN	775	1,432	657

Catering

Pupils entitled to a breakfast will receive a nutritionally compliant breakfast at the start of the day.

Primary school lunches will include hot and packed lunch options. Ordering and payment of meals will not be changed. All meals will be consumed in classrooms or other specified areas and from disposable containers and cutlery.

Secondary school lunches will be provided via a new set cost menu (priced at £2.35) equivalent to the daily free school meal allowance. Meals will be ordered in advance via a mobile phone App and paid for via i-pay-impact. All meals will be consumed in classrooms or other specified areas and from disposable containers and cutlery.

Pupils may bring packed lunches from home for their own consumption.

Pupils entitled to free school meals but not rostered to be at school will be able to collect their meal as per the model agreed for summer school meal provision. There may be a need to review locations however the basic principles of local access will remain.

The blended learning approach does create a budget pressure in school catering as a result of lost paid meal income due to reduced daily pupil numbers (appendix 2).

School Cleaning

School cleaning has been reviewed and enhanced in line with Scottish Government guidance. This includes use of an electrostatic cleaning method which provides a longer duration of cleanliness on hard and soft surface. This will be supplemented by the provision of complementary cleaning products for use during the day to cleanse regular touch/contact points and any spillages. Additional school cleaning staffing resources will be provided during the school day.

D.3 Resources

Based on an initial costing exercise, it is estimated that the re-opening of schools plan will cost approximately £4.833 million in financial year 2020/21. A breakdown of the additional costs anticipated is provided in the table below:

	£'000	£'000
<u>Staff Costs (Schools)</u>		
Additional Teaching Staff (20fte)	720	
Additional Advanced PSW's (10fte)	<u>167</u>	
Total Staff Costs		887
<u>Property Costs</u>		
Set-up costs at 3 satellite schools	90	
Lost income from school lets	180	
Further property related spend	<u>30</u>	
Total Property Costs		300
<u>School Transport Costs</u>		
Mainstream	2,016	
ASN	<u>859</u>	
Total School Transport Costs		2,875
School Catering		659
School Cleaning		112
Anticipated Cost of Re-Opening Schools Plan		4,833

All costs included in the table show the net cost implications for financial year 2020/21.

Council Executive was provided with an update report on 26 May 2020 on the financial implications of the current Covid-19 pandemic. At that stage, there is an estimated revenue pressure of approximately £6.9 million in financial year 2020/21 even after the anticipated additional funding is accounted for. The costs included within this report, which relates to the re-opening of schools plan of £4.833 million, are in addition to the estimated revenue pressure already reported.

Education Scotland informed local authorities on 15 June 2020 that the Government would work with councils to address the resource issues that they face in reopening schools. The council's expectation is therefore that the additional costs, estimated to be £4.833 million, will be fully funded by Scottish Government.

A separate report will be presented to Council Executive setting out the anticipated pressures resulting from the re-opening schools plans and will include a request for authority to write to Scottish Government to ask for the cost implications to be fully funded.

If Scottish Government do not provide funding for these costs then the council would need to identify an alternative source which may include utilisation of the uncommitted General Fund balance, uncommitted Modernisation fund and other funding streams. This would mean that these resources would be unavailable to fund the additional pressures already identified of £6.9 million or any other modernisation and staffing changes.

E. CONCLUSION

The Education Executive is asked to note and approve plans to reopen schools and early learning and childcare in line with the Scottish Government Strategic Framework and Guidance, but which will inevitably be subject to later change.

The Education Executive is asked to note and agree, subject to approval by Council Executive where required, the key strategic decisions on blended learning with reduced school capacity, facilities management including cleaning and catering and school transport required to enable implementation of the Local Phasing Delivery Plan and the School Recovery Plans.

F. BACKGROUND REFERENCES

Educational Continuity No. 2 Direction (10 June 2020) and related statutory guidance - <https://www.gov.scot/publications/coronavirus-act-2020-educational-continuity-direction/>

Strategic Framework for Re-opening schools

Coronavirus (COVID-19): re-opening schools guidance

Coronavirus (COVID-19) Phase 3: guidance on reopening early learning and childcare services

Covid-19 Update on the estimated financial impact on the Council Report by Head of Finance & Property Services to Council Executive – 26 May 2020

Appendices: 1. Re-opening of Schools and Early Learning Local Phasing Delivery Plan
2. Catering

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Date of meeting: 23 June 2020



WEST LOTHIAN COUNCIL

REOPENING OF SCHOOLS AND EARLY LEARNING AND CHILDCARE

LOCAL PHASING DELIVERY PLAN

Version	Date Issued	Author	Update Information
1	18 June 2020	Andrew Sneddon	Draft For Education Executive

<u>Contents</u>		<u>Page</u>
1	Introduction	3
	PHASING	
2	Key Milestones	4
3	New Term Dates	5
	WEST LOTHIAN COUNCIL OPERATIONAL GUIDANCE	
4	Risk Assessments/Alterations to the Physical Environment	6
5	Transition	7
6	Blended Learning	7
7	Curriculum Support	8
8	Closing the Poverty Related Attainment Gap	8
9	Digital Exclusion and Support for On-Line Learning	9
10	Health and Wellbeing – Pupils, Staff and Parents	9
11	Building and Workforce Capacity	10
12	School Recovery Plan Template	11
13	Early Learning and Childcare	11
14	Additional Support Needs	12
15	Key Worker Hubs - Summer Provision	12
16	Free School Meal Provision – Summer Provision	12
17	Transport	12
18	Catering and Cleaning	13
19	Finance	14
20.	Procurement	15

Appendices – Detailed Operational Guidance

1.1	Risk Assessment – Staff Return to School (June)
1.2	Risk Assessment – Pupils Return to School (August) (to follow)
2	Transition Planning (P1/S1)
3	Primary Blended Learning Model
4	Secondary Blended Learning Model
5	Equity and Closing The Poverty Related Attainment Gap
6	School Recovery Plan Template
7	Key Worker Hubs and Free School Meals – Summer Provision – Executive Report
8	Communications Plan
9	Resources Relating to Covid-19
10	Further Operational Guidance To Follow
11	Recovery and Reimaging – Curricular Support
12	Support for PEF Planning – Closing The Poverty Related Attainment Gap

1. Introduction

The Scottish Government has passed Coronavirus Act 2020 - Educational Continuity Direction No 2 and published a Strategic Framework for the re-opening of Schools and Early Learning and Childcare, non-statutory Guidance for the phased re-opening of Schools, and supplementary guidance on Early Learning and Childcare. Specific Guidance on additional support needs is expected.

All schools and early learning centres in West Lothian will follow this strategic framework and Guidance.

All schools are required to produce a School Recovery Plan, including appropriate risk assessments.

The Phasing and Operational Guidance will also continue to evolve and develop informed by consultation with Headteachers, staff, the Local Negotiating Committee for Teachers, the JTUC non-teaching staff, pupils, parents and carers.

The Plan will be subject to peer review through the Regional Improvement Collaborative in order to enable sharing of best practice in relation to the re-opening of schools.

The Plan will be submitted to Education Scotland by 24 June 2020. Education Scotland will carry out a desktop review of the plan and produce a summary report which will be shared with the council.

The arrangements set out in this plan have been agreed in discussion with Headteachers in line with the council's Scheme of Devolved School Management, which empowers schools to put in place curricular models that meet the needs of their learners. Further detail will be provided in each School Recovery Plan.

WEST Lothian Council Phasing

2. Phasing and Key Milestones

PHASE 1	PREPARATION AND TRANSITION
Friday 12 June	School risk assessments for return of staff complete.
w/b Monday 15 June	Teachers and other school staff will return from 15 June, as required by their Headteacher, to plan and prepare for the new blended model of learning, and prepare the physical environment in light of risk assessment.
w/b Monday 15 June	Transition visits to primary schools for those children starting P1 in August.
w/b Monday 22 June	Transition visits to secondary schools for pupils starting S1 in August who are undergoing enhanced transition. P7 'closure' sessions in their primary schools.
Tuesday 23 June	Approval of Plan by Education Executive.
Wednesday 24 June	Submission of Plan to Education Scotland for review.
Thursday 25 June	School risk assessments for return of pupils complete.
PHASE 2	SUMMER HOLIDAY PERIOD
Monday 15 June to Monday 10 August	Childcare Provision for children of Key Workers continues at agreed venues.
Monday 29 June to Monday 10 August	Free School Meal provision for entitled pupils continues at agreed venues.
PHASE 3	BLENDED LEARNING
Tuesday 11 August	In Service Day.
Wednesday 12 August	Blended Learning Commences in Mainstream and ASN Schools and Early Learning and Childcare Commences

3. New term dates

Tuesday 11 August will be an In Service Day when schools will be closed to pupils. The purpose of the In Service Day will be to ensure staff are fully briefed and prepared on the new learning environment and blended learning model. This will replace the In Service Day Planned for Monday 17 August which will not now take place.

Blended learning will start for all pupils on **Wednesday 12 August**, with a mix of in-school and in-home learning.

The earlier start date, required by the Scottish Government, may clash with arrangements that parents have already made. Absence due to arrangements that parents have already made should be treated as Authorised Absence.

A further report, setting out the further revisions necessary to the 2020/21 term dates will be submitted to the Education Executive.

WEST Lothian Council Operational Guidance

4. Risk Assessments/Alteration to the Physical Environment

Teachers and other school staff will be able to return to schools from Monday 15 June 2020, as directed by head teachers, to plan and prepare for the new term.

All schools have completed a risk assessment for the return of staff in June to prepare for the reopening, with a further risk assessment to be completed informed by current public health guidance on physical distancing and infection control prior to the return of pupils in August. The Scottish Government has stated that this guidance will be subject to periodic review, currently a three week cycle.

This risk assessments will include details of the authority and school approach to:-

- Handwashing
- Cleaning
- Social Distancing
- Vulnerable Groups
- Personal Protective Equipment (PPE)
- Instructions for dealing with Persons Displaying Signs of COVID-19
- Instructions for persons that has come into contact with another person infected or possibly infected with COVID-19
- Tea/Lunch Breaks
- Shared Toilets, Showers and Kitchen Areas
- Staff working within same building and contractors
- Staff Meetings
- Work Tasks
- Reception Areas and Visitors
- Deliveries
- Homeworking
- Spread of Infection from Hard Surfaces
- Expectant Mothers
- Emergency Repairs
- Using Alcohol-Based Hand Sanitiser
- Regulatory Compliance

The generic risk assessments are staff returning in June is appended for information. The generic risk assessment for pupils returning in August will follow. Individual school risk assessments are retained in SPHERA and will be updated in line with developing guidance.

5. Transition

Across both mainstream and ASN sectors, all parents/carers of children starting P1 in August have been contacted and given the offer of an opportunity to have one short visit to their Primary 1 classroom and to meet their teacher (if possible) and any other key staff. This visit will be no more than 30 minutes in length, and parents/carers have been made aware of this.

Almost all P7 pupils have already experienced a visit to their catchment secondary school and met with their future year group.

The parents/carers of all pupils who will start S1 in August have been offered one morning or afternoon 'session' in their primary school for all P7 pupils to provide an opportunity to 'complete' their primary school years. This session will be approximately 90 – 120 mins. A member of secondary staff may visit in order to 'set the scene' for moving on.

In addition, secondary schools have offered

- a visit for any pupil enrolled to the school who has not yet attended any familiarisation experiences as part of cluster/associated primaries transition programme
- an additional visit for any pupil already identified as requiring an 'enhanced transition programme' due to any additional support needs
- a visit for any pupil where a parent/carer has raised a specific concern about their child and any anxiety about transition

Placing decisions have been issued, and all pupils allocated a school place, although appeals have yet to be heard.

6. Blended Learning

As a result of physical distancing requirements, pupils will have a mix of in-school and in-home learning.

Each pupil in both mainstream and ASN schools will be allocated a minimum of two days of in-school learning each week. The hours provided will equate to 50% of curriculum time with some extended provision for identified vulnerable children. This pattern of attendance will allow physical distancing measures to be implemented in line with guidance. There will be direct in-school learning, teaching and assessment on school attendance days, to be followed by home based learning.

The Monday/Wednesday and Tuesday/Thursday split within Primary and ASN Schools and Units will allow in-school learning to be followed up by tasks at home which can then be reviewed on return to school, in a rolling cycle. It will permit maintaining contact with vulnerable children.

Further guidance on supporting pupils' learning in the ASN sector is anticipated from the Scottish Government in the near future.

Within Secondary Schools, the pattern of attendance will be based on subject requirements, professional judgement and SQA arrangements amongst other factors.

Siblings who attend the same primary school will be allocated the same days of attendance, but it will not be possible for parents/carers to choose their days of attendance or which pupils will attend together. Cluster arrangements will seek to maximise alignment with siblings in secondary school where possible but secondary timetabling arrangements may not always permit this. Where possible sibling groupings will also be taken into consideration for those families who have children within the ASN sector.

It will not be possible to align attendance at Early Learning and Childcare (ELC) with school attendance as ELC allocations have already been made on the basis of parental requests, and physical and staffing capacity.

The arrangements for blended learning set out in this plan have been agreed in discussion with Headteachers in line with the council's Scheme of Devolved School Management, which empowers schools to put in place curricular models that meet the needs of their learners. Further detail will be provided in each School Recovery Plan.

7. Curricular Support

Support for delivering the curriculum in the Blended Learning model has been developed and shared with all schools.

This focuses on the logistical arrangements necessary to proceed with re-opening schools, short term measures for learning responsive to a phased lockdown exit, and modifications to enable cancelled or rescheduled events to be fulfilled. It also focuses on the longer term aspirations for pupils, schools and communities.

8. Closing The Poverty Related Attainment Gap

Progress in reducing the Poverty Related Attainment Gap will have been impacted as a result of lockdown. There are practical steps schools can take to address this, including focusing particularly on the most disadvantaged pupils with catch-up teaching targeted especially at those most affected.

All schools in West Lothian will complete their School Recovery Plan on the basis of the four national priorities which include closing the poverty related attainment gap. Pupil Equity Funding monies should be used in order to support that plan, using data gathered from the ongoing tracking and monitoring of supporting vulnerable pupils, pupil engagement in learning and provision of additional learning resource which have been required March – June.

Schools have been provided with guidance.

9. Digital Exclusion and Support for Online Learning

There is a robust wireless infrastructure across our school estate, and schools are well equipped with portable digital devices and Glow, the cloud based national learning platform.

In-home learning will build on the experience so far:-

- Staff have received support and development opportunities to increase confidence in remote delivery of learning.
- Pupils in Early Years have been supported via a Central Learning blog as well as individual school blogs, learning logs and other communication tools.
- All pupils from P4-S6 have been part of online 'classes' created within Glow using Microsoft Teams, providing access to online jotters, assignments, conversations and live and pre-recorded lessons. Pupils have been loaned devices by schools as appropriate to mitigate digital exclusion.

Further work to support online learning and reduce digital exclusion will include:-

- Ensuring equity of access to devices and connectivity in home and school for learners supported by the Connecting Scotland fund to further mitigate digital exclusion.
- Targeted support to staff to utilise digital tools specifically Microsoft Teams and Onenote, which will be central to the blended learning model being implemented.
- Development of consistent digital approaches to allow delivery of learning by staff teams.
- Development of additional cloud based applications to ensure equity of access to learning for Early Years pupils.

The development of blended learning creates an opportunity to re-imagine and re-define how schools enable learning in the longer term.

10. Health and Wellbeing

A Health and Wellbeing Recovery Plan has now been completed which will enable schools to support the mental health and wellbeing of pupils and staff. Psychological Service will provide support to schools and early learning and childcare establishments during the phased re-opening. Resources include:-

Wellbeing of Pupils

Video: <https://youtu.be/DSr41GUOf2g>

Sway: <https://sway.office.com/cW4QOE89TAMiaoYP?ref=Link>

Wellbeing of Staff

Video: <https://youtu.be/DSr41GUOf2g>

Sway: <https://sway.office.com/cW4QOE89TAMiaoYP?ref=Link>

Wellbeing of Parents

Communications have been issued centrally to all parents to provide some support and reassurances to them in their new role in home learning. This can be found here:-

<https://sway.office.com/EAmrmHu1XiA8XMGH?ref=Link&loc=play>

Schools have also been provided with further guidance on parental engagement. This can be found here:-

<https://sway.office.com/Z39N70Z24OMwQxYG?ref=Link&loc=play>

Further guidance will be issued over time and will be communicated to Head Teachers centrally.

The Education Endowment Foundation guidance document provides especially helpful resources for schools in supporting home learning and on key messages for communicating and engaging parents. This can be found here: -

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

Some specific resources to support parents can be found here:-

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

11. Building and Workforce Capacity

Building Capacity

All Head teachers have analysed the capacity of their schools, and their ability to deliver the agreed blended learning model. The model can be delivered within existing building capacity, with the exception of six schools where additional accommodation and staffing will be required to support the satellite provision.

School	Support/Intervention
Livingston Village Primary School	Full access to the adjoining Community Wing required.
Simpson Primary School	Full access to the adjoining Community Wing required.
St John Ogilvie Primary School	Relocate 4 'learning groups' to Deans Primary School
St Margaret's Academy	Indoor Bowling Club
Cedarbank School	Neighbouring Church Hall
Pinewood School	Neighbouring Church Hall

Workforce Capacity

All Headteachers have analysed their staffing capacity to deliver the agreed blended learning model.

To support the satellite model a further 20 FTE teachers and 10 FTE advanced pupil support workers will be required. The teaching staff can be recruited from Newly Qualified Teachers. Advanced pupil support workers will require fresh recruitment or redeployment of PSWs recently recruited to support ASN. If redeployment takes place, then backfill will be required as these PSWs have been allocated on the basis of existing Child's Plans.

12. School Recovery Plan Template

All schools are required to produce a School Recovery Plan and Risk Assessments. A template is appended, which will be used as the basis for individual School Recovery Plans.

13. Early Learning and Childcare

Physical distancing between young children, or between children and their key workers, is not considered to be appropriate or desirable for children in Early Learning and Childcare settings, in line with the sector-specific guidance published by the Scottish Government on 15 June 2020.

The safe reopening of Early Learning and Childcare settings will involve a package of age-appropriate public health measures that minimise risks for staff, children and families, and communities. These include:

- enhanced hygiene and cleaning practices;
- caring for children in small groups and minimising contact between these groups;
- maximising use of outdoor spaces;
- ensuring physical distancing between adults in the setting,
- ensuring physical distancing between parents and carers at drop-off and pick-up times.

Headteachers should plan as far as possible for the resumption of Early Learning and Childcare on the basis of placement decisions already made which are being communicated to parents/carers.

Partner Providers will be asked to submit their plans for re-opening for review by the council.

Early Learning and Childcare plans will be informed by the sector-specific guidance published by the Scottish Government. Settings will plan to offer the normal pattern of attendance on re-opening, subject to measures such as staggered start and finish times to ensure physical distancing between staff and parents/carers. The requirement to care for children in small groups may be able to be met within existing staffing levels.

14. Additional Support Needs

Further national guidance of the specific arrangements for Additional Support Needs is expected, and any local arrangements based on this will be communicated to schools as soon as possible.

15. Key Worker Hubs – Summer Provision

Summer provision for children of Key Workers will be consolidated into a smaller number of larger venues at:-

- Low Port Centre, Linlithgow
- Howden Park Centre, Livingston
- Balbardie Sports Centre, Bathgate

Provision for children of Key Workers by Simply Play will continue.

Provision will be moved to the venues above from 15 June 2020, to allow access to the schools currently in use in order to prepare for the re-opening of schools in August 2020. Provision will continue to be offered from 8.00am to 6.00pm. The nature of the provision at the Council sites will change, with greater emphasis on health and wellbeing activities, similar to the holiday lunch club offer. This will be facilitated by access to the high quality indoor and outdoor facilities at the venues identified. Input from Youth CLD staff will ensure a balanced programme of activities.

16. Free School Meal Provision – Summer Provision

All children entitled to free school meals are able to continue to receive a packed lunch or pick up a takeaway hot meal and a breakfast cereal bar/cereal at 7 secondary schools and 34 primary schools, with an additional 5 primary schools continuing to distribute packed lunches only, and that delivery arrangements continue for vulnerable children identified by Social Policy and Additional Support Needs (ASN) for Education.

17. School Transport

Mainstream Schools

There are currently 83 contracted bus services for mainstream school transport across both secondary and primary provision. Meeting physical distancing requirements reduces school bus capacity to between 10% and 20% of pre Covid-19 levels and significantly increases the number of buses required to meet service needs.

Current modelling has identified the requirement for an additional 78 buses to provide the required capacity to transport the pupils to school. Engagement with our contracted suppliers

has concluded that they have insufficient additional capacity available to provide this requirement.

The costs of supplying the additional buses are significant. To mitigate additional costs the council will need to consider staggered bus start and finish times to meet the service needs within its contracted resource. For some communities this would require the first bus collection and school drop off to commence up to an hour earlier than previously timetabled. Buses with single runs would also be directed to assist areas requiring multiple runs. Provision would be made in schools to manage this process.

It should be noted that the council will be competing against other councils for the additional capacity that will be required and there is a considerable risk that the wider market will not be able to supply the required additional capacity.

Additional Support Needs Schools and Units

There are currently 155 contracted small vehicle services for ASN transport.

The current model of provision is based on shared transport and multiple passengers. Reverting to single passenger journeys will meet the social distancing requirements but will result in significant additional costs (appendix 3). The modelling assumes staggered school start and finish times and lower contract costs for each additional journey carried out by the contracted provider. The Scottish Government have stated that they will provide further guidance for ASN schooling. This may impact on the assumptions made above.

18. Catering and Cleaning

Catering

All schools will retain pupils on campus during the school day (unless a parent/carer requests that the pupil returns home for lunch).

Pupils entitled to a breakfast will receive a nutritionally compliant breakfast at the start of the day.

Primary school lunches will include hot and packed lunch options. Ordering and payment of meals will not be changed. All meals will be consumed in classrooms or other specified areas and from disposable containers and cutlery.

Secondary school lunches will be provided via a new set cost menu (priced at £2.35) equivalent to the daily free school meal allowance. Meals will be ordered in advance via a mobile phone App and paid for via i-pay-impact. All meals will be consumed in classrooms or other specified areas and from disposable containers and cutlery.

Pupils may bring packed lunches from home for their own consumption.

Pupils entitled to free school meals but not rostered to be at school will be able to collect their meal as per the model agreed for summer school meal provision. There may be a need to review locations however the basic principles of local access will remain.

Cleaning

School cleaning has been reviewed and enhanced in line with guidance. This includes provision of additional cleaning products for use during the day to cleanse regular touch/contact points.

These arrangements ensure the Scottish Government, Coronavirus (COVID-19): re-opening schools guidance issued on 28th May 2020 and the related Health Protection Scotland guidance on COVID-19 – guidance for non-healthcare settings are followed.

19. Finance

The Council Executive, at its meeting of 26 May 2020, identified revenue budget pressures relating solely to the emergency response to Covid-19. Council Executive agreed that officers are to identify the cost implications of the recovery period, to allow a report back to Council Executive on the latest financial position and action needed to fund costs.

It is important that Head Teachers feed into this exercise so that the full extent of the financial implications of the pandemic are identified. In the first instance Head Teachers should consider what flexibility there is to absorb any additional costs, over and above what's already budgeted, within education funding streams. Any pressures over and above these levels will require further consideration and approval by Heads of Service/DCE to ensure costs can be met within available resources in 2020/21.

Headteachers will therefore record and report additional expenditure caused by the response to and recovery from the covid-19 pandemic.

20. Procurement

Schools are being supported in relation to the procurement of resources identified in the return to school risk assessments through Operational Services for hand sanitiser, marking tape and approved signage.

School business support staff have ordered personal protective items to replenish stock used in HUB schools such as gloves, aprons and masks used for nappy changing and /or administering first aid to children/young people.

APPENDIX 1

LOCAL PHASING DELIVERY PLAN – RISK ASSESSMENT 1 –JUNE RETURN TO SCHOOL

This is an example of a **Risk Assessment** for the gradual reintroduction of the workforce in to schools/learning centres, with the current Covid-19 situation and managers must take cognisance of the contents when carrying out their building specific assessments.

Consider the task, assess each hazard and implement the necessary controls as appropriate. All employees carrying out the task must be made aware of the findings of your risk assessment.

No.	Document History	Date	By whom	Version
1.	Document first introduced	14/05/2020	AM	V1
2.	Update by UK.GOV on COVID-19 Symptoms	18/05/2020	AM	V1.1
3.	Updated to include Electrostatic Cleaning (EC) and use of Fire Doors	08/06/2020	AM	V2

HAZARD	RISKS	WHO MAY BE HARMED	EXISTING CONTROL MEASURES	ADD CM
Covid-19 Coronavirus	Spread of Infection	<ul style="list-style-type: none"> Staff Cleaners Contractors Drivers Visitors <p>Vulnerable Groups:</p> <ul style="list-style-type: none"> Elderly Expectant Mothers Those with existing underlying medical conditions 	<p>Hand Washing</p> <ul style="list-style-type: none"> Hand washing facilities with soap and hot water in place. Stringent hand washing taking place. Paper towels/hand dyers for drying of hands See hand washing guidance. https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ <p>Gel sanitisers in any area where washing facilities not readily available.</p> <p>Where a staff member is designated as a key worker but has intimated they have existing <u>underlying medical conditions</u> which makes them more at risk to catching the coronavirus, managers must ensure an <u>individual risk assessment</u> is carried out to determine the risk levels involved.</p> <p>Cleaning</p>	<p>Employees to be reminded on a regular basis to wash their hands for 20 seconds with warm water and soap and the importance of proper drying. Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, Kill it and to avoid touching face, eyes, nose or mouth with unclean hands.</p> <p>To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice - https://www.hps.scot.nhs.uk/</p> <p>Posters, leaflets and other materials are available for display. https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19</p> <p>West Lothian Council staff guidance: https://intranet.westlothian.gov.uk/article/50410/Advice-and-Information-on-Coronavirus-COVID-19</p> <p>Staff should ensure that most recent guidance is being followed. The above site is regularly updated to reflect</p>

			<p>Schools that have been Electrostatic Cleaned (EC) should follow the procedures set out by FMS. Information can be found in</p> <ul style="list-style-type: none"> • EC posters, • EC an Introduction • EC FAQ • EC One Page Flyer <p>Normal cleaning of spillages etc should <u>Not Use Household Cleaning Products etc.</u> only the use of NU multi clean which will be provided by FMS along with Microfibre cloths</p> <p>Microfibre cloths can be cleaned and should be discarded after use, please see the instruction from FMS on cleaning microfibre cloths.</p> <p>Those buildings that have not been EC Frequently cleaning and disinfecting objects and surfaces that are touched regularly particularly in areas of high use such as door handles, light switches, reception area using antibacterial products and methods.</p> <p>Employees advised to ensure they regularly wipe down their high usage areas i.e. chair, desk, phone, mouse and keyboard.</p> <p>Work station restricted to employee, no hot desking or sharing of workstations without appropriate cleaning procedures being in place.</p> <p><u>Social Distancing</u> Social Distancing -Reducing the number of persons in any work area to comply with the 2-metre (6.5 foot) gap recommended by the Public Health Agency</p>	<p>the changing nature of the current situation and taking cognisance of advice from other bodies e.g. NHS and Government Agencies.</p> <p>Managers should make staff aware of local arrangements within services related to service delivery.</p> <p>Where key workers have intimated they have an underlying medical condition, managers should seek advice/guidance from the Council's Occupational Health Provider where uncertainty or doubt remains about the medical condition or exposure routes.</p> <p><u>Add specific measures here</u> <u>e.g.</u> Staff prior to starting back have been informed of the need to wash hands on arrival to work, during work and an when leaving. Extra soap and paper towels have been acquired</p> <p>stairs have been assigned as one way and marked with signage and floor markers to donate direction of travel –</p>
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			<p>https://www.gov.scot/publications/coronaviruses-covid-19-phase-1-business-and-physical-distancing-guidance/</p> <p>Taking steps to review work schedules including start & finish times/shift patterns, working from home etc. to reduce number of workers on site at any one time. Also relocating workers to other tasks and areas.</p> <p>Redesigning processes to ensure social distancing in place, including one way systems and enter or exit only doors.</p> <p>The use of fire doors may be used as an exit and exit point however a procedure must be in place to ensure that in the event of a fire alarm activation there is a process to ensure that these doors are closed. (planning should start for any doors that will be used to be safe guarded for the use of children i.e. finger guards)</p> <p>Conference calls to be used instead of face to face meetings.</p> <p>Ensuring sufficient rest breaks for staff and to ensure where necessary that breaks are staggered.</p> <p>Social distancing also to be adhered to in canteen area and smoking areas.</p> <p><u>Vulnerable Groups</u> Those workers who the government still classed as vulnerable are to remain shielding and should not therefore enter the workplace until government guidance has been updated</p>	
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			<p>For those workers who stay with people who are shielding they should if possible maintain working at home, if they are required to return to work managers should ensure that all considerations are given to keep workers from spreading COVID to their home.</p> <p>https://www.gov.scot/publications/covid-shielding/pages/how-to-shield/</p> <p><u>PPE</u> Only PPE that is certified (CE) and adequate should be used, all managers must ensure that the PPE that is being issued is appropriate and correct for use.</p> <p>There have been a number of incidents of PPE being sold that is certified with a fake marking, managers must ensure that all PPE is marked by an official recognised organisation</p> <p><u>Gloves</u> Where a specific risk assessment has identified the need for gloves to be worn as part of the task, an adequate supply of gloves must be provided. Instruction should be given of the removal of gloves carefully to reduce contamination and how to dispose of them safely</p> <p><u>RPE</u> COVID-19 is a different type of risk to the risks you normally face in a workplace and is managed by social distancing, hygiene and not through the use of PPE. The exception of this is in a clinical setting.</p>	
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			<p>Where RPE is a requirement for risks associated with the work undertaken the following measures will be followed-</p> <p>Tight-fitting respirators (such as disposable FFP3 masks and reusable half masks) rely on having a good seal with the wearer's face. A face fit test will be carried out to ensure the respiratory protective equipment (RPE) can protect the wearer. Wearers must be clean shaven</p>	
Displaying symptoms of COVID 19	Illness / Spread of infection	<ul style="list-style-type: none"> • Staff • Cleaners • Contractors • Drivers • Visitors • Clients • Customers 	<p>If anyone becomes unwell with a new continuous cough or a high temperature in the workplace they will be sent home and advised to follow the stay at home guidance.</p> <p>As from 18.05.20 – staff should self-isolate if they develop anosmia. Anosmia is the loss of or a change in your normal sense of smell. It can also affect the sense of taste as the two are closely linked.</p> <p>The individual's households should also self-isolate for 14 days as per the current guidelines and the individual should stay at home for 7 days, or longer if they still have symptoms other than cough or loss of sense of smell.</p> <p>Line managers will maintain regular contact with staff members during this time. https://www.nhs.uk/conditions/coronavirus-covid-19/?gclid=EAlaIQobChMIwPTcjJnJ6AIVCLLtCh0-bwS4EAAYASAAEgKjO_D_BwE</p>	<p><u>Add specific measures here</u></p> <p>e.g.</p> <p>room 201 has been designated as a secure room for anyone who may have symptoms, face masks are in place at reception and next to stairway B which should be given to staff who may have symptoms. Deputy head or other designated person will escort the person to room 201 staying 2m away and ensuring the route is clear. Person will remain in room 201 until they can leave.</p> <p>Room will then be cleaned etc.</p>
Before staff return to work	Illness / Spread of infection	<ul style="list-style-type: none"> • Staff 	Staff should complete a self-assessment before returning to work	<p>Questionnaire should include</p> <ul style="list-style-type: none"> • Do you have symptoms of cough, fever, high

			<p>Staff should undertake a workplace induction before they start work to be informed of all current control measures this is to be recorded, Staff should not start work without an induction, even if this requires a one on one induction</p> <p>All measures and any new information should be given before the start of each day in a daily briefing including the need for social distancing (not to cuddle children), Good hygiene (hands and work areas) and they need for grouping of the same pupils and staff</p> <p>All Staff should inform managers if any information they have provided changes</p>	<p>temperature, sore throat, runny nose, breathlessness or flu like symptoms now or in the past 14 days? Yes/No,</p> <ul style="list-style-type: none"> • Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days? Yes/No, • Are you a close contact of a person who is a confirmed or suspected case of COVID-19 in the past 14 days (i.e. less than 2m for more than 15 minutes accumulative in 1 day)? Yes/No, • Have you been advised by a doctor to self-isolate at this time? Yes/No, • Have you been advised by a doctor to cocoon at this time? Yes/No.
Possible contact with COVID-19	Illness / Spread of infection	•	<p>Any person that has come into contact with an infected or possible infected COVID-19 should not come into school and should self-isolate until it can be confirmed no trace of COVID-19</p> <p>If information is received that a staff member has been infected while at school, a trace of all those who may have come into contact with the person should be carried out and staff informed (decision may be required to exclude those who came into contact with the infected person)</p> <p>An effective tracking measure should be used such as a register to ensure who is meeting who to ensure that all individuals can be tracked</p>	
Tea /lunch breaks in communal	Spread of Infection	• Staff	Staggered break times will be discussed and agreed with staff	Management to regularly monitor arrangements to check they are working.

areas			<p>Location of break times discussed and agreed with staff.</p> <p>Social Distancing - reducing the number of persons in break area at any one time, maintaining the 2-metre rule recommended by the Scottish Government https://www.gov.scot/news/social-distancing-guidance-for-business/</p> <p>Rearrange seating/tables to make sure staff are spread out.</p> <p>Schools that have been EC should follow the procedure set out by FMS in</p> <p>All hard surfaces to be cleaned after use with bacterial killing product (i.e. table top, chair handles etc). If building has been EC then the procedure set out by FMS should be followed. This include not using cleaning products to clean any spillages etc. after use excepts NU Multi-Clean provided by FMS</p>	<p>Timing for specific groups of staff for breaks should be included here <u>Add specific measures here</u> e.g. staff within English and maths dept will have breaks in room 222 from 0950-1015 and from 1215-1245</p> <p>staff within science and P.E will have breaks in room 222 between 1025-1050 and 1255-1340</p>
Shared toilet / kitchen facilities / showers	Spread of infections	<ul style="list-style-type: none"> • Staff • Visitors • Contractors 	<p>Local arrangements to put in place whereby only one person can access toilet / shower facilities at the time (verbal instruction and signage on doors).</p> <p>Appropriate cleaning cloth/wipes, hand wash made available in toilet. Hand sanitiser made available for outside toilet</p>	<p>If queuing to use these facilities is likely managers must ensure floor demarcation is in place to maintain two metres distance between persons.</p> <p>Increased cleaning regime in place to ensure hard surfaces are regularly wiped down with bacterial killing products – If the building has been EC the procedure for cleaning set put by FMS should be followed</p>
Staff working within same building and contractors interacting with staff	Spread of Infection	<ul style="list-style-type: none"> • Staff • Visitors • Contractors 	<p>Social Distancing - reducing the number of persons in any work area to comply with the 2-metre rule.</p> <p>Redesigning processes to ensure social distancing in place, including one-way systems and enter or exit only doors.</p>	<p>Staff to be reminded on a daily basis of the importance of social distancing both in the workplace and outside of it.</p> <p>Management to regularly monitor arrangements to check they are working</p>

			<p>Wherever possible demarcation should be considered. If monitoring highlights colleagues entering into employees work space, the work area should be re-designed i.e. marking the floor, moving items to force distancing.</p> <p>Manager to highlight to staff the importance of social distancing and provide examples of distancing and alternative methods of communication which can be used</p> <p>Regular cleaning in non EC buildings should take place, this should be in communal areas and of high use items such as door handles, light switches, reception desk tops stair banisters etc using bacterial killing products.</p> <p>No contractors should be allowed on site without prior knowledge of head teachers, this will need to be in conjunction with building services so as to ensure social distancing measure can be in place.</p> <p>Contractors should have in place a system for ensuring that they abide by social distancing and good hygiene (this should be in the form of there own risk assessment) which should be on them and been approved prior to visit</p> <p>Contractors and visitors who visit without prior knowledge should be told that they can not enter without an appointment</p> <p>All areas that contractors are carrying out work should have no staff within it,</p>	<p>The key to this pandemic is communication. Managers must ensure their teams are kept up-to-date with control measures in the place of work and why it's important to have their cooperation.</p> <p>Ensure equipment is not shared, this includes pens/pencils etc. If there is a requirement to share then they must be wiped down using a bacterial killing product before passing it over and again when it's returned, for large equipment that has been EC the procedure set out by FMS should be followed</p> <p>No stationary is to be shared or items that would usually be stored in drawers that have not been through the EC process</p>
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			<p>Measures should be made for the use of toilets, access for contractors and equipment, and egress for equipment, rubble, rubbish etc. (this should be arranged prior to arrival and why it is important for pre-arranged visits)</p> <p>Contractors should be made aware of measures in place for social distancing and good hygiene within the building, also emergency arrangements in case of fire.</p>	
Staff meetings	Spread of Infection	<ul style="list-style-type: none"> Staff 	<p>Staff meetings should ideally take place via video conferencing arrangements. If this is not possible then the meeting location must be large enough to accommodate social distancing at all times.</p>	<p>The meeting organiser should take a bacterial killing product to the meeting and make sure hard surfaces are wiped down with paper towels after the meeting is concluded, i.e. Table tops, arms rests, top/back of seats and anywhere else that may have been physically contacted – In EC buildings this is not required as set out by the FMS procedure and any spillages etc should only be cleaned using NU Multi-Clean issued by FMS</p> <p>Ensure equipment is not shared, this includes pens/pencils etc. if there is a requirement to share other equipment this must either have went through the EC procedure set out by FMS or will need to be wiped with adequate cleaning products in a non EC building</p>
Reception Staff/Area	Spread of Infection	<ul style="list-style-type: none"> Staff Visitors 	<p>Visitors should not be admitted into schools unless pre-arranged with the head teacher. This should only be for maintenance issues, and essential meetings/interviews (should be carried out by video call where possible)</p> <p>A plan should be in place for any deliveries that that come to reception to ensure 2m</p>	

			<p>rule, a cleaning procedure must be in place or a quarantine procedure in place for all deliveries, attention should be made for the need for 72 hrs to quarantine with space for each day's items</p> <p>Office are to be set up as to ensure 2m rule and marked (furniture may need to be removed)</p> <p>In a non EC Building All equipment must be wiped with appropriate cleaning solution at beginning of the working day (phones, desks, computers etc.) as set out by the EC procedure by FMS any cleaning that needs to take place should only use NU Multi-Clean supplied by FMS</p> <p>Equipment such as phones should only be used by the one individual (this is per phone) if required to be used then it should be cleaned with appropriate cleaning solution in an EC building this will be by using NU Multi-Clean</p>	
Work tasks	Spread of Infection	<ul style="list-style-type: none"> Staff 	<p>All employees should be aware of manual handling risks when moving any furniture, this must also take into place furniture/equipment that needs to be moved by more than one person. (information and training should be sort to ensure staff remain safe (please contact H&S for additional advice)),</p> <p>All meetings that require face to face should be restricted to departments with department heads back briefing from other meetings.</p>	Elearning Manual handling is being developed

			<p>Meetings should take place in a large enough area with pre-determined locations marked out for people to sit (see above)</p> <p>Equipment should not be shared, equipment that needs to be shared, photocopiers, hoovers etc should be cleaned before and after use with appropriate cleaning materials.</p> <p>Such as NU Multi-Clean for EC buildings or adequate cleaning products for non EC buildings</p>	
Managing Visitors	Spread of infection	<ul style="list-style-type: none"> • Staff • Visitors • Customers • Contractors 	<ul style="list-style-type: none"> • Controlled entry points. • Signage erected advising visitors of control arrangements in place for their and staff safety. • Hand sanitising stations set up at entrance points • Hand washing facilities readily available https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ • Visitor appointments by prior arrangement • Social distancing to be applied in all work areas • Drying of hands with disposable paper towels where possible and hand dryers if not available. • https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/ • Staff encouraged to protect the skin by applying emollient cream regularly • https://www.nhs.uk/conditions/emollients/ • Gel sanitisers in any area where washing facilities not readily available. 	<p>Visitors must be advised that visits can only be accommodated by appointment only. This is to protect them and staff. However, where the visit involves a serious or high important matter, the relevant manager must carry out a dynamic risk assessment to allow the visit to take place safely.</p> <p>The dynamic assessment should consider:</p> <ul style="list-style-type: none"> • The health of the person • The demeanour of the person • The nature of enquiry (i.e. can it be dealt with at that time) • The location where visit can take place safely • Social distancing requirements • PPE requirements

			<ul style="list-style-type: none"> Also relocating workers to other tasks and areas 	
Delivery of essentials items	Spread of infection/contracting virus	<ul style="list-style-type: none"> Staff Contractors Visitors 	<ul style="list-style-type: none"> Controlled entry points. Signage erected advising delivery drivers of control arrangements in place for their and staff safety. Hand sanitising stations set up at entrance points Hand washing facilities readily available https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ Contracted companies contacted and local controls explained (i.e. delivery times, access arrangements, hand hygiene, PPE etc) Social distancing to be applied at all work areas Drying of hands with disposable paper towels where possible and hand dryers if not available https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/ All items being delivered must have a cleaning procedure in place or a quarantine procedure in place, attention should be made for the need for 72 hrs to quarantine with space for each days items 	<ul style="list-style-type: none"> Limited contact with mail needs to be agreed at local level. Increased cleaning regime should be implemented for all hard surfaces within mail rooms. If the building has been EC you should follow the procedure set out by FMS <p><u>Add specific measures here</u></p> <p>e.g.</p> <p>all delivery's will be left in the taped area next to reception, person whose delivery it is will then be contacted to come and collect delivery.</p> <p>If delivery is large and needs placed in specific room/class person whose delivery it is will escort the delivery to the room and return the person delivering to reception area, this should be done by keeping where possible 2m apart and ensuring staff open all doors etc.</p>

			<p>Drivers</p> <p>Procedures in place for Drivers to ensure adequate welfare facilities available during their work - https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm</p> <p>COVID-19-guidance on freight transport.</p> <p>Persons should not share vehicles or cabs, where suitable distancing cannot be achieved.</p>	<p>If it is absolutely necessary for more than one person to share a vehicle the relevant manager must carry out a specific risk assessment relating to this task and retain written evidence to verify they have done everything so far as reasonably practicable to prevent it, and because it is necessary provide written evidence to verify, so far as reasonably practicable, all steps have been taken to protect the employees involved.</p>
Workplace/ Homeworking staff	Musculoskeletal Injuries	<ul style="list-style-type: none"> Staff 	<p>The Health and Safety Executive (HSE) have decreed there is no requirement to carry out a display screen equipment assessment for staff working from home temporarily. However, managers must ensure staff working at home have been provided with the DSE checklist and issued with the HSE link below, which provides staff with details on what need considered when setting up their work are at home - https://youtu.be/Af7q5j14muc</p>	<p>Managers can obtain further guidance on home working by clicking on the link below - https://www.hse.gov.uk/toolbox/workers/home.htm</p>
Workplace/ Homeworking staff	<p>Mental health concerns</p> <p>Visiting work locations from home</p>		<p>Management will promote mental health & wellbeing awareness to staff during the Coronavirus outbreak and will offer whatever support they can to help - https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/ - https://www.hse.gov.uk/stress/mental-health.htm</p> <p>were working from home but a requirement to visit site locations managers must consider all controls measures in this document and ensure that any location that</p>	<p>Regular communication of mental health information and open-door policy for those who need additional support.</p>

			<p>is being visited has the proper social distancing and hygiene controls in place.</p> <p>If PPE is required managers are to ensure an adequate supply is available</p>	
Virus remaining on hard surfaces	Spread of infection	<ul style="list-style-type: none"> • Staff • Cleaners • Customers • Clients • Visitors 	<p>Risk of contamination reduces after 72 hours (in most cases).</p> <p>In building that have been EC the procedure set out by FMS should be followed. (See section about Cleaning above)</p> <p>IF ELECTROSTATIC CLEANING IS IN PLACE, STAFF SHOULD NOT USE ANY CLEANING PRODUCTS THEY HAVE BOUGHT WITHIN THE BUILDING, THE ONLY CLEANING PRODUCT THAT CAN BE USED IS NU MULTI-CLEAN + MICROFIBRE CLOTH</p> <p>Routine cleaning and disinfection of frequently touched objects and surfaces such as telephones, keyboards, door handles desks, tables, lift buttons etc. should continue if Electrostatic Cleaning is not taking place.</p> <p>Cooperation should be made with cleaning staff and management to ensure a working plan, this includes staff numbers, working hours, tasks, supplies, PPE</p>	<p>Following advise from the NHS - (https://www.nhs.uk/conditions/coronavirus-covid-19/?gclid=EAlaIqobChMI5NLX7vfB6AIVAuDtCh3IOAyhEAAAYASAAEgJgSPD_BwE)</p> <p>Add specific measures here -</p> <p>e.g.</p> <p>EC procedure in place only NU Multi-clean to be used</p> <p>first floor cleaning of door handles, switches, banisters, toilets will take place between 1125-1155 and 1355- 1425 by</p> <p>break room 222 will be cleaned between by</p>
Expectant Mothers	Contracting infection	<ul style="list-style-type: none"> • Staff • Customers • Visitors 	<p>Expecting mothers are still classed within the extremely vulnerable section and should remain shielding until further guidance.</p> <p>Those customers who require a service</p>	<p>Expectant mothers can obtain further guidance from - https://www.rcog.org.uk/globalassets/documents/guidelines/2020-03-26-covid19-occupational-health.pdf</p>

			should have alternative procedures in place such as phone call meeting, video meeting or house visit if social distancing and hygiene can be achieved (if possible this could be done within an outside area of the persons premises)	
Emergency Repairs	Spread of infection	<ul style="list-style-type: none"> • Staff • Cleaners • Contractors • Clients • Visitors • Vulnerable groups (including shielded) 	<p>Whenever emergency repairs are required, managers must liaise directly with building services and contractor to ensure robust procedures are identified/implemented to prevent the spread of infection, prior to access being granted (see information on staff interacting with contractors above)</p> <p>Controls for social distancing and Hygiene should be implemented. If possible, no work should be carried out with workers or clients within the same area.</p>	Managers should apply the Appointment Control procedures above for all emergency repairs,
Non-compliance with RIDDOR Regulations	Enforcement Action taken by Health and Safety Executive (HSE)	<ul style="list-style-type: none"> • Council 	If a manager decides there is reasonable evidence that someone diagnosed with COVID-19 was likely exposed because of their work, they must report this to their Head of Service, who in turn, will instruct an investigation to be undertaken to determine the immediate, underlying and route cause of the infection. The outcome of all such investigations must be forwarded to the Health and Safety Manager to allow an assessment to take place to determine whether or not the incident is notifiable, under RIDDOR, to the health and Safety Executive. .	Once the investigation is concluded, the HoS must be forwarded to the findings to the Health and Safety Manager who will assess the information and determine whether or not the incident is notifiable to the HSE. https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm
Non-compliance with LOLER Regulations	Enforcement Action taken by Health and Safety Executive (HSE)	<ul style="list-style-type: none"> • Council 	Managers must make every effort to ensure thorough examinations and tests are completed for all lifting equipment (both fixed and non-fixed) when required. Prior to permitting access to premises managers must conduct a risk assessment relating to how this work can be undertaken safely,	Where the risk is deemed to be very high because of the level of vulnerability, self-isolation or shielding, decision making records must be kept by the relevant manager detailing why it could not take place and actions taken locally to manage the situation. https://www.hse.gov.uk/news/work-equipment-coronavirus.htm

			including access, hygiene, social distancing and Personal and Respiratory Protective Equipment etc. The assessment must take into consideration staff, customers, client's visitors and the contractor	
Using alcohol-based hand sanitiser	<p>May cause skin irritation from use /over use.</p> <p>Alcohol based sanitiser can ignite if in direct contact with ignition source, e.g. naked flame, spark.</p>	<ul style="list-style-type: none"> • Staff • Visitors 	<p>Staff should ideally wash their hands with soap and water at every opportunity. Where this is not possible they should be advised that it may cause skin irritation from use/over use, if irritation does occur they must stop personal use immediately and report to Line Manager.</p> <p>Keep away from naked flame or any other flammable sources whilst decanting and using. NO SMOKING around this product.</p>	<p>Managers must emphasise to staff the importance of following the manufactures instructions and rubbing the hand sanitiser on their hands until it's completely evaporated. This will ensure protection and prevent lumps of sanitiser lying on the skin that could ignite if exposed to an ignition source.</p> <p>https://intranet.westlothian.gov.uk/CHttpHandler.ashx?id=41598&p=0</p> <p>Where a member of staff indicates the product is causing skin irritation managers will need to assess the tasks being carried out and implement alternative controls (e.g. issue gloves, change of duties, better access to washing facilities etc)</p>

APPENDIX 2

LOCAL PHASING RECOVERY PLAN – TRANSITION GUIDANCE (P1/S1)

Transition from Early Years to P1 and from P7 to S1

The following guidance note will support staff / schools in delivering the objectives outlined by the Depute First Minister as detailed in the *Excellent and Equity During the COVID-19 Pandemic – A strategic framework for reopening schools, early learning and childcare provision in Scotland*.

As stated in the above document, local authorities should have a particular focus on supporting children at key transition points, which may include some in school experience in late June, so that they are fully supported to make the next steps in their education.

The following guidance note takes account of the West Lothian context in terms of cluster/associated school arrangements, the robust transition programmes undertaken throughout the year and the 'virtual' experience provided for all of our young people.

Guidance for Transition Visits to Primary 1

1 Purpose:

- (i) **To allow new P1 pupils to familiarise with their new classroom**
- (ii) **To allow new P1 pupils to meet a key member of staff (ideally their new teacher)**

All P1 pupils should be given the following offer:

- All parents of new primary 1 pupils will be contacted and given the offer of an opportunity to have one short visit to their Primary 1 classroom and to meet their teacher (if possible) and any other key staff. This visit should not be more than 30 minutes and parents should be made aware it will be brief with sole purpose of meeting teacher / key staff and time for a little story / song (to make clear parental expectations of visit).

This guidance is designed to support you with the organisation of transition visits for new Primary 1 pupils to your P1 classrooms and is supplementary to the previous transition guidance and ideas issued in April 2020.

- Prior to any visits you will want to ensure that you have made appropriate adaptations to your spaces to allow for social distancing and a robust risk assessment must be undertaken. Time for cross over of visits should also be detailed on your risk assessment. Be aware that parents may ask to see this. A West Lothian Risk Assessment will be provided for schools to adapt to their context /buildings.
- The maximum number of children at any one time should be 3, however this may be fewer depending on the space in your setting - you must follow the risk assessment process.
- Should the parent/carer take up the offer of this visit, the child must only be accompanied by one adult.
- A member of the nursery team may be there to support this visit as a familiar face to the child (preferably the key worker).
- Where the child is coming from a private provider, this establishment should be given the opportunity to send a member of staff along.

- The visit should be focused in the main on the classroom, but you may want to include other areas such as the dining hall, playground, cloakroom and toilet areas if this can be done safely and in line with your risk assessment.
- To avoid use of resources and minimise risk of virus spread we recommend a brief non-contact activity such as a story and song or rhyme with the teacher / ELC practitioner.
- You may want to consider taking a photograph of the child on their visit to send home electronically as a memory of the day.

Guidance for P7-S1 Transition

Proposal:

Almost all P7 pupils have already experienced a visit to their catchment secondary school and met with their future year group, whilst undertaking a range of engaging experiences. This has informed the purposes outlined below.

Purpose:

- **To allow all P7 pupils end of school 'closure' with their primary school**
- **To allow identified groups of P7 pupils to 'familiarise' with their new secondary school**

The following will be offered for all P7 pupils:

- one morning or afternoon 'session' in their primary school for all P7 pupils to provide an opportunity to 'complete' their primary school years. This session will be approximately 90 – 120 mins in order to minimise need for breaks / use of toilets etc. A member of secondary staff may visit in order to 'set the scene' for moving on.

The following will be offered by secondary schools:

- a visit session for any pupils enrolled to the school but has not attended any familiarisation experiences as part of cluster/associated primaries transition programme (*no transport requirements*)
- an additional visit for any pupils already identified for an 'enhanced transition programme' due to any additional support needs, this will include pupils in any small group settings (*potential transport requirements – see below*)
- a visit for any child where a parent has raise a specific concern about their child and any anxiety about transition (primary and secondary HTs would discuss - *potential transport requirements – see below*)

For 'secondary school experience' offered, schools should ensure the following:

- Clusters need to meet to discuss pupils that would be allocated to the categories stated above – see timeline below.
- Clusters should decide on a communication strategy to pupils and parents – see timeline
- Clusters will need to coordinate the sharing of this information between primary and secondary schools
- Transport requirements are to be gathered on the attached spreadsheet – this will show the initial maximum number of transport places which may be required. Once transport has confirmed, **and only then**, should secondary schools issue an 'offer' to parents.

- Schools should then send the confirmed transport requirements to Nicola Gill – see timeline

Risk Assessments

For both 'offers' detailed above a generic West Lothian Risk Assessment will be provided. HTs (with support from BSM/Resource Officer) will be required to tailor this to their own context/buildings. Please be aware that parents may wish to see this.

Timeline

Monday 25 th May	Transition working group discussion of P7 document Transition working group for P1 document
Tuesday 26 th May	Finalisation of transition document ready for HoS approval
Wednesday 27 th or Thursday 28 th May	Remote briefing sessions for HTs Transitions document sent to all schools
Week beg. 1 st June	Cluster meetings and completion of transport spreadsheet for secondary visit Secondary visit offers can be sent out ONLY IF NO TRANSPORT IS REQUIRED P1 – schools begin contacting / offering P1 transition experience P7 session – schools plan the P7 'offer'
Week beg. 8 th June	All parents / carers have P7 session 'offer' and confirm if child attending
9 th June	Transport confirms if offers can be sent Secondary schools send offers out
11 th June	All places confirmed for secondary visits
15 th June onwards	All sessions begin

APPENDIX 3

LOCAL PHASING DELIVERY PLAN – PRIMARY BLENDED LEARNING MODEL

Proposal for Blended Model:

Given the context within West Lothian, which includes our demographics, IT provision, lunch provision and making use of the traditional a-symmetrical week, the following is the Service's desired model for blended education provision for P1-P7 pupils.

Pupil Group	Monday	Tuesday	Wednesday	Thursday	Friday AM
A	In-school learning	In-home learning	In-school learning	In-home learning	In-home learning
B	In-home learning	In-school learning	In-home learning	In-school learning	

Each child will receive direct face to face teaching two days per week (either Monday/Wednesday or Tuesday/Thursday). The structure of the school days will be altered to provide 50% of the 25 hours per week learning time for each group over the two days in-school learning each week. This model is desirable both operationally and educationally. One group of pupils in school on any given day allows Operational Services to maintain high standards of cleanliness and provide a sustainable transport model. Educationally this allows for a day's direct learning, teaching and assessment, followed by home learning follow up experiences and then back for direct learning, teaching and assessment input on a weekly basis. It also allows school to interact with its young people more regularly than using a Mon/Tues and Wed/Thurs model.

Using the a-symmetrical week, all children will access learning at home on a Friday morning. Learning experiences will be provided by the central pedagogy team to drive forward children's learning in STEM subjects and can be followed up by schools the following week.

The above model will allow schools to utilise the Friday for all teachers' non-contact time (teachers working from home), as RCC staff will be required to support additional staffing pressures e.g. creation of additional pupil groupings in line with capacity, potential staff absences etc.

This will allow schools to be closed on a Friday. This will support education delivery and operational functions for safety.

Consideration for LA:

- School Estate - officer / authority planning support for identified schools due to capacity / space considerations.
- Curriculum delivery – local authority curriculum recovery / learning re-explored guidance for all schools
- In-home learning guidance – support for pupils and families
- Outdoor learning strategy / guidance

Considerations at school level:

- Siblings allocated to same attending groups
- Learning needs within groups (ASN considerations)
- Capacity in classrooms etc. to maintain social distancing requirements
- Breaks and lunches staggered to minimise contact (pupils and staff) / access for lunch pick up for group not in school that day
- Staff working patterns – locally managed

Curriculum Priorities:

During the period of blended education provision, a clear curriculum rationale is required for each school during this period. Authority priorities would be to ensure the health and wellbeing of all of our young people, address any gaps and progress literacy and numeracy skills and provide a skills based curriculum, supported by the central pedagogy team. Schools will plan for maximising outdoor learning opportunities across all areas of the curriculum.

Curriculum Recovery Maps have been created to support all school in the areas of curriculum design; health and wellbeing; literacy and numeracy.

Considerations:

There are 4 key stages for implementation and each will vary considerably depending on the size and context of each school. This means local planning will be required. The three key stages are outlined below and initial planning thoughts considered:

1. Decision on structure of blended model
2. Preparation (staffing, buildings, pupil numbers)
3. Operational
4. Curriculum / Pastoral support

Decision Making Stage			
Activity	Service Area	Requirements	Actions Required / Who
Engagement	Education	Approval of proposal	CMT / EMT / Elected members
Engagement	Education	Discussion sessions	Discuss and engage with key stakeholders on approved model (LNCT, HT Exec, WL Parent Forum)

Preparation Stage			
Activity	Service Area	Requirements	Actions Required / Who
Supplies	Operational Services / Education	Hand wash Cleaning products PPE equipment First Aid resources	Procurement – funding required (DA and Op Services)
Cleaning	Operational Services	Daily cleaning/ Electrostatic cleaning	Cleaning rotas / Supplies (Op Services)
Lunch arrangements for non-attending pupils	Operational Services / Education	Continuation of free meal access from own schools	Numbers required / consideration of access points for collection
Key Worker children identification	Education	Definition of this changes and impact on numbers	Provision required for full week for these children. Need to gather intel on possible numbers.
Staff planning	Education	Staff profiles for each school	Age profile and health profile for each school (Ed Services Perf Team/QIM)
Pupil Numbers	Education	What are agreed ratios for period of re-engagement?	Organise composition of classes at school level based on requirements set. (HTs) Utilise other property if required
Set up of school / classrooms	Education	Areas available to meet requirements set out above	Classrooms organised and set up to meet requirements e.g. desks 2m apart (HTs and staff teams) Allocation of rooms / spaces to designated members of staff for organisation and maintenance (HTs and staff teams)
Risk Assessments	Education / Support from H&S	Establishment of school level Risk Assessments	Generic Risk Assessment created (DA and H&S) Government and Public Health advice required Personalised Risk Assessment (HTs and BSMs)
Transport	Operational Services	Safe travel arrangements	Taxi provision – Op Services to arrange Buses – are these running? Capacity on buses?
Communication Strategy	Education	Core communications team	Information required for schools opening / for whom / assurances etc.

Operational Stage			
Activity	Service Area	Requirements	Actions Required / Who
Phased access model	Education	Phased return model Start / end of days phased Use of Fridays	Organisation of Groups Local planning for entry/exit points and timings Provide Monday – Thursday and allow Fridays for staff prep / provision of online ; remote learning
Breakfast Club	Education	TBC	Risk Assessment for pupil access numbers
Social distancing during the day	Education Education / Operational Services	During day movements (access to other areas of school) Break / lunch arrangements	Restricted movements – smaller groups based in one room/area of school within agreed ratios Toilet arrangements Access to medical needs Rotas required to provide break / lunch arrangements. Consider access to hot meals (time required to feed number of pupils)
Meeting Medical Needs	Education	Emergency first aid Children with HCP / specific medical needs	Supplies, equipment and staff safety (form part of Risk Assess) Individual risk assessments undertaken before admittance?
Engagement with parents / visitors	Education	Clear policy on who can enter buildings / purposes	Communication with parent / carers Consistency of approach across schools
Safe Arrivals / CP	Education	Updated guidance required for schools in line with current policy	CP Officer to provide guidance for SMT approval on procedures to be followed to cover safe arrivals and CP procedures
Communication Strategy	Education	Core communications team	Information for parents / pupils – what will the school day look like? Key messages and requirements from all.

Curriculum / Pastoral Support Stage			
Activity	Service Area	Requirements	Actions Required / Who
Mental Health Wellbeing Support	Education	Education Psychology provide support and guidance for schools in offer of support for pupils and families	Ed Psychology Team prepare and deliver enhanced support packages for schools Schools monitor and identify individuals in need of specific, targeted support
Curriculum Offer	Education	Strategic decisions made on aspects of curriculum to be delivered	HTs use authority guidance to deliver curriculum offer suitable to their context and needs of pupils Focus on health and wellbeing,

			literacy and numeracy Utilise HUB curriculum offers and developments / Pedagogy Team offer
Targeted learning support	Education	Close the significant gaps in literacy and numeracy	Schools implement a targeted learning programme for all identified pupils
Digital remote learning /	Education	Continuation of required remote learning	Overview of pupil numbers and staff availability to deliver a hybrid model – what would our requirement be and communication to parents around this. Build on the emerging, excellent practice in use of remote / digital learning
Tracking and monitoring	Education	Continuation of robust tracking and monitoring of HWB, Literacy and Numeracy	All staff regularly monitoring and tracking progress in order to prioritise curriculum content and areas of focus
Transitions	Education	Initial focus on N-P1 and P7-S1 Stage to stage	Guidance and support materials required for Cluster approaches School arrangements required for staffing implications / movement of pupils / different class groupings
Communication Strategy	Education	Core communications team	Information required for curriculum offer; how this will be delivered; transition arrangements

APPENDIX 4

LOCAL PHASING DELIVERY PLAN _ SECONDARY SCHOOLS BLENDED LEARNING

Rationale:

Every secondary school has created their own blended learning model which reflects the needs of their young people and allows them to ensure the highest quality of learning and teaching.

There is an empowered school system in which each school has a distinctively different context and a curriculum rationale that focuses on what makes them unique.

The blended learning context for each school will be influenced by the following:

Vulnerable pupils & needs inc ASN Health and wellbeing needs SIMD profile Current curriculum offer and rationale: BGE and Senior Phase SQA guidance BGE 'entitlements' statement SG/Ed Scot? Pupil, parent and staff input to planning Current feedback and ongoing feedback from pupils, parents and staff regarding engagement Data on current home learning success including supporting vulnerable pupils, learner engagement Digital provision Hardware, software capacity for pupils	Transport requirements Workforce analysis including availability of additional staff Staff skillset School building capacity Local 'learning' estate availability Possibility of collaboration with other schools/partners Support structures for staff eg through networks etc ICT capability eg broadband width for streaming lessons etc Ability to change the blended learning model eg if the need arises to increase or decrease home learning in the future Number of practical subjects and/or subjects which cannot be done via home learning
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Blended Learning:

BLENDED LEARNING = in school learning + in home learning

A blended model of learning is made up of a combination of in-school and in-home learning. This model of learning in the Broad General Education and the Senior Phase in West Lothian Secondary Schools consists of maximised in-school provision and high quality in-home learning. Home Learning will be linked with the in-school learning experience to ensure continuity and progression.

Secondary schools will establish expectations for in-home learning in line with their model, their context, subject requirements, SQA arrangements, current and ongoing feedback and engagement and digital engagement of young people.

In-home learning may include a variety of on-line and off-line learning including direct teaching (eg live or recorded lessons), research, project work, assessment, flipped learning, learning tasks, independent learning, digital or verbal feedback.

Blended learning is not simply a model of half physical and half virtual, it is a unique inter-play between platforms, people, experience, and skill sets. The term sometimes paints a simplistic view of a highly complex model. The key to success, for the learner, is not in the technical mastery, nor is it in their ability to learn. It is the development of a strong, reflective, and refined skill set that will aid a learner's agility and ability to access a broader range of learning opportunities.

Moving our schools to the digital world has been a real and genuine success. It has ensured that we have continued to meet the needs of our young people and as an authority we have met the challenges presented head on. The steps we have taken demonstrate the strong and clear capability that already exists within our schools to adapt and innovate. We will provide further guidance on the digital approaches and practice that have led to positive outcomes and will continue to innovate, develop capability and provide the exceptional levels of support and challenge that our young people have come to expect. This will build on the success that has been used across many of our establishments in the last number of years, including the West Lothian Council Virtual Campus. It is with that focus we will define what this is and how it looks in West Lothian whilst exemplifying the Learning, Teaching & Assessment approaches that demonstrate the excellent practice we are already seeing. A route map for leading change and key considerations will also be presented that may be used by school leadership teams to measure progress and consider their next steps.

Principles & Equity of Secondary School Models:

1. All pupils S1 – S6 will be in school for 2 days of learning, equating to 50% of their normal curriculum time with staff. This in-school learning will take place between Monday - Thursday
2. All pupils studying National or Higher qualifications will receive a total **blend** of learning which is equivalent to the usual allocation of time
3. Schools have considered both universal and targeted provision as part of their model so there may be some individual arrangements made for small groups of young people
4. Secondary schools have tried to maximise opportunities for family groupings with their clusters within their model where possible
5. All young people in the Broad General Education and the Senior Phase in secondary schools will receive the highest quality of learning and teaching within the blended model

APPENDIX 5

LOCAL PHASING DELIVERY PLAN – EQUITY AND CLOSING THE POVERTY RELATED ATTAINMENT GAP

West Lothian Education Services is committed to closing the poverty related attainment gap and the principle of equity. In line with the principle of equity, learners from disadvantaged backgrounds should be offered specific and targeted support and access to learning as part of the staged re-opening of schools.

Schools will need to assess the impact of the crisis on the health, wellbeing and learning of disadvantaged children and young people. They will also need to consider how effectively they provide an enhanced package of support if required, including the use of, and support for digital learning to support successful engagement and avoid the risk of stigma. See [Coronavirus \(COVID-19\) reopening schools guidance](#) for information on support for digital learning.

See [Pupil Equity Funding: national operational guidance 2020](#) for information on funding available to support learners in the recovery phase including third sector partners and other agencies (e.g. home link workers, counselling services, youth workers.)

All schools in West Lothian will complete their School Recovery Plan on the basis of the four national priorities which include closing the poverty related attainment gap. Pupil Equity Funding monies should be used in order to support that plan, using data gathered from the ongoing tracking and monitoring of supporting vulnerable pupils, pupil engagement in learning and provision of additional learning resource which have been required March – June. Schools have been provided with guidance on ‘Support with PEF Planning’ (May 2020)

A number of approaches and practices embedded within every school will help ensure that schools meet need arising from the poverty related attainment gap, and these are set out below.

- [Learning and Teaching](#) – Schools will respond to the diversity of learners by providing education that is able to respond flexibly to that diversity. Schools will remove barriers to participation, learning and achievement. Schools will promote inclusion and equality, and ensure pupils are included, engaged and involved. Providing an education which meets the needs of diverse learners will help ensure that schools are meeting needs of learners from disadvantaged backgrounds.
- [Universal Support](#) - All pupils need support to help them learn and develop. The needs of the pupils should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. Personal learning planning is at the heart of supporting learning. All pupils should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. Providing universal support based on the needs of pupils will help ensure that schools are meeting the needs of learners from disadvantaged backgrounds.

- Targeted Support – pupils can benefit from additional or targeted support, tailored to their individual circumstances. Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Gypsies and Travellers, asylum seekers and those for whom English is not a first language. Providing targeted support based on the needs of pupils will help ensure that schools are meeting the needs of learners from disadvantaged backgrounds..
- Getting it right for every child (GIRFEC) is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Adopting and embedding the approach of getting it right for every child will help ensure that schools are meeting the needs of learners from disadvantaged backgrounds.
- Children's Rights – the UN Convention on the Rights of the Child sets out the basic rights of the child. All schools are applying the 'rights respecting schools' approach. A rights based approach will help support schools in meeting the needs of learners from disadvantaged backgrounds.
- Recording and Reporting – all schools will record and report information using the SEEMIS management information system. Accurate and comprehensive recording and reporting will provide evidence on which to base action, and help schools and the council ensure that the needs of learners from disadvantaged backgrounds are met.

APPENDIX 6

LOCAL PHASING DELIVERY PLAN – SCHOOL RECOVERY PLAN TEMPLATE

WEST Lothian Council

Individual School Recovery Plans

NAME OF SCHOOL

Introduction

The Scottish Government has developed “Excellence and Equity During the COVID 19 Pandemic – A Strategic Framework for Re-Opening Schools, Early Learning and Childcare Provision in Scotland” and Non-Statutory Guidance to support implementation of a phased return to schools.

All schools in West Lothian will follow this strategic framework and Guidance.

Further advice and guidance has been and will be issued to supplement the Non-Statutory Guidance, and all schools in West Lothian will follow this.

All schools are required to produce a School Recovery Plan and Risk Assessments.

National advice and guidance will change, and School Recovery Plans will require to change in response.

The Scottish Government wishes to maintain national consistency whilst allowing local flexibility at Local Authority and School level.

Within West Lothian teachers and other school staff will return from 15 June, as required by their Headteacher, to plan and prepare for the new blended model of learning, and prepare the physical environment in light of risk assessment.

School Recovery Plan and Risk Assessment

1. Risk Assessments

West Lothian Council will provide all schools with a generic Risk Assessment, written in partnership with Health and Safety. Each Head teacher is responsible, with the support from their BSM/Resource Officer and the allocated Health and Safety advisor, to personalise this RA to their context and ensure the sharing of this with all staff. A completed RA will be stored on Sphera.

Individual Pupil Risk Assessments should be stored within Sphera and all staff engaging with pupil should be briefed on RA and have access/input to this.

2. Workforce Planning

Each head teacher will undertake their school workforce analysis using the template provided by the Performance Team. This will be regularly reviewed and discussed with the school's link officer if there are 'gaps' in staffing.

3. Approach on Physical Distancing

This section will include relevant timetables, allocation of 'learning spaces', class/learning group organisation, access points, use of social spaces/playgrounds

4. Transition Planning (P1/S1/ASN/Enhanced Transition)

Additional planning or implementation timetables (in line with authority guidance)

5. Blended Learning Guidance

WL Curriculum Map / School Improvement Plan

6. Mitigating Negative Impacts on Equity, including support for disadvantaged/disengaged pupils

Poverty Proofing Statement / School Improvement Plan

7. Support and Wellbeing

Include overview of school approaches (local context of the West Lothian HWB Recovery Map)

8. Steps to Address Digital Exclusion

Include details of school's approach to identifying any 'digital' gaps and interventions. An overview of data from the Support Trackers may be used.

9. Parental Engagement/Pupil Engagement

A statement of the school's planned approaches to ensure levels of engagement remain high.

10. Transport

Insert any transport overviews as provided by Operational Services / Transport analysis undertaken

11. Staggered Starts / End of Day / Lunch / Breaks / Parents on Pick Up/Collection of Pupils

Include details of the school day broken down by relevant classes / learning groups / year groups etc.

APPENDIX 7

LOCAL PHASING DELIVERY PLAN – COMMUNICATION PLAN

THE AIMS OF THIS PLAN

1. To inform school staff, councillors, parents/carers and pupils, and trades unions/professional associations informed about plans to return to school.
-

KEY MESSAGES

1. *Subject to Scottish Government Confirmation and public health advice*, teachers and other school staff will return to schools from Monday 15 June as required to plan and prepare for the new blended model of learning to be implemented in the new term.
 2. Teachers and school staff will return to school for the 2020/21 term on Tuesday 11 August
 3. The 11 August start date was agreed jointly by Scottish Government, the Scottish Negotiating Committee for Teachers (SNCT) and the Convention of Scottish Local Authorities (CoSLA).
 4. A blended learning approach will be taken in all schools, with a blend of in-school and in-home learning
 5. Childcare hubs for keyworkers and free school meals will continue, but will be moved to alternative venues.
-

TARGET AUDIENCES

1. Councillors
 2. School staff
 3. Parents/carers
 4. Pupils/students
 5. Trades Unions and Professional Associations
-

ISSUES

1. Concerns caused by change to start date (SG decision) impacting on staff, and parent/carer holiday arrangements.
 2. Concerns about safety in schools
 3. Concerns about combining work with blended learning.
 4. Concerns about parental responsibility for blended learning.
 5. Sector Specific Advice Provided
-

COMMUNICATION CHANNELS

1. Groupcall/E-mail
2. Council and school websites
3. Social media
4. Local press

WORKING PLAN

Action Plan (May 2020 – August 2020) –

*****This is a working plan which is updated regularly*****

May

Activity	Key message	Timescale
Initial Staff Contact	<p>E-mail to all staff. Teachers and other school staff will return to schools from Monday 15 June, as required, to plan and prepare for the new term.</p> <p>ON-GOING LEARNING Teachers will continue to deliver learning packages during the remainder of the current term.</p> <p>KEY WORKER HUBS Staff can continue to volunteer for Key-Worker Hub-Support at the beginning of June.</p> <p>START DATE Term will start on 11 August for staff, and we will be in touch to confirm local arrangements when these have been agreed.</p> <p>KEY TRANSITIONS We are currently developing transition arrangements based on the national plan, which will require some additional input from appropriate staff from 15 June.</p>	By Friday 29 May

June

Activity	Key message	Timescales
Initial Parental contact	<p>Groupcall/web link to letter</p> <p>Transition - We are currently developing transition arrangements for those starting primary and secondary education, based on the national guidance. Schools will be in touch with parents/carers by 15 June 2020 to confirm these arrangements.</p> <p>Start Date for Individual Pupils - Teachers and other school staff will begin planning and preparing for the new session. Schools will be in touch with parents/carers by the end of June to confirm the specific arrangements for each child.</p>	By Mon 1 June
Second Parental contact	<p>Groupcall/web link to letter</p> <p>Information about first weeks of term.</p> <p>Information about blended learning in primary and secondary.</p>	By Mon 8 June
Update for Elected Members	Covering issues above.	w/c 8 June
Information for	Social Media/Web	w/c 8 June

Public	Arrangements for Key Worker Hubs and Free School Meals over Summer.	
Information for TU	P1/S1 Transition letters forwarded to TUs for information	12 June
Detailed Arrangements for P1/S1 Transitions	All parents to receive individual details for their child(ren) from the Head Teacher of each Establishment	w/c 15 June
Discussion with Trades Unions (Teaching and Non-Teaching)	Covering issues in Education Local Phasing Delivery Plan with both teaching and non-teaching TUs for the August start. This will include discussion on the Risk Assessments.	w/c 15 June
Back to school animation	Script agreed and passed to designer	w/c 15 June
Update to parents	Groupcall sent to parents letting them know that individual start arrangements for each pupil will be confirmed by their school this week.	Monday 22 June
Education Executive meeting	Education Executive agree arrangements for new term .	Tuesday 23 June
Update Elected members and TUs (Teaching and Non-Teaching)	Elected members and teaching and non-teaching TUs updated regarding Council Executive and Education Executive decisions.	Tuesday 23 June
Detailed Arrangements for Start of Individual Children in August	All parents to receive individual details for their child(ren) from schools.	From 23 June
Update from Education Executive	Press release and social media on update from Council Executive and Education Executive.	Tuesday 23 June
Discussion with West Lothian Parent Council Forum	Discussion with Chair of West Lothian Parent Council Forum. Meeting to take place with West Lothian Parent Council Forum.	w/c 22 June
Update TUs (Teaching and Non-Teaching)	Update on letters going to parents on ELC and ASN	19 June
Parental Letter -	Update on pre-school arrangements. ELC guidance expected	From 23

Pre-school (ELC) Arrangements	Monday 15 June.	June
Parental Letter - ASN Arrangements	Update on ASN arrangements. ASN guidance expected Monday 15 June.	From 23 June
School Risk Assessments	Establishment Risk Assessments for August to be completed by each school and uploaded to Sphera for Health and Safety consideration	By Thursday 25 June
School Risk Assessments	School Risk Assessments shared with all school staff.	By Friday 26 June

July

Activity	Key message	Timescales
FAQ webpage – Based on Local Phasing Delivery Plan	FAQ webpage answering key questions around distancing, meals, transport, wraparound care etc.	W/c 6 July
Update for public web site (including councillors/parent council)	Update regarding new term arrangements	w/c 6 July
Back to school animation	Back to school animation finalised	w/c 27 July

August

Activity	Key message	Timescales
Central Groupcall Reminder for parents/carers and pupils	Pupils do not resume on 11 August and should follow details supplied by school.	w/c 3 August
FAQ webpage – Based on Risk Assessment and Update for Public Web Site	FAQ webpage answering key questions around distancing, meals, transport, wraparound care etc.	W/c 3 August
Back to school animation	Final animation shared on school websites and social media	w/c 3 August

Discussion with TUs	Discussion with TUs on any changes required to Risk Assessments	Monday 10 August
School Risk Assessments	Any changes required to School Risk Assessments completed Share updated Risk Assessments with all School staff, if necessary	Monday 10 August
Teachers return preparing to welcome pupils	Induction for all staff on returning to school buildings.	Tuesday 11 August

APPENDIX 8



COUNCIL EXECUTIVE

KEY WORKER HUBS, FREE SCHOOL MEALS AND FOOD FUND – FUTURE PROVISION

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To agree the provision for childcare for Key Workers, Free School Meals, and the Food Fund programme during the 2020 summer holidays.

B. RECOMMENDATION

That the Council Executive agrees:-

1. that summer provision for children of Key Workers will be consolidated into a smaller number of larger venues at:-
 - Low Port Centre, Linlithgow
 - Howden Park Centre, Livingston
 - Balbardie Sports Centre, Bathgate
 - Broxburn Family Centre (delivered by Simply Play)
2. to note that provision for children of Key Workers at Broxburn Family Centre by Simply Play will continue.
3. to delegate authority to the Head of Education – Learning Policy and Resources to move provision to a suitable alternative venue in cases where delivery is prevented by the re-opening of one of the venues identified for its normal use or other reason.
4. that all children entitled to free school meals are able to continue to receive a packed lunch or pick up a takeaway hot meal and a breakfast cereal bar/cereal at 7 secondary schools and 34 primary schools, with an additional 5 primary schools continuing to distribute packed lunches only, and that delivery arrangements continue for vulnerable children identified by Social Policy and Additional Support Needs (ASN) for Education.
5. to delegate authority to the Head of Education – Learning Policy and Resources to move provision to a suitable alternative venue in cases where

delivery is prevented by summer capital works or other reason.

6. that the Food Fund payment of £10 per child, per week continues during the period of the summer holidays 2020.
7. that the council will continue to provide financial support to the West Lothian based food banks and other voluntary group consortium during the period of the summer holidays 2020, to be funded by the remaining balance of £81,000 from the Food Fund and the £177,000 unallocated from the Third Sector Hardship Fund.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>Scottish Government Directions require:-</p> <ul style="list-style-type: none"> • access (subject to relevant advice and guidance relating to public health and workplace safety) to teachers and staff (and others who are authorised by the education authority, such as contractors) to schools from June 2020. • continued provision for children of keyworkers and vulnerable children, pursuant to local arrangements. • continued provision for children entitled to free school meals.
III Implications for Scheme of Delegations to Officers	-
IV Impact on performance and performance Indicators	The proposals in the report will enable provision to continue over the school summer holiday period.
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI Resources - (Financial, Staffing and Property)	The total cost of school meal provision over the summer holidays is estimated £527,102. This will be funded from the school holiday lunch club allocation for 2020/21 of £175,000 and £152,000 from a reallocation of monies

from the Hardship Fund. The remaining balance of £202,102 will come from Pupil Equity Funding.

The council has been allocated £1.045million from the £30million Scottish Government Food Fund.

VII Other consultations

West Lothian Leisure, Simply Play, Finance, Operational Services, HR Services.

D. TERMS OF REPORT

D 1 Provision of Key Worker Childcare

D 1.1 In order to help Key Workers, who do not have any other childcare options, fulfil their essential duties, childcare provision for primary and S1-3 aged children and young people is currently being provided at 8 venues across West Lothian (7 located in Primary Schools and 1 in Ogilvie Campus School for children of Key Workers that have severe and complex needs), and childcare for pre-school children is being provided by Early Learning and Childcare partner providers and Childminders and in council nurseries aligned with 5 of the key worker primary school locations.

D 1.2 Current provision is located at Springfield Primary School, Linlithgow; Harrysmuir, Knightsridge and St Ninian's Primary Schools, Livingston; Simpson Primary School, Bathgate; Whitdale Primary School, Whitburn; and Broxburn Family Centre (delivered by Simply Play).

D 1.3 Following the announcement that the phased re-opening of schools is expected to start on 11 August 2020 it is necessary for teaching staff to have access to school buildings to prepare them, and so it will be necessary to move the provision out of its current locations. It will also be necessary to make a different and distinct offer for holiday provision that is a childcare model that will not have teachers present in the venues. It will be necessary for the promoted teaching staff to concentrate their efforts on planning for the phased re-opening of schools, and so it will be necessary to change the management staff supporting the current provision. It is necessary to consult with trade unions in order to put in place revised staffing arrangements. It is desirable that parents are informed of the proposed changes as soon as possible.

D 1.4 It is proposed that summer provision for children of Key Workers will be consolidated into a smaller number of larger venues at:-

- Low Port Centre, Linlithgow
- Howden Park Centre, Livingston
- Balbardie Sports Centre, Bathgate

Provision for children of Key Workers at Broxburn Family Centre by Simply Play will continue.

- D 1.5 Provision will continue to be offered from 8.00am to 6.00pm. It is proposed that provision is moved to the venues above from 15 June 2020, to allow access to the schools currently in use.
- D 1.6 The nature of the provision at the Council sites will change, with greater emphasis on health and wellbeing activities, similar to the holiday lunch club offer. This will be facilitated by access to the high quality indoor and outdoor facilities at the venues identified. Input from Youth CLD staff will ensure a balanced programme of activities.
- D 1.7 Planning will be based on continuation of current numbers, average attendance of 200 per day from 400 unique users over the period of provision. As this is a different offer, and to aid planning, all parents currently registered will require to register for the service and will require to satisfy the criterion for key worker provision, namely that if two parents both are key workers assisting with the national COVID-19 response with no alternate childcare. Working from home or returning to non-key worker employment does not satisfy the prime criterion.
- D 1.8 Staff at the sites will be drawn from non-sessional staff employed by education services, including Adult Learning, Early Learning and Childcare Nursery Nurses and Pupil Support Workers and Youth CLD. Management support will be provided by Early Learning and Childcare Area Managers. A staff ratio of approximately 1-8, as currently in operation, will be maintained, requiring approximately 29 staff to be on duty when the provision is open, drawn from a larger pool. Two managers will be present at each site.
- D1.9 West Lothian Leisure is not in a position to absorb any additional costs other than incidentals but is currently exploring, with HMRC and its HR advisers, the viability of certain furloughed staff volunteering to, for example, open and close the venues. Also, given that West Lothian Leisure plans to re-open venues to the public when it is safe to do so, there will be ongoing FM activity in these venues such as cleaning, maintenance and compliance, however this work will be coordinated so as not to impact on the hub provision.
- D 1.10 The re-opening of the golf course at Bathgate will not compromise the use of the venue for child care as a separate temporary starters' office will be located on the course with no access to the sports centre by users. Should the Sports Centre open during the summer period, contingency plans are in place to move the Bathgate Key Workers Hub to Bathgate Academy.
- D 1.11 It is proposed to delegate authority to the Head of Education – Learning Policy and Resources to move provision to a suitable alternative venue in cases where delivery is prevented by the re-opening of one of the venues identified

for its normal use or other reason.

- D 1.12 Operating procedures to deal with social distancing have been developed in relation to the existing sites, and can be transferred to the new sites and activities, with appropriate handover from current managers.
- D 1.13 Access to nutritious meals will continue, with food supplied by Operational Services and delivered to the sites identified. Day cleaning will be provided by Operational Services in line with current provision.
- D 1.14 The ASN Hub at Ogilvie Campus School will remain given the complex needs of the children but discussion over the holiday childcare requirements for the 6 families utilising this service will take place. Childcare for pre-school age children of Key Workers will continue to be offered in partnership with Partner Providers and Childminders.

D 2 Provision of Free School Meals

- D 2.1 Current emergency arrangements allow all children entitled to free school meals to receive a packed lunch or can pick up a takeaway hot meal and a breakfast cereal bar/cereal at 7 secondary schools and 34 primary schools. An additional 5 primary schools distributing packed lunches only. Current provision is listed in Appendix 1. Current uptake is 60% of those eligible and 3,300 meals are being provided daily. In addition to this service, meal deliveries are being made to vulnerable children identified by Social Policy and Additional Support Needs (ASN) for Education, and provides for around 320 meals being delivered daily to 150 families.
- D 2.2 It is proposed that all children entitled to free school meals are able to continue to receive a packed lunch or pick up a takeaway hot meal and a breakfast cereal bar/cereal at 7 secondary schools and 34 primary schools, with an additional 5 primary schools continuing to distribute packed lunches only, and that delivery arrangements continue for vulnerable children identified by Social Policy and Additional Support Needs (ASN) for Education.
- D 2.3 The Summer Programme of Capital Works is anticipated to prevent operation of a small number (currently estimated at three) of the schools currently used to distribute free school meals. In each case alternatives exist.
- D 2.4 It is proposed to delegate authority to the Head of Education – Learning Policy and Resources to move provision to a suitable alternative venue in cases where delivery is prevented by summer capital works or other reason.
- D.2.5 The total cost of school meal provision over the summer holidays is estimated £527,102. This will be funded from the school holiday lunch club allocation for 2020/21 of £175,000 and £152,000 from a reallocation of monies allocated to the following three Third Sector Hardship Fund projects:

- A2 Section Payments (£50,000)
- A3 Self Directed Support (£50,000)
- A7 Discretionary Housing Payments (£52,000)

Based on spend to date and forecast further expenditure, these budgets would be able to accommodate the reductions. The remaining balance of £202,102 will come from Pupil Equity Funding.

D.3 Food Fund

D.3.1 As previously reported to Council Executive, the council has been allocated £1.045million of funding to support households who may experience barriers in accessing food. The funding is intended to support those most in need including families with children who are eligible for free school meals, older people, those with long-term health conditions and pregnant women. Specific groups identified are:

- People with COVID-19 symptoms or living with someone with symptoms
- Vulnerable: People over 70 years old, those with a long-term health condition (including chronic neurological conditions), pregnant people, and those with a weakened immune system – including people who receive the flu jab
- Financially at risk households
- Marginalised households

D.3.2 The council is currently providing a £10 payment per child, per week to support families of children eligible for free school meals, paid into their bank account fortnightly. Eligible families are currently receiving £10, with payment commitments up to the end of the school term in June. By the end of June the council is expected to have made payments totalling £464,000 from the Food Fund resources.

D.3.3 The council is also working in partnership with a consortium of West Lothian based food bank and other voluntary groups to support the council in the delivery of support to the specific groups as identified by the Scottish Government. By the end of June the council will have provided funding totaling £152,000 from the Food Fund resources.

D.3.4 There will be a balance of approximately £429,000 remaining in the Food Fund and it is proposed that the council will continue with the £10 payment per child, per week, to support families over the summer holiday period at a projected cost of £348,000.

D.3.5 It is also proposed that the remaining balance on the Food Fund of £81,000 augmented with the £177,000 unallocated from the Third Sector Hardship Fund is allocated to support the consortium of West Lothian based food bank and other voluntary groups to support the delivery of the Food Fund programme to the other specific groups during the summer holiday period.

E. CONCLUSION

It is proposed that summer provision for children of Key Workers will be consolidated into a smaller number of larger venues at:-

- Low Port Centre, Linlithgow
- Howden Park Centre, Livingston
- Balbardie Sports Centre, Bathgate
- Broxburn Family Centre (delivered by Simply Play)

It is proposed that all children entitled to free school meals are able to continue to receive a packed lunch or pick up a takeaway hot meal and a breakfast cereal bar/cereal at 7 secondary schools and 34 primary schools, with an additional 5 primary schools continuing to distribute packed lunches only.

- F.** It is also proposed that the £10 per child, per week payment to support families of children eligible for free school meals continue during the period of the summer holidays 2020. At the same time the council will continue to provide financial support to the consortium of West Lothian based food banks and other voluntary groups which are assisting the council in meeting the requirements of the Food Fund programme.

Appendices/Attachments: Appendix 1 – Free School Meal Collection Points

Elaine Cook
Depute Chief Executive
23 June 2020

FREE SCHOOL MEAL COLLECTION POINTS

Secondary schools open for takeaway hot meal or packed lunch:-

- Broxburn Academy
- Linlithgow Academy
- Inveralmond Community
- The James Young High School (to be replaced with Bankton Primary School)
 - St Margaret's Academy
 - St Kentigern's Academy
 - Whitburn Academy

Primary schools open for takeaway hot meal or packed lunch:-

- Addiewell Primary School
- Armadale Primary School
- Balbardie Primary School
- Blackridge Primary School
- Boghall Primary School
- Bridgend Primary School
- Carmondean Primary School
- Deans Primary School
- East Calder Primary School
- Harrysmuir PS, Livingston
- Howden St Andrew's Primary School, Livingston
- Kirkhill Primary School, Broxburn
- Kirknewton Primary School
- Knightsridge PS, Livingston
- Letham Primary School
- Longridge Primary School
- Mid Calder Primary School
- Murrayfield Primary School, Blackburn
- Our Lady's Primary School, Stoneyburn
- Parkhead Primary School
- Polkemmet Primary School, Whitburn
- Pumpherston and Uphall Station Primary School
- Riverside Primary School, Livingston
- Simpson PS, Bathgate
- Springfield PS, Linlithgow
- St Anthony's, Armadale
- St John The Baptist Primary School, Fauldhouse
- St Mary's PS. Bathgate (to be replaced with Balbardie Primary School)
 - St Mary's, Polbeth
- St Ninian's PS, Livingston (to be replaced with Bankton Primary School, Livingston)
 - Torphichen Primary School
 - Westfield Primary School
 - Winchburgh Primary School
 - Woodmuir Primary School

Van collection points:-

- Bellsquarry Primary - layby in front of school
- Dechmont Infant School - main road in front of school

- Greenrigg Primary - main road in front of school
- Peel Primary - main school car park
- Seafield Primary - Cousland Terrace (Behind School)

APPENDIX 9**LOCAL PHASING DELIVERY PLAN – RESOURCES RELATING TO COVID-19**

Organisation	Detail	Date	Link
NHS Scotland	Latest guidance about COVID-19 from NHS Scotland	Regularly updated	https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19
NHS Scotland	Guidance for non-healthcare settings	20/05/20	https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/
Scottish Government	Coronavirus (COVID-19) support for continuity of learning	05/06/20	https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/
Scottish Government	Coronavirus (COVID-19) Curriculum for Excellence in the recovery phase	05/06/20	https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/
Scottish Government	Coronavirus (COVID-19) Guidance for fully outdoor childcare providers	01/06/20	https://www.gov.scot/publications/coronavirus-covid-19-fully-outdoor-childcare-providers-guidance/
Scottish Government	Coronavirus (COVID-19): re-opening schools guide	28/05/20	https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/
Scottish Government	Scientific advice behind reopening schools and ELC	26/05/20	https://www.gov.scot/news/safe-return-to-schools-and-nurseries/
Scottish Government	Coronavirus Act 2020: educational continuity direction	21/05/20	https://www.gov.scot/publications/coronavirus-act-2020-educational-continuity-direction/
Scottish Government	Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision	21/05/20	https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/
Scottish Government	Coronavirus (COVID-19): strategic framework for reopening schools and early learning and childcare settings: initial impact assessment	21/05/20	https://www.gov.scot/publications/initial-impact-assessment-strategic-framework-reopening-schools-early-learning-childcare-settings-scotland/
Scottish Government	Coronavirus (COVID-19): framework for decision making -	21/05/20	https://www.gov.scot/publications/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/

	Scotland's route map through and out of the crisis		
Scottish Government	Guidance for central and local government and public bodies in Scotland on key measures contained within the Coronavirus (Scotland) Act 2020	07/04/20	https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-stakeholders-on-the-coronavirus-scotland-act-2020/
Scottish Government	Food Fund Guidance	05/04/20	https://www.gov.scot/publications/coronavirus-covid-19-food-fund-guidance-to-local-authorities/
SQA	Update for schools and colleges	03/06/20	https://www.sqa.org.uk/sqa/94362.html
SQA	SQA response to Scottish Parliament Education and Skills Committee	21/05/20	https://www.sqa.org.uk/sqa/94257.html
SQA	Message to College Heads of Centre, and SQA Co-ordinators	13/05/20	https://www.sqa.org.uk/sqa/94179.html
SQA	Guidance for learners, parents and carers	02/04/20	https://www.sqa.org.uk/sqa/files_ccc/020420-SQA-NQ2020-Parent-Carer-covid-19-FAQ.pdf
Education Scotland	Transitions in 2020 Resource	29/05/20	https://education.gov.scot/improvement/learning-resources/transitions/
Education Scotland	ES online learning resources	Regularly updated	https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/
Education Scotland	Information for parents	Regularly updated	https://education.gov.scot/parentzone/learning-at-home/
Education Scotland	Information on Professional Learning and Leadership (PLL) programmes and endorsement	Regularly updated	https://professionallearning.education.gov.scot/about/pll-update-on-covid-19/
Education Scotland	Scotland Learns	Regularly updated	https://education.gov.scot/improvement/scotland-learns/
Education Scotland	Newsletter for practitioners	Updated Weekly	https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/a-weekly-newsletter-for-practitioners/
Education Scotland	Newsletter for parents and carers	Updated Weekly	https://education.gov.scot/improvement/scotland-learns/a-weekly-newsletter-for-parents-and-carers/
Education	Paper – Assessment – what is	14/05/20	https://education.gov.scot/improvement/scotland-learns/resources-for-

Scotland	working well?		practitioners/assessment-what-is-working-well/
Care Inspectorate	Covid-19 Information Page	Regularly updated	https://www.careinspectorate.com/index.php/coronavirus-professionals
Care Inspectorate	A letter to all childcare providers following First Minister's statement	21/05/20	https://www.careinspectorate.com/images/documents/coronavirus/CI_note_FINAL_FINAL.pdf
Children's Hearing Improvement Partnership	Guidance on looked after children and children's hearings following FM Statement	22/05/20	https://www.chip-partnership.co.uk/2020/05/22/coronavirus-first-minister-statement-21-may-2020-and-childrens-hearings/
EIS	Letter from the General Secretary on the Reopening of Schools	21/05/20	https://www.eis.org.uk/Coronavirus/ReopeningSchools
EIS	Guidance for Working at Home		https://www.eis.org.uk/Coronavirus/WFHGuidelines
EIS	Advice re. ASN and hub school support		https://www.eis.org.uk/Coronavirus/ASNAdvice
EIS	Guidance for Independent Schools and Third Sector Establishments		https://www.eis.org.uk/Coronavirus/IndependentSchools
NASUWT	Coronavirus Health and Safety Advice for Teachers	Regularly updated	https://www.nasuwt.org.uk/advice/health-safety/coronavirus-guidance/coronavirus-faqs.html
See Me	Advice on supporting mental health during CV19 including supporting children	24/03/20	https://www.seemescotland.org/news-and-blogs/talking-about-mental-health-during-the-coronavirus-outbreak/
Education Endowment Foundation	Resources to support schools and parents	22/04/20	https://educationendowmentfoundation.org.uk/covid-19-resources
SSTA	Advice & Information for members	Regularly updated	https://ssta.org.uk/covid-19-advice-and-information-for-members/
TUC	Guidance for Union Reps	Regularly updated	https://www.tuc.org.uk/CoronavirusRepsGuide
TUC	Guidance for unions	Updated 16/04/20	https://www.tuc.org.uk/resource/covid-19-coronavirus-guidance-unions-updated-30-march

SSSC	Guidance and information	Regularly updated	https://www.sssc.uk.com/covid-19/
COSLA	COVID-19 Information for councils	Regularly updated	https://www.cosla.gov.uk/covid-19-information-for-councils
GTCS	Guide for online good practice	03/04/20	http://www.gtcs.org.uk/News/news/gtcs-scotland-publishes-guide-online-good-practice.aspx
GTCS	Health & Wellbeing for staff		https://www.gtcs.org.uk/News/news/health-wellbeing.aspx
GTCS	GTCS update and FAQs	Regularly updated	https://www.gtcs.org.uk/News/news/covid-19-gtcs-business-continuity.aspx
ADES	COVID-19 Recovery Documents	Regularly updated	https://www.adesscot/Documents/COVID19Recovery/
ADES	ADES response to Covid-19	23/04/20	https://www.adesscot/News/27-ades-response-to-covid---19
ADES	Community food contacts	07/04/20	https://www.adesscot/Content/UserGenerated/file/LISTOFCOMMUNITYFOODCONTACTS.docx
CLD Standards Council	Guidance for CLD students and programme providers	22/05/20	http://cldstandardscouncil.org.uk/updated-guidance/
The Scottish Community Development Centre (SCDC)	Support for community organisations during the Covid-19 crisis	Regularly updated	https://www.scdc.org.uk/coronavirus
The Scottish Council for Voluntary Organisations (SCVO)	Coronavirus Third Sector Information Hub	Regularly updated	https://scvo.org.uk/support/coronavirus
Youth Link Scotland	Guidance and resources to support digital youth work	Regularly updated	https://www.youthlinkscotland.org/covid-19-guidance/

APPENDIX 10

LOCAL PHASING DELIVERY PLAN - ADDITIONAL OPERATIONAL GUIDANCE TO FOLLOW

- Guidance to support Digital Inclusion and On-Line Learning.
- ASN Guidance including Blended Learning
- Guidance on Physical Distancing, Formation of Small Groups, Minimising Interaction of Groups (In Risk Assessment 2)
- Parental Engagement/Pupil Engagement
- Guidance to Parents on Pick Up/Collection of Pupils
- Guidance to Parents on Active Travel
- Protocol on Clinically Vulnerable Pupils/Extremely Clinically Vulnerable Pupils
- Staffing Plan to Deal with Heightened Level of Absence
- Specific Health Issues for Minority Ethnic Staff
- Childcare for Key Workers When Schools Re-open

Return to School

APPENDIX 2

Catering costs

School meals - School year 2020-21

	Free No	Paid No	Total No
Current (annual)	1,178,039	970,853	2,148,892
Forecast (annual):			
Current	1,178,039	970,853	2,148,892
Reduced days in school	0	(582,512)	(582,512)
Increased uptake, secondary:			
Free	17,164	0	17,164
Paid	0	38,834	38,834
	1,195,203	427,175	1,622,378
Change	17,164	(543,678)	(526,514)
Change in costings			
Amended food costs (annual)	(20,306)	643,195	622,889
Amended income (annual)	0	(1,351,840)	(1,351,840)
Total (annual)	(20,306)	(708,645)	(728,951)
Total (Aug-20 to Mar-21)	(15,603)	(544,538)	(560,141)

School meals - school year 2019-20

Amended food costs	529,632
Amended income	(628,646)
	(99,014)
Total	(659,155)