

## Planning ahead at Hazel Oak

This is a 3 phase plan looking ahead at how we expect life to progress at Hazel Oak in the next 12 months. Coming out of the pandemic will be a slow process which will be managed as safely as possible at each stage, transitioning into each new phase when the success of the prior stage has been confirmed between the leadership team and the Governing Board.

We have worked with many unknowns since lockdown began in March and we are now setting our own certainties for each phase as assurance for our wider school community to help everyone involved set realistic expectations and plan ahead as far as possible. You will note that we cannot set dates for each phase because this element is out of our control, however we will give notice of any agreed transitions between phases of the plan.

This plan does not include Post 16 attendance at Solihull College. However, a parallel plan is in place to support this, working with the College staff to ensure their guidelines are followed and that the same high expectations and safety measures are in place for Hazel Oak pupils and staff.

### Overview

	Actions	Rationale
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>• September 1st &amp; 2nd - Closed for staff training</li> <li>• September 3rd and 4th - open for half of pupils for reintroduction to new school routines and structures.</li> <li>• September 7th to 11th - half of pupils in for 2 full days each, beginning wellbeing assessments and recovery curriculum. Review and plan for full intake next week.</li> <li>• September 14th onwards - full pupil numbers where risk assessment allows. Focus on recovery curriculum.</li> <li>• New starter pupils supported with same gradual intake from 3rd September.</li> <li>• Expansion of facilities continues with most of KS4 based short term in the Hub.</li> <li>• Class groups remain with class bubble with lunches and breaks staggered and separated. (Bubble will be usual class for the year).</li> <li>• Clubs will not run yet.</li> </ul>	<p>After such a long period away from school admitting all pupils back to school must be undertaken carefully and gradually, whilst aiming to get as many pupils back in as possible in a short space of time.</p> <p>New systems in place will need to be tested out with smaller numbers before all can be admitted at one time.</p> <p>Changes will occur during the holiday period and for health and safety reasons we will need to allocate staff training time to ensure all are fully prepared to support pupils.</p> <p>Large numbers of new starter pupils have not had usual transition so this plan also supports their gradual introduction into school and new classes.</p>

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<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Key stages will remain together with separated playtimes where possible, using grass and playground area markings.</li> <li>• Taxi drop offs and collections will depend on later guidance form the LA but staggered times are expected. To be confirmed.</li> <li>• Pupils with suspected COVID symptoms will need to be collected from school. This is not expected to close the bubble.</li> <li>• Symptomatic pupils can return when the NHS negative COVID test result is shared.</li> <li>• Hazel Oak will not fine pupils, who do not return when expected</li> </ul>	<p>Most recent guidance requires bubble systems to remain but can expand to greater numbers, whilst Hazel Oak needs this to be gradual at first to ensure stability.</p> <p>Health and safety around suspected symptoms remains a priority concern to ensure and transmission is prevented. Pupils and staff will not need to wear face masks or PPE, unless a pupil displayed symptoms, when a supervision adult will then wear PPE to support them in isolation whilst they await collection.</p> <p>Non attenders will be closely mutinied and supported to compile appropriate medical and other appropriate evidence to support their remaining at home. The leadership team and safeguarding leads will work with any such cases to ensure they can be safely return to school under appropriate risk assessment, with home learning and house call support where needed.</p>
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>• Priority needs for pupil COVID response identified and addressed in a focused way in class and also with out-of-class initiatives if required.</li> <li>• More core teaching focus returns, working towards the more usual curriculum areas where possible.</li> <li>• Out of school activities and clubs may start up again in response to appropriate risk assessment. The nature of clubs may need to change to support pupil needs post COVID.</li> <li>• Parent meetings in school will start to be planned in, for EHCP reviews etc.</li> <li>• Expansion building continues.</li> </ul>	<p>Continued priority to ‘normalise’ school routines, whilst maintaining out of, and in-class support as required. Same group support may be needed.</p> <p>Pupil assessment will need to focus on welding and review of next steps from EHCPs.</p> <p>New staff teams will incorporate all previous wellbeing staff to bring any individual support closer to class bases for quick response and sustainable staff management of issues. Opens wider access to more pupils if demand is high. Referral for specific support will be through key stage teams.</p>

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<b>Phase 3</b>	<ul style="list-style-type: none"> <li>• Return to much of the previous way of working pre-COVID, maintaining all the positive elements of the lockdown lessons learned - continued use of SeeSaw, some virtual meetings and addressing the big global issues in the curriculum.</li> <li>• New curriculum approaches and streamlined assessment in pace, shared with parents and connected as a developmental provision across the year groups buffing towards accreditation and post- Hazel Oak options and success.</li> <li>• Recovery curriculum elements will be embedded as golden thread in new provision going forward.</li> <li>• More regular visits and meetings in school with additional training and support as required. Targeting support for families who have been less engaged during the pandemic.</li> </ul>	<p>Reflecting on the pandemic period, there are elements of the school provision that had planned to change and this has now incorporated the recovery curriculum and streamlined studies to focus on key roles for pupils through school. Pathways support individualised learning for all ages, aiming to support families to choose from wider options beyond Hazel Oak than before.</p> <p>Online elements of teaching and learning have evolved during the pandemic and will continue to evolve to engage more families in a continuum of learning between home and school. This also supports a further lockdown in the future with pupils losing less time on learning as systems are ready to go.</p>
<b>COVID Plan B</b>	<p>Return to lockdown process and systems at very short notice as required. School may close with staff and pupils initially working remotely. Any plan will be shared and reviewed on a regular basis with home contact and support systems in place from the beginning. Families must keep school fully updated on any changes to contact details and remain contactable at all times to support safeguarding and wellbeing checks. All families will have been supported to access School Ping as the school's main communication route.</p>	<p>When a future lockdown is initiated, it will be critical to respond quickly and to send out regular and timely updates. This is best achieved with School Ping in the first instance, with follow up home calls from teaching staff at regular intervals.</p> <p>Staff will not have the capacity to make weekly calls but all families can request calls if needed via the school office. All pupils will be specifically risk assessed for lockdown needs and staff will respond as appropriate to ensure safeguarding and family support is in place.</p>

**A more detailed plan follows:**

## Planning ahead at Hazel Oak

Phase 1 - Alert to COVID risk in the community <i>Timescales subject to change in response to government guidance, local developments and needs of the school</i>		Rationale	Considerations
<p><b>School will</b></p> <p><b>1st Sep into 2nd Sep TT T4W 2nd October</b></p>	<p>Open gradually throughout first weeks of September, accepting a maximum of 50% of our total pupil population at one time, alternating days.</p> <p>Time to assess pupil response and levels of need re post lockdown impact.</p> <p>Week 1: Tue &amp; Wed INSET, half school Thu, 2nd 1/2 Fri. Week 2: half of each class will attend on Monday and Tuesday, the other half on Thursday and Friday. Not have pupils in school on Wednesday to begin with as we will need to provide teacher planning time and allow for responsive changes from the first half of the week. Also may need to support more directly with home learning if not all agreeing to return. KW children in all days.</p> <p>Begin gradual transition of new starter pupils part time, as appropriate to need</p> <p>Maintain one way systems and split breaks, lunch and departure times. Split lunch sittings prioritising lunch in classrooms. KS4 to lunch in Hub.</p> <p>Group pupils in class bubbles with the same staff, receiving extra support from within the Key stage where needed.</p> <p>Appoint additional TA cover to add flexibility for escorting and support.</p> <p>Provide a blended approach to teaching and learning between in-school lessons and external interactive home learning - SeeSaw remains in place as transitional tool - lead by TAs possibly? Regularly review the whole school risk assessment in line</p>	<p>Time needed for INSETs to establish changes over the summer and make final risk assessment preparations for pupils returning.</p> <p>Second INSET needed to retrain staff in Team Teach positive behaviour management strategies. Was due in May but had to cancel. Essential safeguarding to support pupils back to school.</p> <p><b>Week 1</b> as 1/2 population days to assess flow of pupils around school and test our risk assessment and environments, managing temperature checks and symptom monitoring on larger scale. Also to assess pupil response and mental health needs.</p> <p><b>Week 2</b> as expanded half populations to settle into routines and prepare for full return in week 3 if appropriate. Friday reserved for planning and organisation for the full return, taking new wellbeing assessments into account. Time to train students in use of one way and hygiene systems.</p> <p><b>Week 3</b> all pupils arrive to new expectations on playground and follow 1 way systems remaining in class bubbles and taking staggered play and lunch times. Begin formal speech and language assessments to support pupil expression of feelings and emotions. Zones of regulation established at an individual level.</p> <p>Additional TA staff needed to support staff rotations and easing of any new behaviour and wellbeing challenges that arise. This will be short term supply, not contracted.</p> <p>The recovery curriculum approach will be priority over nation curriculum, leading with wellbeing, P4C, PSHE, relationships and core subjects. This will build towards greater diversity as groups become ready.</p>	<p>Hire of additional toilets on playground?</p> <p>Enough areas for hand washing?</p> <p>New sinks / washing stations outdoors?</p> <p>Staffroom access / numbers limit - as with all rooms</p> <p>No assemblies (undertake via Zoom)</p> <p>Bubble restart</p> <p>Transport would not support bubbles? How will this be managed?</p>

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<b>Families will</b>	<p>Have access to SeeSaw and Zoom assisted home learning, supporting academic and social needs. Have access to shared lessons delivered in school and available via recordings to repeat at home.</p> <p>Have contact from school staff on Wednesday if needed to support the flow of learning and support any additional needs at home.</p> <p>Have access to ongoing professional support via Zoom and phone calls between school and home.</p> <p>Need to arrange to support their young person at home and to prepare for potential bubble closure.</p> <p>Undertake new survey of all parent and carer employment, recording key worker evidence. Create reserve KW bubble plan.</p> <p>Review the role of family support as link into classroom practice, safeguarding and remote challenges across COVID period.</p>	<p>Creating link between school and home transition and continue to build on learning when fun time in school, focus also on life and social skills.</p> <p>New recovery curriculum focus can be shared in different mediums to support pupils and families.</p> <p>Safeguards against a further lockdown in event of second wave having such an impact on pupils learning. Need to fast-track training and support for families who have not managed this so far.</p> <p>Evidence needed of all parent working roles to ensure in a new crisis key workers can be supported asap.</p> <p>Assess school capacity to support all areas of need with current staffing structures as this may now be different to pre-pandemic.</p>	<p>Parent support and training opportunities for small groups. Audit family device use and access / skill level.</p> <p>Data collating re parent needs and work roles.</p>
<b>Variables and impact</b>	<ul style="list-style-type: none"> <li>Monitoring of pupil and staff health to ensure the maximum 50% capacity can be supported in short term and beyond as we reopen more widely over two weeks.</li> <li>Government changes in guidance around social distancing and environmental safety will impact on numbers and feasibility of working.</li> <li>Staff availability in line with guidance and risk assessment of shielding needs if still in force.</li> <li>Transport challenges if pupil numbers are limited with spacing etc.</li> <li>Changes in shielding and vaccination guidance.</li> </ul>		

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<b>Phase 2 - COVID management required</b> <i>Timescales subject to change in response to government guidance, local developments and needs of the school</i>		<b>Rationale</b>	<b>Considerations</b>
<b>School will</b>	<p>All pupils and staff in school daily where current, live risk assessment guidelines can be met in response to government guidance and with school and population needs in balance. One way systems to be maintained.</p> <p>There may still be restricted aspects of the timetable - e.g. no swimming or large group lessons in Hall (PE split) Lunches remain separated out between base rooms &amp; hall for limited numbers.</p> <p>Recovery curriculum focus will still take priority and all pupils will have COVID recovery objectives bespoke to their needs, in action in planning and delivery of teaching and learning. Trips out will be planned for and risk assessed.</p> <p>In-school meetings such as family attendance at EHCP reviews, professional support and other LA staff will begin to return to school.</p> <p>Expansion build continues - planned completion from end of Spring term.</p>	<p>Risks in the wider community will continue to spike and change and we need to be responsive to this. School will respond to government guidance and seek advice from public health, the LA and the nursing team, formulating bespoke special school responses with the local special schools.</p> <p>With an aim to return to as many out of school activities as possible, this will be done gradually with risk assessment to ensure best approach and timescales.</p> <p>Curriculum and EHCPs will be closely linked to ensure bespoke COVID response for all pupils is appropriate and family needs are supported as much as possible within the realms of school resourcing.</p> <p>Priority given to wellbeing support and recovery in bringing progress in core subject areas of literacy, maths, RSE and Science.</p> <p>Delay due to COVID - KS4 supported in Hub until completion.</p>	<p>Longer term solutions to lunch arrangements needed. Review previous quiet rooms and numbers in hall.</p> <p>KS4 to lunch in Hub? KS1 in their classrooms to support communication opportunities and reduce anxieties.</p> <p>National guidance regarding swimming.</p>
<b>Families will</b>	<p>Work with school to manage all sickness and absence of pupils, including non-COVID symptoms, strictly following public health guidance in all areas for managing any sickness in school.</p>	<p>This ensures staffing levels can be kept as high as possible and reduce the need for additional supply staff which may bring inconsistencies and interruption of routines.</p>	<p>Create new sickness absence guide for families from public health advice and nursing team.</p>
<b>Variables and impact</b>	<p>Long term budget and staffing costs - temporarily increasing staffing levels will depend on funding available. Completion of new build will afford greater flexibility for future space needs re virus response.</p>		

## Planning ahead at Hazel Oak

Phase 3 - Post COVID threat <i>Timescales subject to change in response to government guidance, local developments and needs of the school</i>		Rationale	Considerations
<b>School will</b>	<p>Return to former structures and routines similar to pre-COVID 19 situation, absorbing the key elements adopted during the crisis that have been positive, leaving out any aspects deemed less useful.</p> <p>Focus on new curriculum changes to deliver national curriculum and life skills, building towards accreditation and final outcomes for all.</p> <p>Undertake annual residential trips for years 6, 8,9,10 and 11. Also Duke of Edinburgh award activities.</p> <p>Resume regular parent and carer visits in school for individual meetings and for pupil events such as HOFFSTOCK, Winterfest and challenge related events to share pupil work.</p> <p>Hold an up to date COVID response plan in place for future infection issues.</p>	<p>The COVID response period has highlighted where adaptations can be made and supported our ethos of further change towards life skills, equality and sustainability as golden threads in the curriculum. The need to raise the profile of RSE, social media and a blended online approach.</p> <p>Life skills and accreditation will adopt and challenge based approach and better support outcomes and destinations for all pupils beyond year 11 or beyond year 13 of pupils remain with us.</p> <p>Parent meetings will be offered as often is as needed and practical, with alternative virtual meetings sometimes used to save time and to include participants who may not be able to attend school.</p> <p>Review the COVID response plan with leaders and Governors regularly to ensure it addresses any developing issues and areas for concern.</p>	<p>Responsive to new pupil needs in light of COVID.</p> <p>Work with nursing team, public health and other special school to review any major incident response.</p> <p>Engage local authority in audit of EHCP processes and procedures to streamline administration and bring about swift and direct changes as needed for families.</p>
<b>Families will</b>	<p>Work with school to support the above and adapt to new practices giving feedback from individual perspectives through parents forums and in-school meetings.</p>	<p>School development hinges in the combined feedback and efforts of all families, governors and staff. All parties working together will ensure the best outcomes for pupils.</p>	<p>Updates and training to engage every family in communication routes.</p>
<b>Variables and impact</b>	<ul style="list-style-type: none"> <li>• Enhanced impact for all pupils in light of resilience responses over the last 12 months.</li> <li>• New direction of curriculum will have more joined up approach for all abilities and ensure positive outcomes despite any future lockdown demands.</li> </ul>		

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### Second wave / spike response - to be activated in quick response to localised or nation COVID spike of infections

<b>School will</b>	<ul style="list-style-type: none"> <li>• Immediately close if necessary.</li> <li>• Revert to partial or full lockdown as required.</li> <li>• Social distancing and one way movement returns</li> <li>• Pupils and staff sent home as needed.</li> <li>• Remote working and home learning transferred from in-school plans - staff to consider this in all planning this year so quick changes can be implemented. SeeSaw maintained for all.</li> <li>• Revert to reserve bubble plan for KW children only in initial stages.</li> <li>• Ensure PPE supplies updated monthly as required.</li> <li>• Additional safeguarding checks implemented for pupils not in school.</li> <li>• Review of pupil and staff vulnerabilities to focus on which staff are available in work wan which pupil need to be supported in school and remotely</li> <li>• Undertake new risk assessments for individual pupils and staff at highest risk, making necessary adjustments and adaptations.</li> </ul>
<b>Families will</b>	<ul style="list-style-type: none"> <li>• Be informed via School Ping with all news and updates</li> <li>• Be supported in keeping pupils at home with home learning as needed.</li> <li>• Be supported with personal and family needs to ensure best outcomes for pupils at home.</li> <li>• Access SeeSaw &amp; weekly class Zoom.</li> <li>• Receive regular phone calls to assess wellbeing and other support needs.</li> <li>• Work with school to support two way communication and make necessary improvements together.</li> </ul>
<b>Variables and impact</b>	<ul style="list-style-type: none"> <li>• The number of cases and nature of transmission.</li> <li>• Recommendations for social distancing and use of PPE.</li> <li>• Staffing available - health risks and illness.</li> </ul>