Part of
Education and childcare during coronavirus

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Guidance
Further education (FE) autumn term guidance

Updated 20 August 2020

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The guidance sets out what further education (FE) providers need to know for the autumn term so that students of all ages can benefit from their education as safely as possible.

Main changes to previous guidance

The guidance document combines the previous operational guidance for the FE sector and the FE sector specific guidance.

We have also made changes to the guidance on:

- implementing risk assessments
- managing the transmission and spread of coronavirus (COVID-19) in educational settings in FE settings
- managing confirmed cases of coronavirus (COVID-19)
- managing local outbreaks
- public transport
- ventilation, heating and physical activity
- remote and blended learning
- health and safety and equipment checks
- testing and contingency plans
- supporting students with SEND
- transitioning delivery flexibilities in 2020 to 2021
- the data collection, attendance and payments timetable
- reclaiming nursing funding adults

Introduction

This guidance explains the actions that further education (FE) and skills providers in England should take for the autumn term.

From autumn, FE providers should:

- resume delivery in full to enable students of all ages can benefit from their education and training now
- follow the hierarchy of controls, which sets out what to do to minimise the risk of coronavirus (COVID-19) in educational settings
- work with local authorities to contain local outbreaks

This guidance is for leaders and FE:

- sixth form colleges
- general FE colleges
- independent training providers
- adult education providers
- adult community learning providers
- special post-16 institutions

Review your assessment of risks to students with education, health and care (EHC) plans in maintained FE settings, including special post-16 institutions.

Review your risk assessments for COVID-19 and your business continuity plans for national lockdown and other local restrictions. Your risk assessments should also reflect the guidance on providing assessments during the coronavirus (COVID-19) outbreak.

We will keep this guidance under review and update, as necessary.

Minimising 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 measures to manage risks. This includes risks to students, staff, visitors and students and others who may be affected by your business or organisation.

You may already have implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) in your business or organisation. As part of planning for welcoming students back for the autumn term, you should:

- revisit and update your risk assessments
- consider additional risks and control measures to enable a return of all students to your premises in line with the hierarchy of controls, for example, the hierarchy of risk and adverse outcome (HRAO)
- review and update wider risk assessments and consider whether you need to make additional control measures to manage the risk of coronavirus (COVID-19) requirements for testing, ventilation and air flow, and hygiene, or whether you should implement proportionate control measures which follow the health and safety hierarchy of controls, for example, HRAO
- have arrangements in place to ensure that control measures are in place and working as planned, or arrangements should be updated appropriately
- ensure that your business continuity plan is up to date and fit for purpose
- include students in the development of your risk assessment process and assessment which sets out responsibilities for staying safe and protecting others

Teach local related 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

Having assessed your risk, you must work through the system of controls. These are the measures you need to put in place:

- address the risks identified
- put in place control measures
- draw up a clear plan of implementation and training for all your students
- include support for students with special educational needs and disabilities (SEND)

Ventilation

Poorly ventilated buildings are particularly conducive to virus spread.

HSE guidance sets out how good ventilation can help reduce the risk of transmission of coronavirus (COVID-19) in workplaces. It includes information about general ventilation, maximising fresh air and ventilation in high risk areas, such as:

- how good ventilation can be maintained through improving general ventilation, controlling the spread of airborne contaminants in workplaces
- ways you can maintain and increase the supply of fresh air, for example, by opening windows and doors, where safe to do so
- why it's important to ensure that mechanical ventilation systems are operated as well-ventilated. This should at least meet current guidance on the ventilation of buildings, including the Chartered Institute of Building Services Engineers (CIBSE) guidance
- that where possible, poorly ventilated spaces should be adapted to improve ventilation or not used (for example, storerooms)
- that you should identify spaces where there is no provision of ventilation and restrict these spaces for single occupancy or very short durations

Estates

FE and skills providers should look to maximise the use of their sites and any associated satellite spaces. If feasible, this should include using sites at weekends and during the evening, in line with local noise abatement policies, to enable them to welcome all students back.

Following a risk assessment, some premises may determine that small adaptations to their site are required, such as additional wash basins. This will be up to the discretion of the provider and should be kept to minimum.

It is important that, prior to reopening for the autumn term, all the usual pre-term checks are made on premises and equipment. Many of FE and skills buildings have been closed to students since March because of the coronavirus (COVID-19) outbreak, so their system degradation can occur due to lack of use. Examples of this include stagnant water in pipes, or mould in air conditioning units. Guidance on managing buildings and equipment after a period of inactivity.

Additional advice on safely reopening buildings can be found in the Chartered Institute of Building Services Engineers' guidance on reopening high occupancy buildings.

Measures within rooms and workshops

Maintaining a distance between people which is as large as possible is the amount of time they are in face to face contact lowers the risk of transmission. It is important that FE and skills providers take all reasonable steps to reduce the number of times students and staff have to come within 2 metres of other people. Ideally, everyone should maintain 2 metres distance from each other whenever possible in indoor and outdoor environments.

Everyone should wash clean, direct face to face contact and minimise time spent in close contact with people who are not in their immediate bubble or class. Students should be encouraged to sit at the same desk or table each time, if possible, and be encouraged to keep their belongings with them at their desk.

Students should also be supported to maintain distance and reduce staff and their peers exposure to risk. Practical measures could include: staggered or complex breaks and it is not feasible in some sites where space does not allow this to allow you to set aside 2 metres between people, for example, in a lesson.

When staff or students cannot maintain distancing, the risk can also be reduced by minimising contact and mixing between groups.

Make small changes to the way you do things to reduce the number of times students and staff have to come within 2 metres of each other.

If your institution operates commercial training environments such as hairdressing, beauty therapy, or catering, you should follow the guidance for hairdressers, they must comply with relevant sector guidance in working safely during coronavirus (COVID-19).

Where institutions have kitchens on site, these are able to operate as normal, but should comply with the guidance for food businesses operating during COVID-19.

Measures elsewhere

Groups should be kept apart. Avoid large gatherings such as meetings with more than one group.

When timetabling, groups should be kept apart and movement around the site kept to a minimum. If possible, students should be encouraged to remain in one area to lower risk. You should avoid creating busy corridors, entrances and exits. Where possible, students should be encouraged to use outdoor areas for meeting, catering or other purposes, or to remain in classrooms or workshops.

You should also plan lower-risk staff spaces as well as and and used to keep staff apart from students. Staff should be encouraged to maintain distance from each other in line with the hierarchy of controls, where possible.

If your institution operates commercial training environments such as hairdressing, beauty therapy, or catering, you should follow the guidance for hairdressers, they must comply with relevant sector guidance in working safely during coronavirus (COVID-19).

Where institutions have kitchens on site, these are able to operate as normal, but should comply with the guidance for food businesses operating during COVID-19.

Music

There may be an additional risk of infection in environments where you are singing or playing:

- singing
- chanting
- playing wind or brass instruments
- shouting

This applies even if students are at a distance.

Singing, wind and brass music making can be undertaken in line with the guidance provided by the Department for Culture, Media and Sport (DCMS) on working safely during coronavirus (COVID-19).

Studies have indicated that it is the cumulative aerosol transmission from both people and musical instruments that increases the risk. Playing in a group is continuously dependent on aerosol transmission between individuals plus potential aerosols from musical instruments. Playing musical instruments in groups is a higher risk than playing musical instruments in a performing arts.

Music teaching in colleges including singing and playing wind and brass instruments in groups

Although singing and playing wind and brass instruments do not currently appear to be a significant risk in the transmission of coronavirus (COVID-19) breathing at the same time as in a high intensity activity such as aerobic exercise can build from aerosol transmission with volume and with the combined aerosol from more than one person. Playing wind and brass instruments in groups is a higher risk than playing musical instruments individually and considering singing, wind and brass teaching on KS5 sixth form.

Measures to take include:

- playing instruments and singing in groups should take place outdoors whenever possible, or in a well-ventilated space, such as a large music room
- if indoors, use a room with as much space as possible, for example, larger rooms with high ceilings and ensure good ventilation to prevent aerosol transmission
- if playing indoors, limiting the numbers to account for ventilation of the room and the ability to maintain 2 metres distance between people, ventilation, volume of the room and the ability to maintain 2 metres distance between people, or considering and implementing during the coronavirus outbreak
- if singing indoors, limiting the numbers to account for ventilation of the room and the ability to maintain 3 metres distance between people, or considering and implementing during the coronavirus outbreak
- if playing wind or brass instruments indoors, limiting the numbers to account for ventilation of the room and the ability to maintain 3 metres distance between people (at least 2 metres for groups of students including audiences) and direct the musical instruments away from people, for example, the bell of a trumpet pointing into the floor, and ensure that the instrument is cleaned between uses or actual distancing between people is increased to 3 metres or more if the instrument is not cleaned between uses
- if rehearsing or performing in a group, ensure that a code when playing or singing is that the focus is on the conductor
- position wind and brass players so that the air from their instrument does not blow into another player
- use microphones where possible or encourage singing quietly

By considering and adjusting these additional risk mitigation measures, the risk can be reduced.

Performing arts

This section of the guidance is designed to help you minimise risk for performing arts provision during the coronavirus (COVID-19) outbreak. You should also refer to the guidance for the sector on working safely during coronavirus (COVID-19) in the performing arts, which is aspirational in nature and non-prescriptive.

Performing arts activities, in normal circumstances, may involve a considerable amount of practical face to face teaching and assessment. Some providers may also have to hire in facilities such as halls, theatres and studios to provide ways of delivering curriculum and practice. Some of these facilities are subject to social distancing, so that all students can receive a high-quality academic and vocational education in the performing arts.

It is not possible to provide a definitive list of performing arts activities, partly because different providers will have different ways of delivering curriculum and practice. Providers will need to consider the risk of transmission of coronavirus (COVID-19) in their individual circumstances.

Teaching sessions

Practical design sessions and rehearsals to avoid situations where students are unable to socially distance. If this is not possible, reduce any time that students are in close contact with other people as much as possible.

Consider the number of students in teaching sessions. Teaching sessions with large classes could be used where it is not possible to maintain social distancing. For example, you might consider having:

- class of, cards to share
- class of puppets
- number of students involved in rehearsals

Where this is not possible, you should take mitigating actions to reduce the risk of transmission and ensure that students are not in close contact with others for a large room.

Where social distancing cannot be adhered to, consider the use of technology solutions to reduce interaction, for example to one-to-one tutorials, performances to an audience, or to allow students to see, hear and interact with a teacher, lecturer or practitioner. Students should be encouraged to use technology to interact with their peers, for example, to rehearse, perform and share ideas and any staff or students not participating in that rehearsal.

Ensure no one is permitted to participate in any activity or working with symptoms of coronavirus (COVID-19) or when advised to self-isolate.

Equipment

Equipment, including instruments and props are integral to many performing arts courses. Provision should be made for students to have access to equipment.

- avoiding sharing equipment if possible
- if equipment has to be shared, make sure there is increased handwashing before and after handling equipment
- regularly clean equipment, including shared instruments, desks, sound equipment, and other equipment as necessary
- limiting the handling of other people's belongings (music scores, scripts and learning materials)

Audiences

Refer to guidance on working safely during coronavirus (COVID-19) in the performing arts for advice around audiences.

You should consider whether there is need for a live audience. Where it is essential to have an audience, for assessment and learning purposes, they should be encouraged to use technology to view the work. Where a live audience is essential, you should consider the number of people in the audience and the ability to maintain social distancing and other measures to reduce transmission - particularly from aerosol and droplet transmission. You might consider having a small audience, such as a class, or a bubble, or a performance to a small audience, such as a family group, or a bubble. Where possible, the same bubble or cohort should be applied in all associated performance areas and both the rehearsal and performance should be undertaken with the same bubble or cohort.

Students should be prepared for the difficulties of performing without an audience or with a reduced audience, especially if the production is particularly intimate.

Physical activity in FE

You have the flexibility to decide how physical education, sport and physical activity can be organised and delivered in line with the hierarchy of controls, including:

- students should be encouraged to participate in competitive sport as required, thoroughly cleaned between each use by different individual groups.

Sport England has published guidance on how to safely return to sport and physical activity during the coronavirus (COVID-19) outbreak, including what the government has permitted. Colleges must also provide team sports on the site and ensure that they follow the guidance.

Outdoor sports should be arranged where possible, and large indoor spaces used such as sports halls and gymnasiums. Consideration should be given to adequate ventilation by opening doors and windows or maintain system at ventilation through other opening doors and windows or ventilation system. Ventilation should be at least at the level required for normal use. Consider how people breathing are being affected by the activity and how to ensure that the government guidance for the use of and travel to and from, these facilities.

You should refer to details on:

- the UK national return of sport over restrictions and guidance from Sport England
- from organisations such as the Association for Physical Education and the Youth Sport Trust
- from Sport England on school partnerships and wider safety lessons

You are able to work with external coaches, clubs and organisations for provision of sport and physical activity, including extra-curricular activity, but to do so, they should provide evidence of adhering such arrangements can operate within the wider protective measures.

Students who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future, there will be no need for students who are shielding or self-isolating to be educated in community hubs/centres set up in April. We expect that students will be able to return full time (part-time for students attending part time courses) in the autumn term.

A small number of students may not be able to attend for reasons they are shielding or self-isolating in line with medical advice.

Students who are shielding will be able to receive face-to-face education.

A close contact of someone who has coronavirus (COVID-19).

Shielding advice is for all those who are clinically extremely vulnerable to COVID-19. This means that over the small number of students who will remain on the shielded patient list (SPL) in the autumn term, they will be able to attend education, where shielding, their current advice on shielding.

If either of the diseases (or in local areas, young people or family members) from that area, and where it may be necessary to shield the young people where where remain high and therefore they may be temporarily unable to attend education.

Students who are shielding will be able to receive face-to-face education. Advice of a specialist health professional are likely to discuss their care with their health professional first before returning to education.

You can find more advice from the Royal College of Paediatrics and Child Health (RCPCH) on the care of children who are shielding.

If students are not able to attend because of public health advice, we expect education to be provided remotely.

Students who are pregnant should follow the relevant guidance on pregnancy, infection and coronavirus.

Local outbreaks

The COVID-19 contact tracingers will have referred and local partners will be in touch with you if your institution is in a local area where there is or has been a spike in infections. Local authorities and their public health teams will be in relevant outbreaks will decide which measures to implement to help control the spread.

All decisions relating to education provision in a geographical area will be made by the local authority in consultation with the Director of Public Health and the Regional Director (DfE) and Regional Schools Commissioner (RSC) and taken appropriate authorities and individual settings to follow the health advice. Local authorities will be responsible for communicating with providers in their area and providing support to them as they manage their local outbreaks.

Read the government's approach to managing local coronavirus (COVID-19) outbreaks.

You should develop a strong contingency plan for remote education provision, including how you will ensure that students who are self-isolating or shielding (clinically, or if because they are being tested) are able to learn remotely, ensuring that some provision cannot be declared remotely (for example, occupational placements or practicals).

Contingency arrangements

The government will not be able to provide a national offer for all FE and skills providers, in the event of a local lockdown, from a single student testing to stay at home, to a coronavirus where large number of students are required to remain at home due to a local lockdown.

Transport

Social distancing has significantly reduced available public transport capacity. This section sets out how you can support students getting to and from FE and skills providers.

The guidance on transport for schools and other places of education provides information on how students can travel to education safely and sustainably and paying particular attention to travel by children and young people. It also includes information on the resources you should take when you provide transport to your students.

You are advised to work with your local transport authority to identify where it may be necessary to put in place temporary measures to ensure students can arrange additional capacity. Local authorities will be working with local providers to ensure that students can travel to education, including FE colleges, sixth form colleges and young people's homes in the autumn term. Local authorities will be working with local providers to ensure that students can travel to education, including FE colleges, sixth form colleges and young people's homes in the autumn term. Local authorities will be working with local transport authorities to ensure that students can travel to education, including FE colleges, sixth form colleges and young people's homes in the autumn term.

Dedicated FE and skills provider transport

Students or dedicated transport services do not mix with the general public on transport services. Students should be encouraged to walk or cycle to college resources. Further, wider transmission risk is likely to be lowered.

From the autumn term, local authorities will not be required to uphold apply the 'no-mixing' requirement on home to school transport services, including home to school transport services for students with special educational needs and disabilities who attend provision. This will help both to minimise disruption to education and to ensure that transport services can continue to be able to respond to students and SEND needs. Local authorities will be working with local leaving college and heading back into the community each day.

Local authorities will be working with local providers to ensure that students can:

- cycles, requiring pulling up the same students each day
- cycle
- services that are used by different students on different days
- cycle, requiring pulling up the same students each day and at weekends (SEND)

The precise approach that you take will need to reflect the range of resources that are necessary for the transport provision.

Speak to your transport provider to confirm the approach they are adopting. Where it follows the guidance, it will be important to ensure, where possible:

- social distancing should be maintained within vehicles
- enhanced cleaning should be in place
- organised queuing and boarding should be in place
- students should clean their hands before boarding transport and again on arrival
- the use of face coverings should be encouraged
- additional cleaning of vehicles is put in place
- ventilation of the vehicle should be maximised, particularly through opening windows and using vents

Students who are eligible for Free School Meals (England (FSM), we recommend that you provide them with a bus pass or transport from the start of the autumn term. Providing and distributing bus passes will help students who are not travelling on public transport. A bus pass is a transport card that covers your route and mode.

Contingency plans

Contingency plans for transport should be in place.

In Wales, children and young people can use all the wider public transport systems, particularly buses, to travel to school. Some extra capacity will need to be created in the autumn term. So one, two and three-year olds will need to travel on public transport.

Transport providers will need to make some adjustments to their services to take place outside of peak hours.

Encourage staff who can to walk or cycle where possible.

Refer students and staff using public transport to the cyclist training partnership, Bikeability, to learn how to cycle safely. Encourage students and staff who are travelling in England or in public bus, coach, train, tram, or other forms of public transport to wear a face covering. Wearing a face covering is not mandatory in Wales.

Where you have concerns regarding students' ability to access public transport safely, you should discuss this with the local authority transport provider and local authority school transport team.

Work with your local authority to consider the transport needs of students with SENCo and those with EHC plan.

See guidance on providing appropriate travel during the coronavirus (COVID-19) outbreak.

Temporary staff and visitors

Consider how to minimise the number of visitors to your setting where possible. Supply staff and visitors such as contractors and volunteers can be important.

To help you minimise the contact between staff entering your premises, consider:

- using larger arrangements with supply staff
- agreeing to a minimum number of hours across the academic year

Educational visits

We continue to advise against domestic (UK) overnight and overseas educational visits. This includes school ski trips.

In the autumn term, you can resume non-overnight domestic educational visits. Ensure you follow the guidance for educational visits. Consider the risks and benefits of planned educational visits, including accessible visits, travel times. This should be done in line with protective measures. Its normal, you should carry out a risk assessment. Consider the impact on students who are clinically extremely vulnerable or clinically vulnerable. Where it is proportionate, you need to consider what control measures need to be used and ensure you are following the guidance for educational visits during COVID-19 and the Health and Safety Executive's guidance on risk assessments for educational visits.

The Association of British Insurers (ABI) has produced information on travel insurance and travel to countries with a government advice against travel. Schools have any further questions about your cover or would like further reassurance, contact your insurance broker or provider.

System of controls

This is the set of controls you must follow. They are grouped into prevention and response to an incident.

Prevention

1) Promotion contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have tested positive, do not come into your setting during the infectious period

2) Follow recommended 'hands, face, space' hygiene measures

3) Clean hands thoroughly more often than usual

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

5) Enhance environmental cleaning, including frequently touched surfaces often, using standard products such as detergents

6) Minimise contact between individuals where possible by maintaining 'bubbles'

7) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 must be in place in all settings, all the time.

Number 6 must be properly considered and settings must put in place measures to maintain social distancing wherever it is possible.

Number 7 applies in specific circumstances.

Response to any infection

8) Engage with the NHS Test and Trace process

9) Manage confirmed cases of coronavirus (COVID-19) amongst the education setting community

10) Contact tracing in the setting following local health protection team advice

Numbers 8 to 10 must be followed in every case where they are required.

Prevention

You must put these actions in place to help prevent the risk of infection.

1 Promotion contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have coronavirus in their household, do not come into your setting during the infectious period

Promote the 'stay at home if you have coronavirus (COVID-19) symptoms, get tested' message to students, parents and staff.

Ensure students, parents and staff are aware that they should not come into the setting if they have coronavirus (COVID-19) symptoms, or have tested positive for coronavirus (COVID-19) in the last 10 days.

Ensure students, parents and staff are aware that they should not come into the setting if they are a household member of someone who has coronavirus (COVID-19) symptoms, or who has tested positive for coronavirus (COVID-19).

If they have tested positive which not experiencing symptoms but develop symptoms within the 10 days after testing, they should stay at home for 10 days starting from the day they develop symptoms.

Other members of their household (living and sleeping in shared) will isolate for 14 days from when the symptomatic person first had symptoms.

If a student is asymptomatic, but their household member is positive, a room should be made available for the student to isolate in if they need to stay in the same room as the person. Ideally, a window should be opened for ventilation. If it is not possible to isolate in a room, the student should be sent home and 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. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the individual while they await collection if they are within 2 metres of the individual. If they are more than 2 metres away from the individual, PPE should be worn if the staff member is in a shared space. Refer to guidance on infection, antiseptic and cleaning products, and personal protective equipment (PPE) in schools.

For more information on how to clean after someone who has been potentially infected with a suspected or confirmed coronavirus (COVID-19) see guidance on cleaning in non-healthcare settings.

As a usual practice, in an emergency, call 999 if someone is seriously ill or injured or in a life-threatening situation. In these circumstances, staff members should not ask 111 for advice first before calling 999 if they are concerned a child is in an emergency situation.

Ensure staff are aware that we have helped someone with symptoms and provide reassurance that we followed our procedures and that there is no need for self-isolate unless:

- they develop symptoms themselves (in which case, they should arrange a test etc.)
- the test they have taken subsequently tests positive or
- they have been requested to do so by NHS Test and Trace

Everyone must wash their hands thoroughly for 20 seconds with soap and running water at least every hour. Hand sanitiser gel also kills viruses but is unreliable if they are used the person with symptoms must be cleaned after they have left, including the door handles and any surfaces they have touched. Ensure ventilation is maintained.

Public Health England is clear that routinely taking the temperature of students is not recommended for the purpose of identifying or detecting coronavirus (COVID-19).

2 Follow recommended 'hands, face, space' hygiene measures

From 1 September, new advice will apply for the use of face coverings for staff and students in secondary schools.

Returning to education is vital for a student's education and for wellbeing. This guidance is not mandatory and you may wish to take a risk assessment and consider other measures in your school to manage the risk of coronavirus (COVID-19) in your school community.

This guidance is not mandatory and you may wish to take a risk assessment and weigh up the benefits and risks of requiring face coverings in your school community, as it is unwell. The area around the school community must be cleared after they have left, including the door handles and any surfaces they have touched. Ensure ventilation is maintained. Follow the guidance on cleaning in non-healthcare settings.

Public Health England is clear that routinely taking the temperature of students is not recommended for the purpose of identifying or detecting coronavirus (COVID-19).

3. Where recommended, use of face coverings in PE settings.

From 1 September, new advice will apply for the use of face coverings for staff and students in secondary schools.

Returning to education is vital for a student's education and for wellbeing. This guidance is not mandatory and you may wish to take a risk assessment and consider other measures in your school to manage the risk of coronavirus (COVID-19) in your school community.

This guidance is not mandatory and you may wish to take a risk assessment and weigh up the benefits and risks of requiring face coverings in your school community, as it is unwell. The area around the school community must be cleared after they have left, including the door handles and any surfaces they have touched. Ensure ventilation is maintained. Follow the guidance on cleaning in non-healthcare settings.

Public Health England is clear that routinely taking the temperature of students is not recommended for the purpose of identifying or detecting coronavirus (COVID-19).

4 Promote 'bare below the elbow' hygiene

Encourage students and staff to wash or cycle where possible.

Refer students and staff using public transport to the cycle training partnership, Bikeability, to learn how to cycle safely. Encourage students and staff who are travelling in England or in public bus, coach, train, tram, or other forms of public transport to wear a face covering. Wearing a face covering is not mandatory in Wales.

Where you have concerns regarding students' ability to access public transport safely, you should discuss this with the local authority transport provider and local authority school transport team.

Work with your local authority to consider the transport needs of students with SENCo and those with EHC plan.

See guidance on providing appropriate travel during the coronavirus (COVID-19) outbreak.

Temporary staff and visitors

Consider how to minimise the number of visitors to your setting where possible. Supply staff and visitors such as contractors and volunteers can be important.

To help you minimise the contact between staff entering your premises, consider:

- using larger arrangements with supply staff
- agreeing to a minimum number of hours across the academic year

Educational visits

We continue to advise against domestic (UK) overnight and overseas educational visits. This includes school ski trips.

In the autumn term, you can resume non-overnight domestic educational visits. Ensure you follow the guidance for educational visits. Consider the risks and benefits of planned educational visits, including accessible visits, travel times. This should be done in line with protective measures. Its normal, you should carry out a risk assessment. Consider the impact on students who are clinically extremely vulnerable or clinically vulnerable. Where it is proportionate, you need to consider what control measures need to be used and ensure you are following the guidance for educational visits during COVID-19 and the Health and Safety Executive's guidance on risk assessments for educational visits.

The Association of British Insurers (ABI) has produced information on travel insurance and travel to countries with a government advice against travel. Schools have any further questions about your cover or would like further reassurance, contact your insurance broker or provider.

System of controls

This is the set of controls you must follow. They are grouped into prevention and response to an incident.

Prevention

1) Promotion contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have coronavirus in their household, do not come into your setting during the infectious period

2) Follow recommended 'hands, face, space' hygiene measures

3) Clean hands thoroughly more often than usual

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

5) Enhance environmental cleaning, including frequently touched surfaces often, using standard products such as detergents

6) Minimise contact between individuals where possible by maintaining 'bubbles'

7) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 must be in place in all settings, all the time.

Number 6 must be properly considered and settings must put in place measures to maintain social distancing wherever it is possible.

Number 7 applies in specific circumstances.

Response to any infection

8) Engage with the NHS Test and Trace process

9) Manage confirmed cases of coronavirus (COVID-19) amongst the education setting community

10) Contact tracing in the setting following local health protection team advice

Numbers 8 to 10 must be followed in every case where they are required.

Prevention

You must put these actions in place to help prevent the risk of infection.

1 Promotion contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have coronavirus in their household, do not come into your setting during the infectious period

Promote the 'stay at home if you have coronavirus (COVID-19) symptoms, get tested' message to students, parents and staff.

Ensure students, parents and staff are aware that they should not come into the setting if they have coronavirus (COVID-19) symptoms, or have tested positive for coronavirus (COVID-19) in the last 10 days.

Ensure students, parents and staff are aware that they should not come into the setting if they are a household member of someone who has coronavirus (COVID-19) symptoms, or who has tested positive for coronavirus (COVID-19).

If they have tested positive which not experiencing symptoms but develop symptoms within the 10 days after testing, they should stay at home for 10 days starting from the day they develop symptoms.

Other members of their household (living and sleeping in shared) will isolate for 14 days from when the symptomatic person first had symptoms.

If a student is asymptomatic, but their household member is positive, a room should be made available for the student to isolate in if they need to stay in the same room as the person. Ideally, a window should be opened for ventilation. If it is not possible to isolate in a room, the student should be sent home and 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. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the individual while they await collection if they are within 2 metres of the individual. If they are more than 2 metres away from the individual, PPE should be worn if the staff member is in a shared space. Refer to guidance on infection, antiseptic and cleaning products, and personal protective equipment (PPE) in schools.

For more information on how to clean after someone who has been potentially infected with a suspected or confirmed coronavirus (COVID-19) see guidance on cleaning in non-healthcare settings.

As a usual practice, in an emergency, call 999 if someone is seriously ill or injured or in a life-threatening situation. In these circumstances, staff members should not ask 111 for advice first before calling 999 if they are concerned a child is in an emergency situation.

Ensure staff are aware that we helped someone with symptoms and provide reassurance that we followed our procedures and that there is no need for self-isolate unless:

- they develop symptoms themselves (in which case, they should arrange a test etc.)
- the test they have taken subsequently tests positive or
- they have been requested to do so by NHS Test and Trace

Everyone must wash their hands thoroughly for 20 seconds with soap and running water at least every hour. Hand sanitiser gel also kills viruses but is unreliable if they are used the person with symptoms must be cleaned after they have left, including the door handles and any surfaces they have touched. Ensure ventilation is maintained. Follow the guidance on cleaning in non-healthcare settings.

Public Health England is clear that routinely taking the temperature of students is not recommended for the purpose of identifying or detecting coronavirus (COVID-19).

2. Where recommended, use of face coverings in PE settings.

From 1 September, new advice will apply for the use of face coverings for staff and students in secondary schools.

Returning to education is vital for a student's education and for wellbeing. This guidance is not mandatory and you may wish to take a risk assessment and consider other measures in your school to manage the risk of coronavirus (COVID-19) in your school community.

This guidance is not mandatory and you may wish to take a risk assessment and weigh up the benefits and risks of requiring face coverings in your school community, as it is unwell. The area around the school community must be cleared after they have left, including the door handles and any surfaces they have touched. Ensure ventilation is maintained. Follow the guidance on cleaning in non-healthcare settings.

Public Health England is clear that routinely taking the temperature of students is not recommended for the purpose of identifying or detecting coronavirus (COVID-19).

3 Manage confirmed cases of coronavirus (COVID-19) amongst the education setting community

You must take certain actions when you become aware that someone who has been in your setting has coronavirus (COVID-19). Public Health England (PHE) will be in touch with the setting's nominated contact to gather more information. Once you receive this information, PHE will then decide if any further actions are required.

The health protection team will work with you in this situation to guide you through the necessary steps. This will include a risk assessment of the case, contact tracing, advice on what you need to do to manage any outbreak in your setting, and advice on when students can return to school. Close contact with the person who has tested positive, advising them to self-isolate for 10 days from the date of their last close contact with the person who has been infectious, and arranging for them to get a test if they develop symptoms.

- direct close contacts - face to face contact with an infected individual for length of time, within 1 metre of an infected individual, including being coughed on or touching skin to skin or sharing a kiss
- proximity contacts - extended close contact within 2 metres for more than 15 minutes, or sharing a room with an infected individual
- travelling in a vehicle with, like a car, with an infected person

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- travelling in a vehicle with, like a car, with an infected person

everyone they have spent time with each day or as a bit of a ready definition needed in a way that is easily transmissible.

A bespoke letter will be provided to you, on the advice of the health protection team, to inform your contacts of their exposure. This letter will include the date of your last contact with the person who has been diagnosed with a confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if the test is negative, they should self-isolate for 14 days in accordance to the remainder of the 14 day isolation period - this is because they could still develop the virus after being in contact with you
- if they are symptomatic, they should stay self-isolating and get a test as soon as they can, and must isolate for at least 10 days from the onset of their symptoms (which means they can end self-isolation after 10 days if they have been fever-free for 2 days). Your household should self-isolate for 14 days from the same date as the symptomatic person first had symptoms, following guidance for household self-isolation following coronavirus (COVID-19).

You should not request evidence of negative test results or other medical information from your contacts, as this could divert capacity from a potential self-isolation.

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

Your local health protection team will be in touch with you if more advice is needed. If you have 2 or more confirmed cases within 14 days, or an outbreak in a care or nursing home, your local health protection team will let you know how to contact them.

Your local health protection team will also be in touch with you if a national system called Pillar 2 of the health protection team advice either direct or via the GP practice, or through a letter, or a phone call or text message, will be sent to you, or your child's school or college, if you are identified as being at risk of contacting a person who has been identified and therefore reducing transmission of the virus. This will be based on the information you have provided to the test and trace service, and will be considered except in the advice of health protection teams.

Education and training delivery

What we expect of FE providers

We expect providers to deliver your course delivery so that students of all ages, apprentices and adult learners can continue their education and training.

- fully deliver planned hours for students of all ages from your normal term start date in autumn 2020, including those with SEND (with or without an EHCP plan)
- ensure that any disruption to learning, including hours, is mitigated by supplemented by high quality remote delivery where that is effective existing practice
- ensure the plan for remote delivery is in place ready for the autumn term and focus on addressing the significant gaps to help them to catch up
- ensure that students receive a high quality education and training experience, including identifying and supporting those who need to catch up on remote delivery
- identify and put in place plans to manage any safeguarding concerns

The Guidance section provides additional guidance on the different ways that providers can deliver high quality remote learning to students of all ages, if remote delivery is required.

- support staff and students to access and make effective use of digital technology and remote learning, including those who are shielding or have digital resources and skills gaps
- ensure that students receive a clear and confidence of your teachers is using technology and remote learning to ensure that students are prepared to develop their skills and confidence in planning and delivering online lessons and activities, and that students are prepared to use the technology online and how they can contact and engage with your teachers and how you will give assessment and feedback, with particular consideration for those with SEND, those with disadvantaged backgrounds and students who special educational needs
- take account of home learning environments and the support that students may need to ensure they can participate in learning
- be sensitive and adaptive to the wellbeing and wellness of both students and teachers

Support for young people who are unable to access remote digital education

The 16 to 19 Bursary Fund provides financial support to help students overcome specific financial barriers to participation and to stay on in education. This may include the provision of devices and connectivity support. Guidance for 16 to 19 bursary providers sets out how the 16 to 19 bursary fund can be used to provide support to students who are unable to access FE learning. Tutors that all support must be based on individual circumstances and need.

We are introducing a pilot to provide 4G wireless internet connectivity to 16 to 19 year old students who do not have access to the internet at home. This support fuels to purchase 1 dongle for students (aged 16+) and to help them access online learning. The pilot will be rolled out to a small number of providers in the autumn term.

The introduction of this additional flexibility to the funding rules will be accommodated within provisions made for 2020 to 2021 funding.

See the ESFA funding rules 2020 to 2021 for full details.

This flexibility is only for the academic funding 2020 to 2021. In areas where the 16 19 bursary is devolved, contact the relevant mayoral authority concerning adult support arrangements.

Support for high quality remote and blended education

EdTech demonstrator programme

The EdTech demonstrator programme helps schools and colleges with a proven track record in using technology to develop high quality remote learning and blended demonstrator programmes. The programme offers a wide range of support including webinars and training on:

- the effective use of online learning platforms
- how to use live lessons
- supporting low-skill, low-digital skill students
- promoting student and teacher wellbeing during remote teaching

Developing Online Learning Environments (OLE)

The Education and Training Foundation (ETF) offers support for teachers to develop their online learning skills and to develop their online learning environments to find materials on a wide range of topics including:

- motivating and engaging students online
- effective online pedagogy to deliver high quality online learning
- assessing and providing feedback to online delivery

The Foundation provides support for teachers to develop internet and devices, ETF's essential digital skills professional development programme can help teachers develop their digital skills. The online learning modules focus topics on:

- using devices
- finding information
- staying safe online

ETF have also developed a guide for FE staff on EdTech and essential digital skills training to support remote working. The guide identifies and provides links to a range of EdTech and digital skills training and resources, including digital teaching platforms as well as other useful resources which can contribute to developing the knowledge, skills and understanding required for teaching online and remotely.

The Foundation also offers bespoke free courses to develop skills to effectively deliver remote learning. These include:

- how to teach online
- blended learning examples
- use of technology in a blended classroom

Microsoft, Google and Apple also provide free training to help teachers use their platforms to deliver remote learning to 16 to 19 year old students in FE.

Digital curriculum content and resources

Jisc provides a curated list of digital content support qualifications and national standards for 'educational subject areas'.

- English
- maths and IT
- education and childcare
- health and social care
- hairdressing

They also provide a wide range of subjects for FE relating to vocational and academic subjects and courses.

Jisc's Digital Resources Finder has FE specific resources across a range of subjects and levels. There is also a dedicated section for FE.

WorldSkills UK is developing a set of digital resources. This includes:

- a virtual online hub(s) which provides resources to support students to develop their digital skills
- Tech Skills and Life Skills, which provide short video lessons and tutorials

The Children's Commissioner's Office is funding service and tips to develop high quality digital education content and resources. This content will be made available from the autumn.

Support from provider associations

Provider associations have set up website for resources and support on remote and blended learning:

- Association of Colleges
- Sixth Form Colleges Association
- Association of Employment and Learning Providers
- Lantra

Workforce

We expect that most staff will be able to attend work.

All staff working on site should follow the system of controls to minimise the risk of transmission of the virus. Follow the advice of the local health protection team and staff specifically.

Explain to staff the measures you are putting in place to reduce risks.

Discuss any concerns individuals may have around their circumstances with them. We encourage providers to be flexible and try to accommodate additional measures if appropriate.

Staff who are clinically extremely vulnerable

Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those which were being recorded when the shielding advice was paused from the 31 August, except for areas where local lockdown measures have been imposed. Staff who are clinically extremely vulnerable (CEV) to coronavirus (COVID-19) can now safely attend work. Government provided they follow the system of controls, their workplace has implemented to minimise the risk of transmission.

The clinically extremely vulnerable should now follow the same guidance as the general population, including being able to meet in groups of 6 people or 2 households and avoiding non-essential travel, including if frequently bus/ coach or the train and/or workplace.

People who live with those who are clinically extremely vulnerable can attend the workplace.

Staff who are clinically vulnerable

Clinically vulnerable staff can return to work. While at work, the employer, they should follow the system of controls to minimise the risks of transmission.

Discuss any concerns individuals may have around their circumstances with the employer.

If clinically vulnerable staff have concerns around their individual circumstances, you should discuss those concerns and be flexible in seeking to address them.

Staff who are pregnant

Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the same guidance as the general population. Pregnant women are not at increased risk of coronavirus (COVID-19) and there is no evidence that return to the workplace is one of the contract of concern and is unlikely to be, if they are following the system of controls. Pregnant women should understand and manage their individual circumstances with their employer.

Following the system of controls will mitigate the risks of a coronavirus (COVID-19) to students and staff.

Emergency treatment and first aid

Emergency treatment, for example, provision of first aid, should be prioritised and given promptly in the event of an emergency. This means that people do not have to stay 2 metres apart if it would be dangerous to do so.

People trained in the provision of assistance or others should give particular attention to hygiene measures immediately afterwards, including washing hands.

Recruitment

You can continue recruiting members of staff.

You can refer people to the Talking Teachers Further programme. This programme matches people who want to work in education with the leading roles in the FE sector.

If you are recruiting English, maths or SENCO teachers, you can apply for a service children teacher placement (SCT) grant (PDF) 297.

Teacher training

You should continue initial teacher education (ITE), including teacher training placements, where possible.

Supporting staff

As employers have a duty of care to their employees, and this extends to their mental health.

Because some staffs may be participating in activities about shielding, you may find extra systems in place to support staff wellbeing. Read about the extra mental health support for teachers and school staff.

Supporting vulnerable young people

Vulnerable young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including those who are in the process of being assessed as a child protection plan or who are a looked-after child
- have an EHC plan and following a risk assessment it is decided that their education, health and care needs can be met at your provision
- have been assessed as being otherwise vulnerable by your local authority or local authorities (including children's social care services). This includes young people who are at risk of being excluded from education, including:
  - exclusion
  - adapted children
  - those at risk of becoming 'not in employment, education or training' (NEET)
  - those living in temporary accommodation
  - young carers
  - others at the provider and local authority's discretion

Attendance

All students, including vulnerable young people, should attend FE settings in the new academic year.

You should remind students that they must attend unless they:

- are ill
- are self-isolating, including if staff/students live in a household member having a suspected or confirmed case
- have been advised to stay at home by their local health protection team or GP

It is important to keep an accurate record of attendance should there be a positive case or a case where you need to work with your local health protection team advice as you will must be sent home.

Vulnerable young people who are able to attend, should be given support, care and social workers to resolve any issues or barriers. You should also monitor the attendance of vulnerable young people and follow up with any who you expect to see in a place but who do not attend.

Vulnerable young people cannot attend education settings, for example, because they are shielding, or have been advised to self-isolate, you should provide support to ensure they can participate in learning. Support for vulnerable students should also maintain contact with personal advisers and school/college leaders where relevant and the provision of their education, health and care plan.

In case of any local outbreaks, you should continue to prioritise support for vulnerable young people.

Transition to FE

Transition is particularly important for September because new post-16 students will need to be able to undertake learning and activities outside of visits to FE settings.

Continue to work with schools and local authorities to support transitions. This includes sharing any relevant welfare and child protection information. Explore how you can use your transition arrangements to support students.

Consider how you can use your transition arrangements to support students who are SEND, including those who are in the process of being assessed for an EHC plan.

Consider extra support for students who are SEND, including how your sixth form school or personal advisor can help provide to sustain engagement, overcome barriers and achieve their goals.

Supporting students with special education needs (SEND)

General FE settings

We acknowledge that there is the need for the temporary changes to the law on EHC plans and special educational provision to be made in exceptional circumstances and currently in force until the 25 September 2020.

From September 2020 we expect that all FE providers with or without EHC plans should return to their mainstream FE setting. This includes students who are shielding and those who are vulnerable to coronavirus (COVID-19).

Use risk assessments to identify any extra support students with EHC plans need to make a successful return to FE provision. Consider using your planning as well as parents or carers in planning for the return to their setting.

Work with your local authority to ensure EHC plans are kept up to date.

- extra learning support assistants
- extra specialist staff to work with young people in different cohorts.

If access to workplace or community settings is limited for students at the start of the academic year, consider how these settings can support. These settings could have any preparation for adulthood skills session you can cover on site or online.

Some young people with SEND, whether they have an EHC plan or not, will need additional support to ease their transition back into FE settings:

- visits to the college site
- taster sessions
- some students may also need remedial use to help a young person with SEND who has spent some time out of education to return full time

Special post-16 institutions

From autumn 2020, all students should return to the majority of their planned hours of education, including students who are SEND. Use risk assessments to support post-16 students, where it is necessary because of exceptional circumstances (for example, those under active specialist care are advised to self-isolate) prevent.

SEND temporary legislative changes

From 5 May to 31 July, section 41 of the Children and Families Act 2014 was modified. Local authorities and NHS bodies in England are required to use their 'reasonable endeavours' to secure or arrange the specified special educational provision and health care in EHC plans. Local authorities are also required to ensure the provision is made to children and young people who are not but having further needs to modify this duty. Our focus is now on supporting children and young people who are vulnerable to coronavirus (COVID-19) and those who are shielding to return to their settings.

The temporary changes to the law on the timescales for EHC needs assessments, preparation of an EHC plan and annual reviews of EHC plans ceased on them by coronavirus (COVID-19), will expire as planned on 25 September 2020.

We remain committed to working with local authorities, parent carer representatives and other stakeholders to ensure that children and young people with special educational needs and disabilities (SEND) and their families are at the centre of the coronavirus response.

Many young people have found lockdown exceptionally difficult socially and emotionally. You should consider any challenging behaviour or rerun or disengagement as a result of this. Consider how you can work in partnership with the parents and carers of young people who are vulnerable and shielding and should returns attend, as a reasonable adjustment to support a detailed programme for their return to your setting and their home.

Safeguarding young people

Your staff should be particularly vigilant about new and additional safeguarding concerns for young people who are vulnerable to coronavirus (COVID-19) and they have any concerns about a student, they should discuss them immediately or any safeguarding concerns.

Your staff should be given appropriate information pack/ list on students to accurate. Ask parents and carers to tell you about any changes in welfare, health and wellbeing that their child has.

Try to give Disruption Safeguarding Leads (DSL) and their deputies more time to support students with new safeguarding and welfare concerns to students, where.

Continue to work with and support:

- young people in care
- the local authority virtual school head for looked after and previously looked after children
- care leavers
- any other relevant safeguarding and welfare agencies.

Continue to ask parents if they are able to provide information to local authority services to enable them to track and monitor the welfare of their children in care. Ask parents to let you know if their child is being looked after by a different local authority or if their circumstances change.

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Support they need to reach their potential.

Continue following guidance on the rapid recovery pathway, set out in wellbeing toolkits for schools and colleges. We should also refer to learning recovery and support.

Continue to implement the recommendations of the review of SEND provision.

- Ofsted, which offers support to schools of establishment, young people and children's social care services, plans to refocus its SEND inspections.
- the Ofsted, Care Quality Commission and Department for Education (DfE) will continue to implement the SEND inspection framework.
- Children College and the National Association for Managers of Student Services in Further Education (NAMSS) will continue to support colleges to become centres of excellence and engaging in peer to peer activity with similar FE providers.

Support can be given:

- to the parents of disabled and vulnerable children
- from specialist staff to support services

SENCo children and young people's mental health services (CYPMHS) may be able to provide support to SENCos, including advice and training, and to offer a direct service to vulnerable children. Mental health clinical leads in collaboration with local authorities and clinical commissioning groups (CCGs) will be responsible for ensuring that children and young people who need mental health support receive it. CYPMHS services needed. Self-referral options are available for young people aged 16 and 17 and parents can refer children and young people of their parents. Children and young people aged 18 or older refer to IAPT services.

Ofsted's future data and established 24-hour urgent mental health helplines in most parts of England for people of all ages. If you have urgent concerns about a child or young person, you can call the helpline for advice and support. Ofsted's feedback, the local authority and other partners will assess data of the service. Public Health England has published guidance on supporting children and young people's mental health.

Schools also provided support for children's mental health and wellbeing through training endeavours for teachers and staff to respond to the wellbeing and mental health needs of children and young people. Mental Health Foundation (CYMHF).

The training will be available to all state funded schools and FE providers for primary and secondary pupils.

Local authorities have received funding to employ related staff to deliver the training to educate children and young people. Training will start from the autumn through and March 2020.

Training will be delivered by trainers operating a nominated lead who will receive training and support from a local mentor. Trainers will be supporting the wider practice to staff and students within the setting. The training should be available in the autumn of 2019.

The Department for Education, Public Health England and NHS England are developing a training offer for mental health leads in schools. This will be a flexible support offering which will be made available from the Autumn to promote and support mental wellbeing in the set of whole approaches to help young people to learn and thrive.

Other resources include:

- Mental health and wellbeing in learning modules about young people's mental health
- the Every Child Matters platform, which has specific advice for adults and children and young people, including the Children's Society's Counselling for children's information
- the Association of College's (AoC) Commission on COVID-19 resources hub, which includes a section on mental health
- the Education and Training Foundation's mental health and wellbeing resources for FE providers
- Education Support provides mental health and wellbeing information for all education staff
- the Anna Freud Centre's NHS Apps library for mental health and wellbeing support
- Mental Wellbeing of Students with Ofsted's Inspection Framework, which is a number of resources and tools

Mental health is also covered in keeping children safe in education and their wellbeing and resilience.

Consider supporting students with their mental health and wellbeing through:

- remote one to one counselling
- encouraging young people to identify their own self-care strategies during this uncertain time - online resources can help with this
- encouraging young people to use the NHS 111 online mental health service that all students are entitled to support
- distancing personal, social, health and economic (PSHE) lessons and other lessons including mental health and wellbeing issues, online
- encouraging participation in sport, NCS, Sport and providers and supports to maintain wellbeing

Residential providers

We have produced guidance on isolation for residential educational settings and a set of FAQs to support residential educational settings and children's social colleges. Ofsted's statutory inspection framework will continue to apply in settings in the event of a confirmed or possible case.

In the event of a case of COVID-19 in a residential or boarding setting, you should also read Public Health England's local health protection team.

In the case of any educational setting, the local health protection team recovery provision open where necessary. Decisions will be made on a case by case basis.

You will need to remain open to provide:

- home participate meals that cannot be accommodated safely at home
- do not have suitable alternative provision

Funding

We have revised the funding rates and guidance for 2019 to 2020. Given the unprecedented circumstances, we will continue to review the guidance and will notify you of changes.

16 to 19 tuition fund

We will provide extra funding for one year for 2019 to 2020. This is to mitigate the disruption to learning that may have occurred in 2019/20. You will need to opt in to receive an allocation on 16 to 19 tuition funding.

16 to 19 funding arrangements (grant-funded providers)

We will provide extra funding, we will use alternative data sources to calculate allocations for 2019 to 2020. This should reduce the impact on funding for the lack of data for the 2019 to 2020 academic year because of coronavirus (COVID-19).

Retention factor

We will calculate 16 to 19 funding allocations for 2019 to 2022 using an average retention factor for each provider.

We will calculate this by establishing the 2017 to 2018 and 2018 to 2019 actual retention factor and then combining the two to create an average retention factor based down 2 years.

This is intended to provide certainty for providers for 2019 to 2020 that reviewers the expected and plan ahead for the academic year not been affected by the coronavirus (COVID-19).

In-year growth

We recognise the uncertainty that many providers are facing around enrolment and growth for 2019 to 2020 academic year. We will use a 3 year average in regard to number from 16 to 19 education in the data to cover over.

We will continue to work with the sector and remind providers that we do have an in-year growth policy, which is flexible and responsive to all various scenarios and will keep talking to the sector, and to individual providers to understand trends and discuss their individual circumstances.

If provider urgency is at risk, emergency funding exists as a last resort to ensure that students are protected.

In-year recruitment of students

We currently use the profile of recruitment throughout the year to determine the regular course number used in 16 to 19 allocations.

If you recruit students later in the year rather than purely at the beginning of the academic year, we will take this into account. We will use the profile of recruitment to ensure that 16 to 19 education is fair to those who have an unlikely detrimental impact in future allocations. For example, we could ensure that a student who is recruited in the last month of the academic year were recruited after we take the initial data return in the autumn but can be put into 2019 to 2020.

Student prior attainment in English and/or maths GCSEs

The 16 to 19 funding formula uses students' prior attainment in English and/or maths in calculation for:

- the condition of funding
- disadvantage funding - block 2
- level 3 programme maths and English support

We will calculate these elements using the 16 to 19 funding formula and the grades awarded to students in the absence of GCSE examinations.

This means that you will still be able to calculate funding for young people with low prior attainment in GCSE English or maths.

- Find out if you are eligible for support
- download the template to return a business case

Keep your completed business case through the online process form between 20 September 2020 and 30 September 2020.

Funding for remote delivery to 16 to 19 students

The 16 to 19 funding regulations set out the principles that need to be met for a student to be funded. We will fund 16 to 19 education and training providers in future regardless of whether they have delivered all or some of their learning to students remotely in the classroom or workshop with remote delivery, this will not affect their funding.

We will not fund the following remote activities, which are not in line with the learning elements of the study programme are planned, timetabled and delivered. This is to ensure that students are receiving a high quality learning and working options. The guidance sets out how providers can plan and deliver such individual students. You must be able to give evidence of this to funding auditors.

Examples of eligible provision

- a student completes a course that is distance learning, you plan ahead, develop and deliver remote activities for the student, and the student is assessed and successfully completed the course
- a student is assessed and successfully completed the course

Planned hours timetabled outside your normal working pattern can be included in your normal funding allocation. Planned hours timetabled outside your normal working pattern are not eligible for funding.

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Evidence

During a funding audit, we want you to be able to provide evidence that:

- students have been engaged in structured learning
- the individual delivery plans and other activities are linked to a regular timetable
- you can deliver provision remotely
- students are meeting their learning goals

There rules are have evidence that the planned hours you record on data returns are for students who are actively engaged in structured learning and activities. For example, the student is actively participating in a remote learning session, or is engaged in a remote assessment. Providers should be able to show that students are actively engaged in learning and access support and receive regular feedback on their progress as they study.

Where or courses have not been completed because of remote provision, the resources if this has been planned by the learner as part of a student's study programme, providers should be able to show that students are eligible. We expect that the provision, and the resources, are a reasonable and proportionate way of meeting the needs of a student's understanding of the material covered.

T Levels

Allocations have been made to providers that will be delivering the first waves of T Levels in 2020 to 2021 academic year. Allocations have been made to the published the approach to funding and providers a training of the number of students enrolled on T Levels is below the planned number.

Read more about the reference data and plan and fund for 2019 to 2020.

We will monitor this approach and communicate any revision for 2021 to 2022.

T Level industry placements

We are closely monitoring the situation regarding the impact of coronavirus (COVID-19) on industry placements.

We are working with providers and delivery partners to establish whether further support is needed.

See the industry placements delivery guidance for information about delivering high quality industry placements.

Free meals in further education

The student allowance is a student benefit who are eligible for, and usually receive, free meals. This includes students in further education, who are many 16 to 19 students.

You should provide support even if students are studying remotely due to coronavirus (COVID-19).

Read further guidance on 16 to 19 bursary fund and plan and fund for 2020.

High needs funding for students with SEND

You should follow the normal placement and high needs funding processes for students with SEND for 2020 to 2021 academic year. Local authorities (LA) students with high needs education and training (HNET) provision have agreed following a review of their EHC plans and appropriate risk assessments.

Students are expected to attend their provision. If the LA has not been informed before the start of the term, you should speak to the commissioning local authority (LA) to discuss the student. Local authorities will be responsible for up funding amounts which are based on the number of students and the number of hours of provision. Providers are encouraged and encouraged to take special provision is needed.

Local authorities will be responsible for ensuring that high needs funding processes are in place and provider offer placements(s) are agreed.

2019 to 2020 year and for grant-funded providers with adult education budget delivery

Following helpful feedback from the sector, we continue to consider the 2019 to 2020 year and grant-funded providers with adult education budget delivery to strike dialogue with sector representative bodies to inform our thinking.

We recognise 2019 to 2020 is a transitional year for providers and we are primary concern remains the stability of providers going into 2020 to 2021 academic year and beyond. We will do all we can to ensure that providers will be the open and transparent.

To ensure fairness we need to be confident that the data we hold and can use is accurate, full and up to date. We will:

We intend to test options based on July returns (ILR) to identify an appropriate way to ensure that providers are not disadvantaged by the coronavirus (COVID-19) pandemic and ensure fairness. We will enable us to ensure maps more accurately across the provider base.

Advanced learner loans

The Student Loans Company (SLC) will continue to make re-checks for payments in accordance with advanced learner loans funding.

Contact SLC if a student's circumstances change.

Adult education budget (AEB) funding (grant funded providers)

Currently, approximately 50% of the AEB is devolved to 7 mayoral combined authorities (MCAs) and the Greater London Authority (GLA) with the remaining through the Greater London Authority (GLA). These authorities are now responsible for the AEB in their areas and will be responsible for ensuring delivery of the AEB is complete.

ESFA will continue to be responsible for the remaining AEB in non-devolved areas.

Traineeship delivery from September 2020

There will be flexibilities for traineeships in 2020 to 2021 academic year.

- extended eligibility criteria for 16 to 24 year olds (or 25 with an EHC plan) with a break 3 qualification, which we are prepared to provide to those qualified up to level 2
- extended maximum duration to 12 months for those students who need more significant support to develop the skills and attributes required to complete their traineeship within 6 months
- a reduction in the minimum work placement of 120 (420 pro rata hours to support employers and their qualified young people to develop skills. We will be available to employers providing traineeship work placements for the first time and those who have not been able to offer work placements in the past.
- traineeship with vocational or technical content will be reduced from 70 to 240 hours. It can take place with multiple employers, as required

See the traineeship guidance for more information.

Supported internships

Where the year 11 student's supported internship has not been met due to the impact of coronavirus (COVID-19), students will be able to complete supported internship in the 2020 to 2021 academic year.

For those requiring additional training to complete their supported internship 2020 to 2021 academic year, you should assess each student to agree on a:

- necessary extension of the placement
- number of planned hours

You will need to record the student's unit a new study programme. We do not expect that all students will need a further full year programme.

We have study programmes for students who have not completed their supported internship and have not qualified for a full 16 to 19 study programme. The allocations under the 16 to 19 funding formula to be issued for the academic year 2019 to 2020.

Access to Work and supported internships

Supported interns are eligible for Access to Work payment for work-related activities where:

- a job coach leads the activity
- the activities develop employability skills
- the activities are part of the intern's planned work placements (but not necessarily in a workplace)

Call students know they can claim Access to Work for activities that are delivered face to face or digitally from January 2021. Access to Work is not contingent on support from the provider, providing a DWP DCI form is completed.

Access to Work helpline is available on 0800 121 7479 for more information.

Recording students in the school census and Individualised learner record (ILR)

Continue using the current timetables for data collection, allocations and payments for the remainder of the 2019 to 2020 academic year.

We are conscious that we need to be sensitive to the pressures and/or employers processes at the start of the term is time to submit your ILR data returns. We will use the ILR data to make payments to providers. We will ask you to process or 22 October and we will use the data to make payments and collection window as it would deep throughout the academic year 2019 to 2020.

High needs funding

Discuss any requirement for high needs funding with your local authority. Students who have high needs in place should continue to attend 2019 and 2020 or 2019 to 2020 year as planned, or remotely as the need may. See the high needs funding guidance for more information.

Local authorities should follow the SEND code of practice: 0 to 25 years when to remain on list to complete their supported internship in the new academic year.

Examinations and assessments

Exams and assessments for general, vocational and technical qualifications will not take place in 2020 to 2021.

Ofsted has already published proposed changes to the assessment of GCSEs, A Level & Level 3 VTQs and the EPA for apprenticeships for general and technical qualifications and other general qualifications. Ofsted has also published a set of FAQs to support providers. Ofsted has indicated its intention to implement the proposals regulating framework for vocational and technical and other general qualifications so we can expect certain adaptions to assessments to take place in 2020 to 2021.

We have announced a package of support to enable providers to set authentic assessments and grades for students, including:

- sporting mitigations and assessment guidance
- the cost of additional exam or assessment fees

Ofqual will carry out:

- GCSE and A Level exam examinations in any subject (excluding GCSEs in English Language and maths)
- vocational and technical qualifications at levels 1 to 2, 2 and 3 where the assessment is a mandatory requirement for a qualification to be awarded (excluding Functional Skills qualifications) where these are available

Qualification achievement rates

All exams that were due to take place in schools and colleges in England in summer 2020 will not take place. Ofqual has published a consultation on how educational performance data based on results, assessments or exams for 2020. This includes the 2019 to 2020 qualification achievement rates.

See guidance on Ofqual and college performance measures and qualification achievement rate for more information.

Regulation, accountability and audit

Inspection

For FE and skills providers, Ofsted routine inspections remain suspended.

During the autumn term inspection will end a sample of colleges and FE providers to ensure that they are providing a good education.

Ofsted will carry out a sample of 'monitoring visits' to independent schools, beginning the week. The insights that inspectors gather will be aggregated and published in a report. Ofsted will also carry out a sample of 'monitoring visits' to remain on list to complete their supported internship in the new academic year.

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Ofsted will also carry out new provider monitoring visits to some providers. These monitoring visits will result in a published report with progress judgements. Ofsted also has the power to inspect in response to any significant concerns, such as safeguarding.

Ofsted intends to restart routine inspections from January 2021.

Audit

Prior to the Prime Minister's announcement of the new coronavirus (COVID-19) lockdown measures on 23 March 2020, we made the decision to pause the start of any new routine funding audits for all post-16 providers, as result of the coronavirus (COVID-19) outbreak.

We are now planning to restart routine funding audits on a remote basis for independent training providers from September 2020 and for colleges from November 2020.

We are also carrying out a risk assessment on restarting site visits for audits and investigations so that we have the ability to do so, should we need to. We recognise the challenges providers face as a result of coronavirus (COVID-19) and will be sensitive to these in agreeing arrangements for both remote funding audits and site visits with providers.

Where funding audits and investigations were already in progress prior to the lockdown, we have sought to complete the work, taking into account providers' capacity to resolve any issues.

It may be necessary for ESFA to contact providers during the coronavirus (COVID-19) outbreak to continue to maintain effective oversight and protection of public funds. Where such contact is necessary, we will continue to be sensitive to the challenges providers face as a result of coronavirus (COVID-19).

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

Check the new rules for January 2021

Services and information

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