

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 6</b>
<b>1 OCTOBER 2020</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children’s Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

**RECOVERY PLANS AND PRIORITIES: SERVICE DIRECTOR FOR EDUCATION**

<b>R E C O M M E N D A T I O N S</b>	
<b>FROM:</b> Jonathan Lewis – Service Director (Education)	<b>Deadline date:</b> 1 October 2020
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Commend the response of Schools and Early Years settings on their efforts to keep education operating during the COVID-19 crisis</li> <li>2. Note the position of Education around COVID-19 and comment on areas the committee may wish to review moving forward as we move into a recovery phase.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 This report has been written by the Service Director (Education) at the request of the committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to outline the latest position on COVID-19 and restarting education in Peterborough. The report also outlines key service updates from across the Education Directorate so members are fully briefed on the challenges we face moving forward in the autumn term.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report links to –

- Corporate priority:
  - Improve educational attainment and skills
  - To drive growth, regeneration and economic development
- Children in Care Pledge: Support children in care to have a good education.

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. **BACKGROUND AND KEY ISSUES**

#### **Responding to COVID-19 - Update**

- 4.1 Since the 20 March, schools and setting have remained formally closed. During the spring and summer term, they opened first to critical worker and vulnerable children before wider opening to children in early years, reception, year 1, year 6 and years 10 and 12. On the 1<sup>st</sup> September, schools and settings formally reopening in line with the Education Act 1996.
- 4.2 The latest highlight report for responding to the COVID-19 position can be found in Appendix 1.
- 4.3 The response to COVID-19 in Peterborough has been magnificent. Schools, settings, academy trusts, the LA, the Diocesan bodies and other parties have worked collaboratively to ensure our children and staff were safe and supported during this difficult time.
- 4.4 I would like to acknowledge the contribution of a few key players during the time –
- Julie Taylor, Chief Executive of the Thomas Deacon Education Trust in leading the Peterborough Academy Trust CEO forum.
  - Ben Wilding, Chief Executive of Soke Education Trust and Chair of Peterborough Primary Cluster Representatives.
  - Scott Hudson, Director of Education, Thomas Deacon Education Trust, who chaired the Peterborough Partnership of Secondary Schools.
  - Sheelagh Sullivan, Head of SEND for the City Council who led the Peterborough Special School Headteachers group.
  - The support we have received from the local Regional School Commissioner team.

In these very challenging times, they have all played a role to support the health and wellbeing of staff and children in schools and the Local Authority is incredibly grateful for their hard work and dedication during this time. I would also like to acknowledge the role of all staff in the Education service who have worked so hard to ensure Peterborough responds appropriately to this crisis.

With schools fully reopened, the challenges around COVID-19 remain. Whilst we focus on recovery, the reality is that we are very much still responding to the virus, government requirements and a need to get children ready and adjusted to learning again.

#### **Key Service Updates**

- 4.5 The Education service covers three areas (all under an Assistant Director) –
1. Education Capital and Place Planning (Hazel Belchamber)
  2. School and Setting Improvements (Jason Howard)
  3. SEND and Inclusion (Toni Bailey)
- 4.6 The following sections cover the key updates for these services during COVID-19 and their role in supporting recovery -

#### **Education Capital and Place Planning**

- 4.7 Education ICT Service - To date around 1300 laptops, Chromebooks, Tablets and 4G routers funded by the DfE have been sent either to schools, or to social worker teams in Peterborough and Cambridgeshire, with another 186 either ready to be collected by Social/Family Workers, or awaiting preparation by our engineers.

- 4.8 Education Safeguarding - So far around 150 Safeguarding Leads across Peterborough and Cambridgeshire have completed our newly designed on-line Designated Safeguarding Lead Refresher training. We will be returning to holding Initial 2 day Designated Safeguarding Lead training by the end of September following detailed risk assessments of the venues and for those staff who will be undertaking the training. These arrangements will be kept under review. On 5 October, our new Peterborough Safeguarding Lead will take up post and begin supporting schools.
- 4.9 Admissions and Attendance - The Team are continuing to receive new in-year applications daily. The processing of these was put on hold during Lock-Down in recognition that schools either were not open or not open for all year groups. The combination of the backlog of applications and new applications is highlighting pressures in certain year groups. Where possible, schools are being asked to accommodate children living in their catchment area or where they are the nearest school to the child's home address.
- 4.10 The annual admissions transitions round opened on the 10th September for both places in Reception and Year 7 secondary for entry in September 2021.
- 4.11 The Appeals Service designed and implemented a successful, temporary, written appeals process. Enabling all Transition Appeals to be heard by the end of August. From the start of September we have been offering a 'virtual' appeals service using either Skype or Microsoft Teams.
- 4.12 We are closely monitoring the return of pupils to school and have already identified an increase in the numbers of parents making the decision to home educate their children. We will continue to work with the Elective Home Education (EHE) community to manage the anxieties and to offer support.
- 4.13 The Attendance Team are continuing to offer advice, and support schools to ensure that they adopt a supportive and nurturing approach in the first instance to manage any school attendance related issues before any type of legal interventions are considered. We have developed and created a number of different communication channels to get the key messages out to schools and parents in reference to school attendance matters, including a Frequently Asked Questions document. The need to review attendance in school will become critical as school settle into the new arrangements.
- 4.14 Home to School/College Transport - In the absence of guidance from the DfE, we developed a set of principles to inform decisions on transport arrangements for September. Alongside this, all operators were asked to complete risk assessments for each of their contracted routes. Key messages around use of face coverings by children aged 11+ on Local Authority transport were sent out with bus passes ahead of the start of term. More recently, we have issued updated guidance to operators making it a requirement for all drivers, as well as passenger assistants, with responsibility for transporting children and young people to special schools to wear a suitable face covering.
- 4.15 All parents/carers have been asked to complete a short on-line survey to enable us to get a better understanding of how children are getting to and from school and how this changed since last academic year before the pandemic closures. The information collated will be used to develop an action plan, in conjunction with the Combined Authority, in response to the issues identified e.g. with regard to congestion and capacity on the transport network and to further promote sustainable modes of transport.
- 4.16 Place Planning & Capital Projects - St John Henry Newman RC Primary School and 26 place nursery, will open as a voluntary aided primary school in September 2022 and will be located on land bordered by Aqua Drive and Hartland Avenue in Hampton Gardens, Hampton East. The school will open with classes in Reception, Y1 and Y2 and with early years provision. The Council will deliver the capital project to DfE specifications and invitation to tender was issued on 7 September 2020. The timetable for the project indicates starting on site in June 2021.

- 4.17 The updated Education Organisation Plan will be published by early October at the latest at which point, Members will be sent a link to provide them with quick access to this information.
- 4.18 There is an identified demand for Y2 and Y3 places in Hampton. Officers are currently working on options to increase capacity in this area. It is likely a solution will be in place from January. Emerging admissions data suggests there may be a shortage of Y3, Y8 and Y9 places across the City. These are all year groups which have not been in school since March so it is not yet clear whether or not these are capacity issues or due to a backlog in the normal movement in and out of schools over the summer term. Officers are monitoring the situation closely and are already working with schools on potential solutions in case they are required.
- 4.19 Work started at Marshfields Special School in late July to improve the current science provision, and refurbish areas including toilets, changing and staff facilities. The project will also provide a new studio block with associated break out spaces and ancillary facilities to enhance sports provision on the site, which will replace a large temporary double mobile. The project is due for completion in April 2021 and is currently on programme.
- 4.20 The planning application for the new Manor Drive primary and secondary schools to serve the Paston Reserve development was submitted on 2 July 2020, with a determination date of 21 October 2020. The primary school will provide 420 places plus 26 early years places. The secondary school will provide 600 places. An Early Works package has been submitted to the Department for Education (DfE) for approval with work necessary to remove over-head power cables, extensive fly-tipping, to securely fence the site and construct an access road prior to the contract close in December 2020. Both are scheduled to open in September 2022 and will be run and managed by the 4Cs Multi-Academy Trust.
- 4.21 There has been a delay in handing over the new Hampton Lakes Primary school. This is due to the impact of COVID-19 on the build programme. The school site and facilities will be handed over on 30 September 2020 and the school will open in its new accommodation on 5 October. The school has been operating since the start of the new term from the Hampton College Primary site and the on-site sports hall run by Vivacity.

### **School and Setting Improvements**

- 4.22 In February, we appointed Jason Howard to the role of Assistant Director – Schools and Setting Improvement across Cambridgeshire and Peterborough. Jason Howard is an HMI (Her Majesty Inspector) with Ofsted and joins us on a 12 month secondment. He was a Secondary School Headteacher in Lincolnshire and previously worked as a Regional Director for a large multi-academy trust. His role will focus on leading school improvement.
- 4.23 Early Years – Since March 2020 the service has adapted to ensure it has been able to continue to provide support to the early years and childcare providers across the city to meet the needs of children and families during the challenging situation including -
- developing an on line training/ support offer providing virtual forums and training for all sectors;
  - delivering an on line childminder registration course;
  - developed and delivered training to support both staff and child well-being;
  - moving the Early Support Process to a virtual process to continue to support children with complex needs;
  - Holding keep in touch calls made to all providers to identify any issues, ensure appropriate support being offered to all families, with particular focus on those children with SEN;
  - developed resources to support home learning which were shared with setting and on both the practitioner and parents Facebook pages;
  - regular email updates and weekly newsletter to the Early Years sector to ensure they had the most current information and to share practice;
  - work across early years settings and schools to support reception transitions;
  - the Department for Education twice weekly data collection;

- working to support the sector financially including launching a sustainability grant project to provide support going forward;
  - ongoing work including briefing sessions to support the Early Years sector with the test and trace process.
- 4.24 Looking ahead to the autumn term we will continue to support the sector to ensure high quality provision is available. We are beginning another round of Keep in touch calls to discuss with settings how their return has been and identify any support required with virtual targeted visits offered. Forums and training will continue to be offered as a virtual offer including the launch of the NASEN level 3 Early Years Senco Award.
- 4.25 The sustainability grant will be continue to be allocated and we will collect Department for Education data to identify take up and any potential sufficiency issues which need addressing.
- 4.26 Changes in our School Improvement Team - Following some staff changes, we have welcomed two highly experienced headteachers to the team of school improvement advisers. Both colleagues have strong track records in school improvement in disadvantage schools and will support the new model of supporting direct school improvement we implemented last year. We believe they will make a positive impact on the schools they are supporting. The team continues to have a strong focus on improving reading and our successful National Literacy Trust Hub arrangements continue to provide strong external support to improving outcomes in the city.
- 4.27 Safeguarding - Safeguarding is everyone's responsibility and must sit at the heart of everything that we do. In the overwhelming majority of our schools, safeguarding culture and practice is strong. However, we know that high standards can sometimes slip in between our formal, biannual safeguarding audits, which will soon be re-started by our newly-appointed Education Safeguarding Lead in Peterborough. We are making small but significant changes to the way in which we work that are designed to give us an early warning of any such slippage. One or more aspects of safeguarding culture and practice will be checked whenever a school improvement, curriculum, Early Years or SEND adviser visits a school. A new system to facilitate the easy recording of what is found, school by school, is now in place. This will enable anyone to see, at a glance, all of the information about any safeguarding concerns at a school. We are also introducing additional checks to ascertain the extent to which governors are meeting their safeguarding responsibilities.
- 4.28 The key actions we have taken are -
- Key colleagues have reviewed the draft safeguarding action plan
  - A 'question bank' has been provided for colleagues to use as possible prompts around gathering safeguarding evidence on visits to schools
  - Notes of Visit and annual monitoring visit templates have been updated so that they contain a dedicated 'safeguarding' section
  - Guidance provided to colleagues around which safeguarding checks will happen over the course of the year, as a minimum, and who will carry these out
  - Annual update training for schools, EY and SEND teams and a safeguarding knowledge 'self-audit' survey created, so that colleagues can identify safeguarding topics they are confident about and any aspects on which they would welcome further training.
  - A 'chronolator' has been established so that colleagues can easily input safeguarding-related information about the schools that they visit
  - Generic safeguarding performance management targets have set for all school improvement advisers.
  - Formal, bi-annual safeguarding audits to be completed by the Education Safeguarding Lead within PCC maintained schools
  - Where safeguarding audits evidence general concerns, school improvement advisers will pick these up on subsequent visits and check progress towards action points.
  - Where safeguarding audits evidence concerns about governance, governance reviews are put in place in a timely manner.
  - Governance lead to ensure that periodic sampling of safeguarding reports to governors takes place, so that each school receives one check per year

- Schools' safeguarding self-assessments will be shared with school improvement advisers
- Exit interviews will take place when colleagues leave PCC so that any safeguarding information is shared and retained.

- 4.29 Post-COVID-19 recovery - School improvement advisers have been working to support headteachers as they draw up post-COVID-19 recovery plans. The recovery plan template, written in collaboration with Tracy Fielding (Ofsted Senior Her Majesty Inspector) contains a number of prompts to encourage long term, strategic thinking with the post-COVID-19 context very much in mind. The prompts have encouraged headteachers to plan for both COVI-19 D recovery, and school improvement, under a range of headings including 'safeguarding', 'curriculum', 'governance', 'staffing' and 'leadership'.
- 4.30 Headteachers have used the recovery planning document in different ways, depending upon their school's context. Some have crafted three-year plans; others have considered the 2020-2021 academic year. The recovery planning template has been typically well-received. Many headteachers have remarked that the 'prompts' within it have encouraged them to think strategically as they plan, and that this has been welcome after the day-to-day nature of coping with the immediate COVID-19 period.
- 4.31 Members of the school improvement team spent a considerable amount of time over the summer period analysing schools' risk assessment documents, and securing revisions where necessary. All of the risk assessments were signed off by the local authority prior to the beginning of term, and thus far the trade unions have not raised concerns about any of these.
- 4.32 We have provided guidance for headteachers on the nature, purpose and possible outcomes of Ofsted's 'supportive visits' that are due to be led by HMI this term.
- 4.33 Curriculum, NQTs and Reading – Peterborough City Council continues to run an Newly Qualified Teacher training scheme to address our challenges around recruitment. Our NQT leader organised a very well-attended virtual welcome day for our new NQTs in July NQTs and carried out NQT mentor training in advance of the start of term, so our mentors have been briefed thoroughly. We implemented a new electronic NQT Mentor system last year and this has meant we can focus more time on supporting staff in schools.
- 4.34 Our partnership manager continues to work intensively with the National Literacy Trust during this period. This partnership has meant thousands of books, along with other resources, have been distributed to schools to the benefit of disadvantaged pupils across the city. Many 'Year of Reading' events taken place virtually, despite COVID-19 and parents have benefited from reading resources for use at home.
- 4.35 During the summer, the PCC team spent a considerable amount of time creating a full offer of training and CPD opportunities for colleagues in schools during the 2020-21 academic year. This has been well-received by schools.
- 4.36 We are exploring a potential collaboration with the Haringey Education Partnership to develop curriculum schemes of work in the foundation subjects. Christine Counsell, one of the UK's leading curriculum experts, and others have been working with over 150 Haringey schools to create 'joined up' schemes of work, together with teaching resources, in History, Geography and religious studies. This is a multi-year project, during which other subjects, including science, will be included. The final result will be high quality schemes of work and teaching resources that schools can use and adapt, without every individual school having to 'reinvent the wheel.' Given the contribution other curriculum areas make to pupils' reading and writing skills, and Ofsted's curriculum focus, these resources would be a considerable advantage. A virtual presentation will take place to our headteachers during the autumn term and we will gauge the extent of interest thereafter.
- 4.37 Peterborough Virtual School (PVS) for Children in Care - From March 20th, 2020 following the closure of schools and other education settings the service delivery of PVS was adapted to enable continued support of the children and young people in care , social workers , carers and

designated staff in schools and other education providers. Our priority was the emotional and educational well-being of the children and young people on our school roll , so we:

- issued, in conjunction with Cambridgeshire Virtual School, immediate and ongoing guidance for foster carers and social workers to support accessing school places for those children requiring the service and eligible within the 'vulnerable' group;
- provided advice and guidance to designated school staff on the bespoke COVID-19 Summer Term Personal Education Plan and process;
- established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues;
- continued to provide work and support to those children and young people already identified by the PVS Intervention team to sustain learning momentum;
- continued to fund online tuition sessions from an external provider for children and young people living out of city;
- held weekly virtual keep in touch meetings with designated school staff to monitor well-being of those children attending school;
- collected and analysed school attendance data;
- offered advice to carers to support learning at home and provided a resource guide to supplement work provided by schools;
- challenged schools where their learning offer was not of an acceptable standard;
- attended virtual transition PEP meetings for Early Years , Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable.

4.38 Our priorities for this term , alongside usual functions, are:

- to support the return to school but also to plan for continued education provision for children during a temporary school closure or sickness absence
- to offer virtual training opportunities for foster carers, social workers and designated school staff
- to respond to requests for child centred support regarding academic progress and well-being
- to continue to monitor school offers and attendance

## **SEND and Inclusion**

4.39 Return to school arrangements - Special schools in Peterborough have worked well together to support each other and ensure they have been able to offer continued education to as many SEND children as possible. This has been co-ordinated through regular (weekly) Head teacher meetings, which also included head teachers from SEND schools in Peterborough attending joint meetings with colleagues in Cambridgeshire, also attended by various officers from the SEND service, partners from transport, health and social care. This has enabled schools to develop a joint plan of action and agree a consistent format for school risk assessments to support a return to school in September. Risk assessments for all the SEND schools have been completed and reviewed by the LA and has resulted in the vast majority of children being able to return to school from September, see table below:

<b>Maintained SEND School</b>	<b>% of pupils expected to be attending from 3<sup>rd</sup> September 2020</b>	<b>% of pupils expected to be attending from 21<sup>st</sup> September 2020</b>
Heltwate	36%	100%
Marshfields	17%	100%
NeneGate	100% Transition timetable	100% Transition Timetable

4.40 Although all SEND schools were focussed on providing 100% return, there have been some instances where children are still considered critically at risk and head teachers are working

closely with health colleagues to gain the best guidance to enable effective mitigation to be implemented.

4.41 The LA will continue to support a return to school for all SEND children and will monitor the offer of a continued appropriate education offer during the interim period, which will be supported by individual risk assessments and regular ( at least 3 weekly ) reviews. NeneGate’s transition timetable will be supported by this regular review of attendance.

4.42 Transport for SEND schools has been arranged and the transport team have worked incredibly hard to provide as much support as possible to ‘protect’ agree bubbles and not stress the budget constraints too much. Every SEND school has an individually agreed transport plan, which is helping to support the effective return to school.

4.43 Education, Health and Care Plan (EHCP) easements update - During the COVID-19 period local authorities have retained the duty to deliver all processes associated with Education, Health & Care Plans (EHCP). The data relating to new EHCP assessments between March 2020 – August 2020 is as follows (processing and amendments of annual reviews has been ongoing):

Requests for statutory assessment received	125
Number of Final EHC Plans issued following assessment	110

4.44 Whilst the duty on LAs remained, in May 2020 the DfE revised legislation with regard to the management and assessment of EHC plans in response to the COVID-19 pandemic. The arrangements were temporary, and the modification of the regulations (easement duties) allowed local authorities to use “reasonable endeavours” to deliver an EHCP ended on July 31<sup>st</sup> 2020. The relaxation of the rules about the timescales for carrying out an EHC needs assessment and issuing a plan end on September 25<sup>th</sup>.

4.45 To fulfil its easement duties, the authority created an easements taskforce and wrote to the families of every child & young person with an EHCP. We asked them to fill in a survey to collect their views about the kind of provision they were receiving and what, if anything, they would like their setting to try to provide during the COVID-19 period. Staff also contacted every school requesting them to make arrangements to discuss with families the delivery of the EHCP and record the outcome on a form (Section M) and return to the authority. To date, we have received in excess of approximately 60% of these returns, in what is a very short period of time.

4.46 The easements taskforce was disbanded at the end of August as staff were required to return to normal duties. However, arrangements have been made to continue to gather returns from schools until at least the end of September. The SEND team feel we can effectively demonstrate that we have used our best endeavours to undertake a mammoth task. As the future remains uncertain, we have recommended to schools that they continue to record any modifications to the delivery of provision whilst stressing that the legal position is now that provision on EHCPs must be delivered. The section Ms have now been incorporated into the service’s paperwork and COVID-19 delivery will be reviewed at every annual review.

4.47 Updates from the working party are as follows:

- The survey questionnaire is closed online and no further prompts by the parent carer forums will be made. The survey template is still available and may be used by schools or other professionals as a basis for discussion with parents/carers.
- All follow up calls to respondents where the returns indicated concerns have been made. Contact has also been attempted with families where a child/young adult is not on roll or they are educated at home.
- All schools have been briefed through the SENCO network forum or via specific question and answer sessions. Schools have been very supportive and are engaged to follow up the work of producing a section M (or equivalent) summary outlining what is in place for delivery of each child/young adults EHCP whilst they are not able to attend school on the usual basis due to the COVID-19 pandemic.



- Ongoing recording of the receipt of the section M documents will now be carried out by using the resources within each local authority's statutory teams.
- A letter to all schools will be sent out this week to inform them of the current position and to remind schools of their duty to provide services as outlined in an EHCP in full. Where this cannot be achieved, schools have been asked to co-produce an alternative with parents and record any modifications as well as inform the LA.

4.48 The planning meetings will continue with a focus on monitoring of delivery of EHCPs during COVID-19 e.g. possible need to reconsider if further lockdown occurs and in order to address any emerging issues as schools reopen.

4.49 Business as usual - In line with the recommendations of the Written Statement of Action following the Ofsted inspection in June 2019, the Statutory Assessment & Monitoring Team has been expanded. Staff were employed during the COVID-19 period and new post holders in place from 1<sup>st</sup> September. This has enabled the service to reduce caseloads (although they remain amongst the highest in the Eastern region) and has enhanced the ability of the service to work collaboratively with schools and settings to deliver the best outcomes for children and young people with EHCPs. It is hoped that new staff will enable the service to improve the timeliness of new EHCP assessments and processing of annual reviews.

4.50 The service has overseen the implementation of a new IT system to process EHCPs. The implementation was not as expected, with particular difficulties around migration from the old to new systems. A number of issues remain ongoing and it is unlikely that the system will be fully operational until January 2021, particularly with regard to the production of data.

4.51 Whilst the easement period is coming to an end, there is a continuing impact on the quality of EHCPs stemming from difficulties experienced by professionals involved providing advice to the statutory process. For example, Educational Psychologists and NHS Therapists are unable to conduct all assessments on a face to face basis, which may be due to interpretation with regard to what constitutes face to face provision, they have, however, assured services that where it is critical to provide an 'on site' face to face service that will be facilitated. All staff have been inventive in finding ways around these challenges and there have been some advantages to altered arrangements. For example, many families have reported preferring virtual planning meetings, the sharing of correspondence and documents electronically. For this reason, we intend to continue these approaches in the future.

## **5. CONSULTATION**

5.1 We have continued to communicate with schools and early years settings throughout the COVID-19 situation. Numerous meetings have been held online with Headteachers, CEOs and early years settings – all of which have been incredibly well attended.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 The actions outlined above have provided support for pupils, families, schools and early years settings. There is a significant amount of work to be undertaken to fully understand the impact the situation has had on pupils. Future Service Director reports will provide members with the progress on recovery.

## **7. REASON FOR THE RECOMMENDATION**

7.1 The position around Education remains fluid. We are receiving daily updates from the Department for Education and we continue to monitor closely the public health position. Some of the consequences around COVID-19 are not yet known and it will be important the committee continues to monitor the situation and challenge and support officers in their ongoing response.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 The report outlines our response to COVID-19 and we have approached this with the best intention to support children, young people, staff in schools and setting and the wider community. This has changed by the day and we have reflected on our action and the impact that they have had. We have received government guidance at short notice (and often over weekends / bank holidays) and this has made long term planning and decision making impossible.

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 Additional funding has been sought via the Ministry of Housing, Communities and Local Government grant for COVID-19. Key costs have been in relation to Home to School transport and our capacity for Educational Psychologists. We continue to review these costs and the impact during this financial year. All other costs have been met within existing resources.

### **Legal Implications**

- 9.2 None

### **Equalities Implications**

- 9.3 None directly but we have provided advice and support to schools on developing an equality impact assessment on reopening to ensure all groups are considered in this process.

### **Rural Implications**

- 9.4 All schools and settings have received the same report. We have provided individual support to individual schools when requested. The key challenge for rural schools has been their relatively small size and how staff absence has limited their ability to open.

### **Carbon Impact Assessment**

- 9.5 There have been no direct impacts in this area but we have worked with the Transport and Environment Teams to review travel and access to schools including the 'School Street' Initiative (i.e. car-free zones outside school).

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 Documents we have prepared for schools can be found here – <https://www.cambslearntogether.co.uk/recovery-plan>

## **11. APPENDICES**

- 11.1 Appendix 1 – COVID-19 Highlight Report