DfE
Department for Education

Guidance

What FE colleges and providers will need to do from the start of the 2020 autumn term

Updated 15 July 2020

Contents
Main changes to previous guidance
Introduction
Attendance from July until September
Opening to all learners in September
Public health advice to minimise coronavirus (COVID-19) risks
Risk assessment
Workforce
Supporting vulnerable and disadvantaged learners
Specific advice for learners in higher education (including HE providers) (COVID)
Safeguarding young people
Business continuity planning
Residential provision
Education and training visitors
Governance
Finance

Main changes to previous guidance

Included a specific section on supporting vulnerable young people.

Introduction

This guidance explains the actions that further education (FE) and skills providers in England must take for the return of learners.

It is our plan that all FE learners, whether attending people or adults will be able to return to further education settings in September and experience a full education. This guidance is intended to help colleges and other further education settings prepare for that.

The guidance applies to:

- sixth form colleges
- general further education colleges
- independent training providers
- adult education providers
- local authority maintained providers
- special sixth form schools

The guidance also covers support for learners with education, health and care (EHC) plans in mainstream FE settings. There is also separate guidance provided for specialist education settings, including special sixth form colleges, to support planning for September.

The guidance applies to adult learners as well as 16 to 19 learners.

We will keep this guidance under review as we continue to monitor the situation over the coronavirus (COVID-19) outbreak and adjust our approach as necessary to take account of factors such as:

In line with the wider national approach, we have set out the interventions that you can use to reduce your risk of being affected.

These measures make up a Public Health England (PHE) endorsed 'system of controls', which will underpin other measures that have been in use throughout the Coronavirus (COVID-19) outbreak.

Attendance from July until September

Providers can make arrangements for priority learners aged 16 to 19 years to create distinct groups of 15 people, where this can be safely accommodated. In addition for those 19 to 19 learners currently attending:

You should prioritise your 19-19 learners for return onsite as soon as is practical for the following learners, in priority order:

1. Learners who have had their assessments delayed and were due to complete level 2 or 3 programmes between March and July 2020
2. Apprentices
3. Learners participating in level 1 and below learning
4. Community education provision

Any additional attendance onsite must be given priority risk assessment in line with health and safety legislation and taken into guidance on occupancy levels, and should be considered which includes information on managing the number of learners in attendance at any one time and how they may mix with other learners and staff.

You should still apply a 25% limit to the number of 16 to 19 learners attending at any one time, and should not bring back more than 25% of your 16 to 19 learners in any one week, number on site at any time can be safely accommodated. You will need to keep under review, depending on the age and number 16 to 19 learners on dependents of critical workers and those who are vulnerable.

You should ensure that these learners can safely attend while adhering to the system of control and other protective measures requirements. Providers should conduct risk assessments in order to understand:

- the number of learners and staff they intend to bring onsite
- how they can manage social distancing in accordance with the guidance to implement protective measures
- the availability of teaching and non-teaching staff and required ratios, including those who are shielding or have underlying health conditions or are vulnerable
- the support services required to minimise the number of student movements, for example, catering and how they can be provided
- what course they will provide to those that have already been undertaken during the lockdown period, and those who are returning from furlough or other circumstances (including additional learning required of spaces and equipment following use)

Providers should also follow any relevant guidance on working safely during coronavirus (COVID-19) for their specific sector.

Opening to all learners in September

You should plan on full return, from September 2020. Allowance will refer to full attendance, subject to the advice at that time.

This is possible because we are continuing to make significant progress in tackling the virus. The prevalence of the virus has reduced significantly, the R rate is low and stable and running. Given the improved position, the balance of risk is now overwhelmingly in favour of the benefits of children returning to school. We will continue to keep this advice developing as it is also, and appropriate context to advice to manage the transmission risk.

This guidance will be kept under review and will be updated as necessary.

Public health advice to minimise coronavirus (COVID-19) risks

Risk assessment

As employers, you must protect people from harm. Health and safety legislation requires employers to assess risks and put in place proportionate control measures. This includes taking reasonable steps to protect staff, learners and others from coronavirus (COVID-19) in the workplace.

You will have already completed the risks at sites have remained open since March, welcoming more learners back in June. You will have implemented proportionate control measures to minimise the transmission of coronavirus (COVID-19) to a limited number of learners.

As part of planning for full return, you should revisit and update risk assessments (building on the learning to date and the practices already developed), to consider the additional risks and control measures to enable a return of all learners from September 2020. Consider how the hierarchy of control measures, including the system of controls, can minimise risk. Prioritise control measures, including vulnerable and disproportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to your staff and learners.

You should have due diligence in place to monitor that the control measures are working as planned, and updated appropriately considering any issues identified and changes in public health advice.

You must record details of:

- risk assessments
- the measures taken to reduce these risks
- expected outcomes

Review your assessment if:

- it is no longer valid
- there has been a significant change in related matters

You should share the results of your risk assessment as part of your planning for return with your governing body and make information available to your staff and trade unions as part of your health and safety risk assessment, see the protective measures guidance.

Having assessed your risks, you must work through the system of control and other measures in a way that addresses the risk identified, works for your organisation and your learners, and does not leave anyone at risk. Some of these measures will be educational and can support the flexible and new ways of working, such as blended modalities (blended).

If you follow this guidance, you will effectively reduce risks and create an inherently safer environment.

System of controls

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention

1) Minimise contact with individuals who are unwell by ensuring that those who are displaying symptoms of COVID-19 or who have someone in their household who does, do not attend the setting.

2) Clean hands thoroughly, more often than usual.

3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

5) Minimise contact between individuals and maintain social distance.

6) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 4 should be in place in all settings, at the time. Numbers 5 and 6 are properly considered and you must put in place measures that suit your particular circumstances. Number 6 applies in specific circumstances.

Response to any infection

7) Engage with the NHS Test and Trace process.

8) Manage confirmed cases of coronavirus (COVID-19) amongst your FE community.

9) Contain any outbreak by following local health protection team advice.

Numbers 7 to 9 should be followed in every case where they are relevant.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have symptoms of COVID-19 or who have someone in their household who does, do not attend your site

Ensuring that learners, staff and other adults do not come into your site if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, is an important ensuring anyone developing these symptoms during the day is sent home, and prevents anyone who is ill from coming into your setting. Ensure that staff are aware of the coronavirus (COVID-19) test. Your organisation must follow the process when a suspected case is identified.

If a member of your site becomes unwell with a new, continuous cough or a high temperature, or has a loss of taste or smell or changes to their normal sense of smell (anosmia), they must be sent home (avoiding public transport) and advised to follow the guidance on self-isolation and book a test to see if they have coronavirus (COVID-19). Ensure that staff know that they must not isolate for at least 7 days after symptoms first appeared in order to book a test for coronavirus (COVID-19). Other members of their household should follow the guidance on self-isolation for 14 days from when the symptomatic person first had symptoms.

If anyone becomes ill with coronavirus (COVID-19) symptoms and is awaiting collection or should stay at home and self-isolate, you should ensure they are kept in a separate area or room until they can leave. Temporary measures may be required to ensure that this is possible. Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

2. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Points to consider and implement include:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and increased
- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than usual
- different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned between use by different groups. Encourage hand hygiene thoroughly after using the toilet

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings on personal cleaning and hygiene, in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19).

3. Promote contact and maintain social distance

Minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all settings, and you must consider how to do this. You must do everything possible to minimize contacts and mixing while delivering education and training.

The secondary school guidance is helpful, including the section on the use of groups and staff. This can be achieved through reviewing groups, especially 16-19 learners, and ensuring that they are as small as possible. Ensure that they are kept to a manageable size, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep their number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other people in the rather than the whole year group is increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Protecting vulnerable and disadvantaged learners

Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Points to consider and implement include:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and increased
- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than usual
- different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned between use by different groups. Encourage hand hygiene thoroughly after using the toilet

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings on personal cleaning and hygiene, in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19).

5. Promote contact and maintain social distance

Minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all settings, and you must consider how to do this. You must do everything possible to minimize contacts and mixing while delivering education and training.

The secondary school guidance is helpful, including the section on the use of groups and staff. This can be achieved through reviewing groups, especially 16-19 learners, and ensuring that they are as small as possible. Ensure that they are kept to a manageable size, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Protecting vulnerable and disadvantaged learners

Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

5. Promote contact and maintain social distance

Minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all settings, and you must consider how to do this. You must do everything possible to minimize contacts and mixing while delivering education and training.

The secondary school guidance is helpful, including the section on the use of groups and staff. This can be achieved through reviewing groups, especially 16-19 learners, and ensuring that they are as small as possible. Ensure that they are kept to a manageable size, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Protecting vulnerable and disadvantaged learners

Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

Specific advice for learners in higher education (including HE providers) (COVID)

Safeguarding young people

Business continuity planning

Residential provision

Education and training visitors

Governance

Finance

Contents

Main changes to previous guidance

Included a specific section on supporting vulnerable young people.

Introduction

This guidance explains the actions that further education (FE) and skills providers in England must take for the return of learners.

It is our plan that all FE learners, whether attending people or adults will be able to return to further education settings in September and experience a full education. This guidance is intended to help colleges and other further education settings prepare for that.

The guidance applies to:

- sixth form colleges
- general further education colleges
- independent training providers
- adult education providers
- local authority maintained providers
- special sixth form schools

The guidance also covers support for learners with education, health and care (EHC) plans in mainstream FE settings. There is also separate guidance provided for specialist education settings, including special sixth form colleges, to support planning for September.

The guidance applies to adult learners as well as 16 to 19 learners.

We will keep this guidance under review as we continue to monitor the situation over the coronavirus (COVID-19) outbreak and adjust our approach as necessary to take account of factors such as:

In line with the wider national approach, we have set out the interventions that you can use to reduce your risk of being affected.

These measures make up a Public Health England (PHE) endorsed 'system of controls', which will underpin other measures that have been in use throughout the Coronavirus (COVID-19) outbreak.

Attendance from July until September

Providers can make arrangements for priority learners aged 16 to 19 years to create distinct groups of 15 people, where this can be safely accommodated. In addition for those 19 to 19 learners currently attending:

You should prioritise your19-19 learners for return onsite as soon as is practical for the following learners, in priority order:

1. Learners who have had their assessments delayed and were due to complete level 2 or 3 programmes between March and July 2020
2. Apprentices
3. Learners participating in level 1 and below learning
4. Community education provision

Any additional attendance onsite must be given priority risk assessment in line with health and safety legislation and taken into guidance on occupancy levels, and should be considered which includes information on managing the number of learners in attendance at any one time and how they may mix with other learners and staff.

You should still apply a 25% limit to the number of 16 to 19 learners attending at any one time, and should not bring back more than 25% of your 16 to 19 learners in any one week, number on site at any time can be safely accommodated. You will need to keep under review, depending on the age and number 16 to 19 learners on dependents of critical workers and those who are vulnerable.

You should ensure that these learners can safely attend while adhering to the system of control and other protective measures requirements. Providers should conduct risk assessments in order to understand:

- the number of learners and staff they intend to bring onsite
- how they can manage social distancing in accordance with the guidance to implement protective measures
- the availability of teaching and non-teaching staff and required ratios, including those who are shielding or have underlying health conditions or are vulnerable
- the support services required to minimise the number of student movements, for example, catering and how they can be provided
- what course they will provide to those that have already been undertaken during the lockdown period, and those who are returning from furlough or other circumstances (including additional learning required of spaces and equipment following use)

Providers should also follow any relevant guidance on working safely during coronavirus (COVID-19) for their specific sector.

Opening to all learners in September

You should plan on full return, from September 2020. Allowance will refer to full attendance, subject to the advice at that time.

This is possible because we are continuing to make significant progress in tackling the virus. The prevalence of the virus has reduced significantly, the R rate is low and stable and running. Given the improved position, the balance of risk is now overwhelmingly in favour of the benefits of children returning to school. We will continue to keep this advice developing as it also, and appropriate context to advice to manage the transmission risk.

This guidance will be kept under review and will be updated as necessary.

Public health advice to minimise coronavirus (COVID-19) risks

Risk assessment

As employers, you must protect people from harm. Health and safety legislation requires employers to assess risks and put in place proportionate control measures. This includes taking reasonable steps to protect staff, learners and others from coronavirus (COVID-19) in the workplace.

You will have already completed the risks at sites have remained open since March, welcoming more learners back in June. You will have implemented proportionate control measures to minimise the transmission of coronavirus (COVID-19) to a limited number of learners.

As part of planning for full return, you should revisit and update risk assessments (building on the learning to date and the practices already developed), to consider the additional risks and control measures to enable a return of all learners from September 2020. Consider how the hierarchy of control measures, including the system of controls, can minimise risk. Prioritise control measures, including vulnerable and disproportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to your staff and learners.

You should have due diligence in place to monitor that the control measures are working as planned, and updated appropriately considering any issues identified and changes in public health advice.

You must record details of:

- risk assessments
- the measures taken to reduce these risks
- expected outcomes

Review your assessment if:

- it is no longer valid
- there has been a significant change in related matters

You should share the results of your risk assessment as part of your planning for return with your governing body and make information available to your staff and trade unions as part of your health and safety risk assessment, see the protective measures guidance.

Having assessed your risks, you must work through the system of control and other measures in a way that addresses the risk identified, works for your organisation and your learners, and does not leave anyone at risk. Some of these measures will be educational and can support the flexible and new ways of working, such as blended modalities (blended).

If you follow this guidance, you will effectively reduce risks and create an inherently safer environment.

System of controls

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention

1) Minimise contact with individuals who are unwell by ensuring that those who have symptoms of COVID-19 or who have someone in their household who does, do not attend the setting.

2) Clean hands thoroughly, more often than usual.

3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

5) Minimise contact between individuals and maintain social distance.

6) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 4 should be in place in all settings, at the time. Numbers 5 and 6 are properly considered and you must put in place measures that suit your particular circumstances. Number 6 applies in specific circumstances.

Response to any infection

7) Engage with the NHS Test and Trace process.

8) Manage confirmed cases of coronavirus (COVID-19) amongst your FE community.

9) Contain any outbreak by following local health protection team advice.

Numbers 7 to 9 should be followed in every case where they are relevant.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have symptoms of COVID-19 or who have someone in their household who does, do not attend your site

Ensuring that learners, staff and other adults do not come into your site if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, is an important ensuring anyone developing these symptoms during the day is sent home, and prevents anyone who is ill from coming into your setting. Ensure that staff are aware of the coronavirus (COVID-19) test. Your organisation must follow the process when a suspected case is identified.

If a member of your site becomes unwell with a new, continuous cough or a high temperature, or has a loss of taste or smell or changes to their normal sense of smell (anosmia), they must be sent home (avoiding public transport) and advised to follow the guidance on self-isolation and book a test to see if they have coronavirus (COVID-19). Ensure that staff know that they must not isolate for at least 7 days after symptoms first appeared in order to book a test for coronavirus (COVID-19). Other members of their household should follow the guidance on self-isolation for 14 days from when the symptomatic person first had symptoms.

If anyone becomes ill with coronavirus (COVID-19) symptoms and is awaiting collection or should stay at home and self-isolate, you should ensure they are kept in a separate area or room until they can leave. Temporary measures may be required to ensure that this is possible. Ensure that staff are aware that they should not isolate for at least 7 days after symptoms first appeared in order to book a test for coronavirus (COVID-19). Other members of their household should follow the guidance on self-isolation for 14 days from when the symptomatic person first had symptoms.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

2. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Points to consider and implement include:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and increased
- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than usual
- different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned between use by different groups. Encourage hand hygiene thoroughly after using the toilet

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings on personal cleaning and hygiene, in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19).

3. Promote contact and maintain social distance

Minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all settings, and you must consider how to do this. You must do everything possible to minimize contacts and mixing while delivering education and training.

The secondary school guidance is helpful, including the section on the use of groups and staff. This can be achieved through reviewing groups, especially 16-19 learners, and ensuring that they are as small as possible. Ensure that they are kept to a manageable size, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Protecting vulnerable and disadvantaged learners

Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Points to consider and implement include:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and increased
- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than usual
- different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned between use by different groups. Encourage hand hygiene thoroughly after using the toilet

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings on personal cleaning and hygiene, in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19).

5. Promote contact and maintain social distance

Minimizing contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all settings, and you must consider how to do this. You must do everything possible to minimize contacts and mixing while delivering education and training.

The secondary school guidance is helpful, including the section on the use of groups and staff. This can be achieved through reviewing groups, especially 16-19 learners, and ensuring that they are as small as possible. Ensure that they are kept to a manageable size, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Points to consider and implement

How to form groups

Consistent groups reduce the risk of transmission by limiting the number of learners and staff that a person may come into contact with. If a case of coronavirus (COVID-19) is found, it will be easier to pinpoint who is exposed in the event of a case, and easier to identify those who may need to self-isolate, and to keep that number as small as possible.

You should explore how you can reduce contacts between individuals and groups, and between groups. Consider how you can keep groups of learners and staff as small as possible and for more appropriate for certain groups, or more easily manageable in certain buildings.

Where class sized groups are not possible in order to deliver the full programme of study, or in order to manage the practical aspects within and around the site, other groups may need to be created. Ensure that groups are as small as possible, and recommended that, as a minimum, you plan to keep year groups or cohorts separate. Ensure that you can explain why you have made your decisions, and be able to demonstrate about whether you can group learners into smaller consistent groupings and still deliver a broad and balanced curriculum. Ensure that you can explain how this approach is currently broader than a secondary school. Ensure that you can explain why this means that if one person in a group tests positive for coronavirus (COVID-19), you can identify who else should self-isolate, and why it means that the risk to the other in the rather than the whole year group increased. These are considerations you will need to take into account when making your decision.

Once groups are established, they should be kept apart and organisers such as start and finish times, and lunch and break times, should be reviewed to ensure this.

Although pupils/students in the centre at minimal areas is low, you should avoid creating any bubble contradictory and vehicle and exits. You should also consider staggered arrival times, and ensure that there are enough entrances and exits to avoid overcrowding. Ensure that there are enough staff to supervise the different groups, including pastoral staff, and that they are familiar with the protocols for their own group and other groups, depending on the age groups of learners, the layout of the building, and the flexibility of keeping distinct groups separate while offering a broad curriculum.

Protecting vulnerable and disadvantaged learners

Ensure that staff are aware of the process to isolate them, where there is an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. This bathroom can be cleaned and disinfected using standard cleaning products before being used by anyone else.

PHE must be sent by public health by the individual while they await collection (a distance of 2 metres cannot be maintained (such as a person with complex needs). Public Health England will provide advice to the local health protection team (HPT) and children's social care services, including the use of personal protective equipment (PPE) guidance.

In the event of an emergency, call 999 if someone is seriously ill or injured or in immediate danger. Do not call 999 if someone is simply self-isolating and may need to be required to further education settings as learners and staff are mixing in consistent groups, and should be kept to a minimum. Ensure that staff are aware that they should not use public transport if they are ill or vulnerable.

Response to any infection

7. Engage with the NHS Test and Trace process

You must ensure you understand the NHS Test and Trace process and how to contact your local Public Health England leads/health protection team. This must ensure that staff are aware of the process to contact your local Public Health England leads/health protection team.

As set out in FE and skills operating requirements, sta

community

You must take particular care when carrying out a risk assessment to confirm who has tested positive for coronavirus (COVID-19). You should contact the local health protection team (HPT) or your local authority for advice. Do not share information about someone who has tested positive for coronavirus (COVID-19) unless it is necessary and as identified by NHS Test and Trace.

The health protection team will want to carry out a risk assessment to confirm who has been in contact with the infectious person during the period that they were in a position to ensure they are asked to self-isolate.

The health protection team will work with you in this situation to guide you through the actions you need to take. Based on the advice from the health protection team, you should be able to identify those who are at risk of being infected and who need to be asked to self-isolate, advising them to self-isolate for 14 days since the last occasion they came into contact with that person when they were infectious. Close contact means:

- direct close contact - face to face contact with an infected individual for a length of time, within 1 metre, including being coughed on, or face to face conversation, or being in the same enclosed space for 1 hour or more
- proximity contact - extended close contact within 2 to 3 metres for more than 15 minutes (with an infected individual)
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice to you on who should self-isolate. Generally, if someone has been in contact with someone who has tested positive, staff in care groups, who are close contact that takes place between residents and staff, should self-isolate. Staff who are not in close contact with residents are not required to self-isolate but to ask learners to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is easy to produce.

A temporary letter will be provided to you, on the advice of the health protection team, to confirm that the individual is self-isolating. This will enable the staff member and their people with coronavirus (COVID-19) symptoms unwell to self-isolate.

Household members of these contacts who are sent home do not need to self-isolate themselves unless the learner or staff member who is self-isolating subsequently develops symptoms. If someone in a group that has been asked to self-isolate develops coronavirus (COVID-19) symptoms, they should immediately self-isolate and book a coronavirus (COVID-19) test. Further information is available on self-isolation and coronavirus (COVID-19).

If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they may develop the coronavirus (COVID-19) within the remaining days.

Staff who are close contact should continue their setting timetabling, and must isolate for at least 7 days. Given the onset of their symptoms (which could be after self-isolation ends before or after the original 14-day isolation period), their isolation should last for 7 days from the date of their last close contact with a person that had symptoms. Following guidance for household members living with someone with coronavirus (COVID-19) infection.

You should not request unvaccinated teacher test results or other medical evidence before admitting learners or welcoming them back after a period of self-isolation.

Further guidance is available on testing and tracing for coronavirus (COVID-19).

In Contain any outbreak the following local health protection team advice

If you have 2 or more confirmed cases within 14 days, or an outbreak in a closed, distance where coronavirus (COVID-19) is suspected, you may have an outbreak, and should follow the following advice. Health protection teams will work with you to decide if an if additional action is required.

In some cases, health protection teams may recommend that a larger number of other learners self-isolate, which is a precautionary measure - particularly if the cases are linked, or if there is a high number of cases in a short period of time. If cases have been identified and therefore reducing transmission risks, whole site closure based on advice of public health will not generally be necessary, and should be considered except on the advice of health protection teams.

Learners who are shielding or self-isolating

We know much more about coronavirus (COVID-19) and advice is those there will be for fewer young people and adults advised to shield whenever community transmission is low. We know that the majority of learners will be able to return to their setting however, that:

- a small number of learners will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). Until 31 July, shielding advice will remain in place, meaning that some people will not can also return their setting, as we have done with hands-free hygiene, shielding - read advice on shielding
- the majority of people who have been clinically extremely vulnerable (from that), and that area only, will be advised to shield during the period where is very high and therefore they may be temporarily absent (see below)
- clinically extremely vulnerable people who are not shielding remain under the care of a specialist health professional they need to discuss their care with their professional before returning in September (usually at their team period clinical appointment, or a letter from their GP, or specialist, if they are shielding)
- where learners are able to attend settings because of public health advice, we expect providers to offer access to remote education. Providers should monitor engagement with this activity as set out below

Transport

Social distancing is less significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from further and higher skills providers from the autumn term.

We are making a distinction between dedicated further education and skills provider transport and wider public transport. By

- dedicated further education and skills provider transport, we mean services that are used only by Learners to the provider
- public transport services, we mean services which are also used by the general public

Dedicated further education and skills provider transport

Learners are dedicated services do not mix with the general public on these journeys and tend to be concentrated. They should find the advice for passengers on public transport less relevant. Providers should be able to make a risk assessment of their support bubble, or a 'one-metre plus' approach where this is not possible, will not apply to their transport services. Providers should also consider how to ensure that learners in space and to provide a one-metre plus enhanced transport.

The approach to dedicated transport should aim to be in accordance with the principles underpinning the guidance of contains set out in this document and with the approach being adopted for your provider. It is important to consider:

- how learners are grouped together on transport
- use of fresh outdoor open-boarding and/or disembarking
- enhanced cleaning regimes
- organised queuing and boarding where possible
- the use of face coverings, where appropriate

Dedicated provider transport services can take different forms. Some providers involve coaches regularly pulling up the same learners each day, others involve use of minibuses, taxis or private hire vehicles to pick up and drop off groups of learners (and SEND). The same approach taken and need to ensure the same measures that are reasonable in the different circumstances. It will also require a dialogue between local authorities, further education providers, parents and other providers.

Given the pressure on public transport services it may also be necessary to work with local authorities to identify where it might be necessary to provide alternative solutions.

Wider public transport

Learners using public transport services make extensive use of the wider public transport system, and in large numbers. We expect that public transport capacity will continue to be constrained in the autumn term. Its use, particularly in peak times, should be kept to absolute minimum.

To facilitate the return of all learners to further education and skills provider it will be necessary for many of them to travel on public transport services where there is increased capacity within the system. Both will reduce risk of a coronavirus (COVID-19) level. Further education and skills provider have a critical role to play in supporting collaborations between all parties, local authorities, providers and operators.

You should work with partners to consider changes to start times to enable more flexibility in travel times. Providers should also recognise that this option will be more flexible in some circumstances than others.

Further education and skills providers

You should encourage parents, staff and learners to walk or cycle if at all possible. You should also encourage staff and learners to use their own vehicle if they can do so. The government has announced a £2 billion package to promote cycling and walking. Local authorities will be receiving tranches of this funding to make it safer for people to cycle and walking. Providers will also be an option.

However, these options will not be suitable for all. The Department for Transport is asking local authorities to:

- urgently work with providers to survey parents on their typical routes to the setting and potential adaptations
- consider a range of options for shifting demand for public transport into other modes of transport, including cycling and walking, and ensure that the needs of disabled learners are able to attend FE and skills provision from the start of the autumn term

Travel patterns, the availability of services, the length of journey undertaken, and other local pressures will inevitably transport will be a priority. The government intends to challenge it is confident that if all reasonable options are considered by all parties it will be possible to ensure that learners can attend their provider in a safe way. Local Transport Authority (LTA) Covid Capacity Grants allowed local authorities to make changes to their transport networks to ensure that they can provide the capacity to allow the general public understand the importance for doing so.

Remote computer transport should be offer the same transport as learners.

If it is not possible for learners, particularly vulnerable learners, to attend due to public transport routes being limited or closed, you should speak to the local authority to consider what alternative transport arrangements could be put in place.

The local authority will need to consider the transport needs of learners in accordance with SEND or LAC duties, and may consider the provision of transport to learners needing SEND or LAC transport services.

Workforce

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff should return to work in the case that wider government policy advises those who can work from home to do so. Staff who are able to work from home should do so, and should be encouraged to continue to home working. For example, some administrative roles, leaders should continue to work from home.

Staff who are clinically vulnerable or extremely clinically vulnerable

Where providers apply the full measures in this guidance, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable or extremely clinically vulnerable. We expect that staff who are required to be in the workplace should be able to do so safely. Staff who are clinically vulnerable or extremely clinically vulnerable (who continue to be shielding) will be able to return to work in line with the wider population, and should follow the guidance on social distancing and safe hygiene measures.

Individuals who are considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August, if they are able to work from home. Further information is available on shielding and support for the clinically and extremely clinically vulnerable.

Leaders should be flexible in how these members of staff are deployed to enable them to work remotely where possible or in roles where it is possible to maintain social distancing.

Anyone who are with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

As a general precaution, pregnant women are in the 'Clinically extremely' category and are advised to follow the relevant guidance on secure open and safe hygiene measures.

Staff of unquarantined increased risk from coronavirus (COVID-19)

Staff members who are unable to return to work because they are in quarantine from coronavirus (COVID-19) are not part of the COVID-19 sick absence reporting and outcomes report. If people with significant risk factors are concerned, we recommend that they should discuss their risk factors with their employer. Their organisation is putting in place risk notes.

Leaders should try to be as practically possible to accommodate additional measures recommended by individual medical advisers. People who are with those who are unquarantined increased risk from coronavirus (COVID-19) are attend the workplace.

NHS children and young people's mental health services (CYPMHS) may also be able to provide support remotely. Continue referring young people to NHS services as usual where needed. Young people and parents or carers can also contact Start UP when they need to talk to someone.

Mental health and wellbeing services for children and young people in Greater London are provided by Anna Freud Centre for Children and Families.

Children and young people's mental health services (CYPMHS) may also be able to provide support remotely. Continue referring young people to NHS services as usual where needed. Young people and parents or carers can also contact Start UP when they need to talk to someone.

NHS Trusts have also established 24 hour mental health crisis services in the majority of England for people of all ages. If you have urgent concerns about a young person, first contact your local children and young people's mental health services (CYPMHS). If you have questions or concerns about your child, contact your local children and young people's mental health and wellbeing.

You can find resources to promote and support mental wellbeing in the list of young resources. To help young people to learn at home.

Other resources include:

- Thrive LDN, which includes a learning modules about young people's mental health
- Young Minds Parent's Helpline which provides advice and support to parents and carers on maintaining good mental wellbeing during the coronavirus (COVID-19) pandemic
- the Association of Children's Palliatives (ACT) coronavirus (COVID-19) resources, which includes advice for learners and staff
- the Children's Commissioner's guidance on mental health and emotional wellbeing advice for KS1 staff
- Education Support provide mental health and wellbeing support services to all education staff
- free apps available on the Mind App Store for mental health and wellbeing support

Mental health is also covered in the initial catchup guidance, and the principles in supporting children and young people's mental health.

Consider supporting learners with their mental health and wellbeing through:

- remote one-to-one counselling
- encouraging young people to identify their own self-care strategies during the coronavirus (COVID-19) pandemic and beyond
- completing wellbeing checks at the start of each lesson to ensure that learners are engaged and supported
- delivering mental health, wellbeing and awareness (PHSE) lessons focused on topics including coronavirus, bereavement, healthy living and eating
- encouraging participation in wider SEND, Open provisions and support sports for further education.

Residential providers

We have produced guidance on isolation for residential educational settings. This applies to FE providers with residential accommodation and residential special schools. Residential special schools and residential sixth form colleges will fall under the scope of a confined or isolation setting.

In the event of cases of coronavirus (COVID-19) in a residential setting, you should also read Public Health England's guidance for care homes.

In the case of any localised outbreaks, we expect you to keep your residential provision open where necessary. Learners will be able to stay in a bubble or cohort.

You will need to remain open to those who:

- have particular needs that cannot be accommodated safely at home
- do not have suitable alternative accommodation

Education and training delivery

We expect you to:

- provide a full programme of study and training offer for learners of all ages from your normal term start date in September 2020, including those with special educational needs and disabilities (SEND) and those with EHC plans
- make sure that individual learners are understanding their full study programme is as far as they can in compliance with wider government guidance, and that it is of sufficient quality and intensity to meet their needs (including those with special assistance for any education completion timetable)
- comply with wider government guidance on services that are permitted to be open, including those that are permitted to remain open during the coronavirus (COVID-19) pandemic, ensure that learners are not exposed to any wider risks. If you have a community or secure unit, ensure it would host indoor sports or fitness activity, including those that are permitted to remain open during the coronavirus (COVID-19) pandemic or more likely to undertake additional risk-reduction activity for non-SEND additional support you should make sure that planned learners feel the relevant funding guidance as set out in the 16 to 19 funding: coronavirus (COVID-19) guidance
- ensure the gaps in learners' knowledge and understanding are identified, by focusing on the most important content and practices this to help learners to catch up
- ensure that learners who have been disadvantaged by coronavirus (COVID-19) including identifying if they need access to digital devices and connectivity
- identify and put in place plans to manage any safeguarding concerns
- ensure that learners who are shielding can participate in education

Remote education may need to be an essential component of delivery for some pupils, alongside classroom teaching, or in the case of a local lockdown. You are therefore expected to plan to ensure anyone who needs to stay at home for some of the time is given the support they need to make good progress. Where a class, group or small number of learners need to self-isolate, or there is a local lockdown requiring learners to remain at home, we expect you to have the capacity to offer immediate remote education.

You are expected to consider how to continue to improve the quality of your existing offer and have a strong contingency plan in place for remote education provision by the end of September, for all provision apart from that which requires face to face delivery e.g. occupational competence provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of learners are required to remain at home.

Onsite learning can also continue to be complemented by high-quality remote learning if it meets learners' needs.

Support for the use of technology in remote education

Support is available to improve your online and blended learning and assessment offer.

Jisc is providing a series of webinars, guides, free content, blogs, practical assistance and communities of practice. Jisc is also offering its cloud consultancy and professional support service for free for colleges until 30 July.

The Education and Training Foundation (ETF), through its Enhance Digital Learning Platform, offers free training to work on how to use education technology effectively and develop their practice to engage learners and improve outcomes. ETF is also running webinars for FE providers on how to make the most of online learning.

FE and sixth form colleges can request free peer-to-peer support on using technology to support remote or blended learning from an EdTech demonstrator college or school. The support available includes direct advice, guidance and communities of practice, as well as live webinars and pre-recorded training content. Further information about the support available can be found on the Ed Tech demonstrator programme website.

Your strategies for remote and blended learning should be informed by the needs of teachers and learners and their respective home teaching and learning environments. If possible, colleges and other providers should:

- prepare staff to teach using remote education practices through supporting staff to access training on the use of online learning platforms used within the establishment (for example, Office 365 and MS Teams, Google Classroom, Moodle, Blackboard, etc) and to ensure that staff are familiar with digital pedagogy and relevant digital content and resources available to them
- support staff and learners to access the digital technology available, including video conferencing and other methods of remote communication, physical and digital resources, and cloud-based storage systems that can be accessed remotely (for example, Office 365 or Google G Suite), ensure that staff and learners have log-in details and know-how to access online systems and content
- provide learners with clear expectations on remote education, focusing on where, when and how they are expected to engage and demonstrate their learning and how assessment and feedback will be delivered, with particular consideration given to how to support disadvantaged learners and learners with special educational needs
- consider provision for partnership working with the relevant agencies (including health and social care) to help ensure support for vulnerable young people and young people with SEND
- follow safeguarding procedures when planning remote education strategies and teaching remotely as set out in safeguarding and remote education during coronavirus (COVID-19)
- consider how you will deploy your staff to ensure Prevent and security policies are maintained. The National Cyber Security Centre (NCSC) provides guidance on how to work from home while adhering to these policies
- consider lesson capture to allow learners to dip in and out of lessons at their own pace
- consider using digital content and resources identified as high quality through recent projects funded through the College Collaboration Fund
- be sensitive and adaptive to the wellbeing and wellness of both learners and teachers. Jisc has produced a guide to the Digital Wellbeing of Learners that curates a number of resources and guides

Support for young people unable to access remote digital education

The 16 to 19 Bursary Fund provides financial support to help learners overcome the specific financial barriers to participation they face so they can remain in education. This may include provision of devices and connectivity support. As set out in 16 to 19 Bursary Fund guidance, decisions about support should be made on the basis of an individual assessment, in line with bursary fund rules that all support must be based on individual circumstances and needs.

In the 2019 to 2020 academic year, you should use your existing 16 to 19 Bursary Fund (and any spare resources from the FE free meals grant) to pay for this support. If you need additional resources to support young people to access education remotely, you should submit a business case to the Education and Skills Funding Agency (ESFA). Arrangements for the 2020 to 2021 academic year will be confirmed in due course.

Local authorities have provided laptops, tablets and 4G wireless routers to young people who have a social worker or who are care leavers. 16 to 19 education providers should work with local authorities to ensure that any learners in these categories can access education and to ensure that support for them from the local authority and education provider is co-ordinated.

Inspection

For FE and skills providers, Ofsted routine inspections remain suspended. However, during the autumn term, inspectors will visit a sample of colleges and other further education and skills providers to talk collaboratively with leaders about their education and training provision.

These visits will not result in a graded judgement. A published report will be produced following the visit. The insights that inspectors gather will be aggregated nationally to share learning with the sector, the government and the wider public. Ofsted will also carry out new provider monitoring visits to some providers, where these are necessary. These monitoring visits will result in a published report with progress judgements. In addition, Ofsted has the power to inspect in response to any significant concerns, such as safeguarding.

Ofsted intends to restart routine inspections from January 2021, with the exact timing being kept under review.

Estates

Following a risk assessment, small adaptations to site may be required, such as additional wash basins or sanitiser gels. This will be at your discretion, based on your particular circumstances.

It is important that prior to reopening for the autumn term all the usual pre-term building checks are undertaken to make the site safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease, advice on this can be found in the guidance on legionella risks during the coronavirus (COVID-19) outbreak.

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.

Once in operation it is important to ensure good ventilation, advice on this can be found in the Health and Safety Executive's guidance on air conditioning and ventilation during the coronavirus (COVID-19) outbreak.

Is this page useful? Yes No Is there anything wrong with this page?

Coronavirus (COVID-19)

Coronavirus (COVID-19): guidance and support

The UK has left the EU

Get ready for new rules in January 2021

Services and information

Benefits
Births, deaths, marriages and care
Business and self-employed
Childcare and parenting
Citizenship and living in the UK
Crime, justice and the law
Disabled people
Driving and transport
Education and learning
Employing people
Environment and countryside
Housing and local services
Money and tax
Passports, travel and living abroad
Visas and immigration
Working, jobs and pensions

Departments and policy

How government works
Departments
Worldwide
Services
Guidance and regulation
News and communications
Research and statistics
Policy papers and consultations
Transparency and freedom of information releases

Help Privacy Cookies Contact Accessibility statement Terms and conditions
Rhestr o Wasanaethau Cymraeg Built by the Government Digital Service

OGL All content is available under the Open Government Licence v3.0, except where otherwise stated

© Crown copyright

↑ Contents