**Considerations for local lockdown and when partial closure/ full closure is necessary due to Cv19 infection.**

*This a starting point, rather than an exhaustive list, to assist in the decision-making should an immediate response be needed.*

[*https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings/guidance-for-educational-and-childcare-settings-in-leicester-and-the-affected-parts-of-leicestershire*](https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings/guidance-for-educational-and-childcare-settings-in-leicester-and-the-affected-parts-of-leicestershire)

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| **Action** | **Who?** | **Notes** |
| Look at the letters on Solgrid to modify a letter for staff and parents of the need to shut down a group/ the setting. You will need to review the position on a weekly/ two weekly basis and communicate updates. You may want to look at your contacts to refresh them when appropriate for this time. |  |  |
| Review building safety and security if locking up the building or parts of the building – access, water and gas supplies, what can be turned off? Contact for parents/ LA during the lockdown |  |  |
| *Setting to return to only opening for priority groups during local lockdown or as advised by Public Health England:*  [Critical worker list](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)  Identify priority groups- children and young people who are vulnerable, and the children of critical workers who absolutely need to attend. |  |  |
| Look at numbers of children to see if you need to re-establish smaller bubbles again. If fewer children and adults are in contact then fewer may need to be closed. |  |  |
| Update staff members-identify capacity to support children in priority groups. How can a level of continuity be maintained for these children?  Agree initial rotas- note staff who are clinically vulnerable/ extremely vulnerable and may need to shield . Ensure key duties are covered –P1st Aid/ DSL |  |  |
| Consider activities that staff working from home can complete – see Solgrid/eyc training suggestions |  |  |
| Ensure staff and parents understand the behaviour requirements – restricted social interaction and contact, use of public transport and risks of infection beyond the setting, drop off/ pick up procedures. |  |  |
| Look at your use of resources and activities to try and use outdoors more frequently and possibly restrict resource sharing –eg restrict sand/ dough use |  |  |
| Inform Family Information Service (FIS) as to whether the setting will remain open for priority groups and willingness to care for other priority groups whose settings are shut. Provide an out-of-setting contact.  Notify Ofsted of closure |  |  |
| Contact all parent/carers, including those who were due to visit the setting or had arranged a start date.  Explain the offer available to those parents who have children in priority groups. |  |  |
| Check the setting diary to cancel visitors and training due to be attended. |  |  |
| Review safeguarding and support for vulnerable children at this time [revisit risk assessments]. Contact relevant professionals, and agree how to best support children and families going forward. |  |  |
| Inform catering and any other suppliers as appropriate. |  |  |
| Consider site and resources- what spaces will be used when supporting just priority groups?  Return to government guidance-  [Implementing protective measures](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) [systems of control] |  |  |
| Consider how to maintain contact with all children and families to keep them informed, but also to support their emotional wellbeing, and to offer ideas around the home learning environment.  Early years settings can direct parents to:   * the Department for Education’s [Hungry Little Minds](https://hungrylittleminds.campaign.gov.uk/) campaign * the BBC’s [Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people) * the [National Literacy Trust’s Family Zone](https://literacytrust.org.uk/family-zone/)   The Department for Education has also published further guidance on [how to help children aged 2 to 4 to learn at home during coronavirus (COVID-19)](https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19). |  |  |

In the case of a local lockdown the LA will issue guidance if there is Early Education Funding flexibility

**Public Health England** <https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I>

You will then be given links and information on how to manage the outbreak. PHE office for URGENT advice that cannot be located online. .. 0344 225 3560 Option 0, Option 2.

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OFSTED If your operating circumstances change (you open or close), notify us by sending an email to enquiries@ofsted.gov.uk with ‘Change in operating hours’ in the subject field. In the body of the email, please confirm the unique reference number for each setting and the details of the change. You can find your URN on your registration, your inspection report(s), and on your Ofsted reports page.

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Solihull Family Information Service - <http://www.solgrid.org.uk/eyc/eef/>

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