



Sunninghill
PREP SCHOOL DORCHESTER

LEARNING SUPPORT POLICY

This policy has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DFE
- Reasonable Adjustments for Disabled Pupils (2012)
- Teacher's Standards (2012)
- SPS Teaching and Learning Policy
- SPS Safeguarding Policy
- SPS Accessibility Policy
- SPS Highly Able and Talented Policy
- SPS Early Years and Foundation Stage Procedure

At Sunninghill the Learning Support Department is located in a room known affectionately as The Loft. It provides support for any child in the school with Special Educational Needs and or a disability (SEND) and for those deemed to need extra support including children who are considered to be Gifted or Talented.

Definition of Special Educational Needs and Provision

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age ...’ SEND Code of Practice 0-25 (2014)

Everyone at Sunninghill is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. All members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential.

We believe that ‘every teacher is a teacher of every child or young person including those with SEN’ (NASEN 2014) and teachers are responsible for the learning and progress of all children. The Learning Support Team support teachers and pupils with additional provision and strategies to ensure these pupils make progress.

Aims, Objectives and Responsibilities of the Department

Our aim is to raise the aspirations of and expectations for all pupils with SEND by ensuring that:-

- All SEND children have access to a broad and balanced curriculum
- A secure environment is in place in which all children can develop self-confidence, self-esteem and a positive self-image
- Early identification of children with SEND results in improved outcomes
- Children's views are listened to and they are involved in the planning and implementation of SEND provision
- Parents/carers have an important part to play in the education of their child and are consulted and involved as fully as possible. Close working relationships are encouraged between parents/carers, teachers, the Special Educational Needs Co-ordinator (SENCO), other staff and therapists.

Objectives

It is the responsibility of The Learning Support Team to:-

- help class teachers to identify and make provision, through normal classroom differentiation, and in modifying the curriculum, exploring appropriate and flexible teaching strategies for children with SEND
- work with the Head to ensure that learning assistants are supporting where the need is greatest
- provide information on all children with SEND to all members of staff and help class teachers to provide intervention plans and implement interventions following advice of outside agencies
- carry out formative diagnostic assessment to identify strengths and weaknesses and refer to outside agencies as necessary
- offer appropriate provision, believing that skilled specialist teaching and the use of compensatory strategies can largely overcome the effects of a specific learning difficulty - through withdrawal or in class support, to individuals or groups, in response to identified needs
- keep IEPs and targets under review and monitor progress regularly, together with class teachers, parents/carers and child
- encourage active involvement by the children themselves in meeting their needs
- work in partnership with parents and carers at all stages
- Work with the governor responsible for SEN
- monitor a child's progress and conduct regular reviews
- ensure that suitable exam and assessment arrangements are made for children who cannot cope with the normal procedures

Individual specialist interventions may be charged to parents as an additional charge on top of their fees.

Staffing

Claire Thomasson is the school's Head of Learning Support (SENCO). She has responsibility for the day-to-day running of the department and the implementation of the policy for SEND at Sunninghill. She also teaches individuals and groups and supports in-class.

Claire Thomasson holds a BEd (Hons), and an RSA Certificate in Specific Learning Difficulties.

Helen Looker is a well qualified and experienced teacher (MEd, PG DipEd SpLD). She has additional qualifications for teaching pupils with specific learning difficulties and teaches children on a one to one and small group basis with some support in the classroom. Helen is a part-time member of staff who works a minimum of 15 hours per week.

The Graduated Approach to SEN Support

All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In providing support that is **additional to** or **different from** what is universally offered, Sunninghill uses the **ASSESS-PLAN-DO-REVIEW** model as outlined in the SEND Code of Practice 0-25 2014.

ASSESS – We take into consideration all information gathered about the child, assessment of attainment and progress, class teacher input, SENCO advice, discussions with parents/carers

Identification of Needs

Approximately one in five children, nationally, will have SEN at some time during their school career. A pupil is deemed to have SEN 'where their learning difficulty calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.' [SEND Code of Practice 0-25 2014]

The importance of early identification of difficulties cannot be stressed enough. At Sunninghill we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs may only become evident as they develop.

All pupils are screened for dyslexia in Year 1, using the Lucid Rapid Screening Test and any children starting after Year 1 are also screened. If there is a result that shows a probability of dyslexia, classroom strategies are put in place and monitored. These difficulties are often developmental and it may be that the pupil is being monitored over a period of time before it is deemed necessary to take action.

Where a child is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has a Special Educational Need or disability (SEND).

See Appendix i – Procedure for Identification of Need.
See Appendix ii – Referral Form.

Their needs will be categorised into the following four headings:

- Communication and Interaction (including EAL)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The SENCO will carry out further in-house assessments appropriate to the area of need and a pupil's Special Educational Need will be identified in discussion with class teacher, parents and where appropriate, the pupil.

PLAN – We identify the barriers to learning, establish intended outcomes for the child and detail the specific additional support to be provided to enable the child to make progress. It is at this stage that a child may be put on the SEN register.

The SEN Register is a confidential document and the SENCO is responsible for keeping it up to date. It lists all SEND pupils in the school, stating what their special educational need is and what category it is in. It also has information about external agency reports. It states the level of support the pupil receives from The Learning Support Team and is updated frequently, as and when the data changes. All teachers are given a copy of the SEN Register. It is also available for all staff on the 'staff server' and we are working towards putting this information on 3sys in the near future.

Sunninghill has a separate policy for Highly Able and Talented pupils. It may be that pupils on the SEN Register are also included in the programmes set up to support pupils who are deemed to be able, gifted or talented.

Pupils with a physical disability may be placed on the Register if their disability requires some modification to enable them to access the curriculum fully.

Pupils with medical conditions that do not affect their learning are not placed on the SEN Register.

See Appendix iii and iv – Pupil Passport and IEP

DO - We implement the agreed support and interventions. It may be that a pupil needs additional one-to-one support in class; either from the class teacher or from a teaching assistant or the child may require group sessions or one-to-one support from The Learning Support Team.

See Appendix v – Learning Support Lessons

Parents of pupils receiving individual support will have a written report along with School Reports. The report always stresses the availability of The Learning Support Team to discuss it and reminds parents that they are welcome to sit in on any of their child's lessons. If a concern arises it will be discussed at staff meetings so that all staff are aware. It is the responsibility of the SENCO to ensure all relevant teaching staff and learning assistants are aware of any changes that occur regarding SEND pupils.

Programmes of study are largely multi-sensory, incremental and designed specifically to meet the child's individual needs. The children are never expected to know something that has not been taught or checked previously. This ensures that an element of success is achieved. A large part of our work is building self-esteem and we use a 'fun and games' approach to this.

See Appendix vi - 'Programme of Study' An example.

The Learning Support Team also provides extra clubs to support children's needs. We run an OT club for pupils who have difficulties in fine motor skills. We also provide an Early Birds Club where children come before school and work on their individual targets. These clubs are run on an invitation basis and the emphasis is on targeted support in a fun environment.

REVIEW- We measure the impact of the support provided and consider whether changes to that support need to be made by monitoring pupil progress

At any point decisions can be taken to alter individual lessons. In consultation with teaching staff concerned and parents, lessons can be modified, increased, changed or stopped. One term's notice must be given if a parent wishes these lessons to cease.

Given the nature of some pupils' learning difficulties, their progress in literacy or numeracy can be slow and measured progress can sometimes seem discouraging for all. Variables such as motivation, attitude, self-esteem and confidence are significant factors when evaluating performance success.

The Learning Support Team uses the school 'Key Performance Indicators' to monitor progress in these areas.

Reading ability is assessed by the Learning Support Team, using Holborn. Spelling ability is assessed using Nessy Spelling Tests and Parallel Spelling, and Maths ability is assessed using Diagnostic Interviews in Number Sense [Denver and Bibby]. A reading, spelling and maths evaluation is also done on a regular basis to monitor progress and inform teaching. An evaluation can be a more accurate indication of individual progress. A programme of study is devised for each child who receives support from The Learning Support Team and a Chronology of Intervention is produced for all pupils who have external agency intervention. The Learning Support team also regularly evaluate and track whole school assessment results using MidYis and InCAS [see Assessment Policy] and where necessary devise Action Plans to address areas of weakness.

See Appendix vii – Chronology of Intervention

Where the SENCO and class teacher, in consultation with parents/carers, feel that further advice or input is required, or the child fails to demonstrate progress, the SENCO may refer to an external agency such as a GP, Speech and Language Therapist, Educational Psychologist, Occupational therapist, Behaviour Consultant etc. If the parents wish, the SENCO will liaise with whichever professional the parent chooses and then provide any information that is requested, prior to the assessment. Alternatively parents can make their own arrangements for assessment outside school.

We use a service called 'Sound Thinking' who provide an Educational Psychologist to assess and advise. We also use a private Speech and Language Therapist and parents can choose this option instead of using the County Service or NHS. These outside agencies can then assess children, give therapy, and provide advice, training and support for staff and parents.

The Local Education Authority is contacted when considering an EHC Plan for a pupil. The procedure would only be instigated when it is felt that the provision of an EHC Plan would secure funding for greater support from our Learning Support Team, or to obtain provision from the local authority for the child to be educated in a school more suited to the needs of the child. Should this be considered necessary by the school, the SENCO would prepare the appropriate reports.

When a child with an EHC Plan is accepted at Sunninghill, the Learning Support Team ensures that the provision detailed in the statement is implemented.

When it is judged appropriate and the child begins to make good progress, individual support may be gradually withdrawn and the outcomes carefully monitored.

Liaison with Staff

Start of term and weekly staff meetings provide a regular forum for information to be shared about individual pupils and any difficulties they may be experiencing and the SENCO has a regular slot.

The SENCO produces a short 'news sheet' called the 'SEN Update,' when a child has been assessed by an outside agency or internally by the SENCO, or when there is information to pass on, to keep teachers informed about individual pupils, assessment outcomes, forthcoming changes to support or successes experienced by pupils.

All follow up information can be found on STAFF SHARED in the SEN folder. Staff can also find individual information out about a child by looking at their profile on 3SYS our MIS.

In order to explain procedures, raise awareness of learning difficulties and give class teachers ideas to enhance the teaching of pupils with SEND, the Learning Support Team produce information sheets or make copies of appropriate resources and regularly distribute these to staff.

Courses are regularly attended by the Learning Support Team. Feedback from courses attended is divulged to other staff through staff meetings or in INSET time.

Exam Arrangements

Internal

In most cases it is expected that all pupils take the same internal exam. There should be enough time built into the exam for the majority of that cohort of children to complete the exam. Exams should be devised so that they are easy to read for all pupils and the questions should get increasingly challenging, to cater for a wide ability range including very able pupils. Exam papers can be enlarged on a

photocopier for some pupils, if it is felt this is helpful. In some circumstances individuals may need the exam paper to be differentiated so the experience remains meaningful and positive. The Learning Support Team are available to assist with differentiating exam papers and supporting children in the exam itself. 'Ideas for differentiating exams for children with specific difficulties' appear in the Learning Support Department Handbook.

External

Arrangements for Common Entrance exams might include provision for readers and scribes where necessary or use of a word processor, according to Senior Independent Schools Guidelines. The SENCO also applies for additional access arrangements if appropriate.

Transferring to other Schools

There are well-established links with other schools in the Dorset area and the SENCO discusses each SEND child's needs with the future school to ensure that there is an effective transition.

Complaints

Complaints under this policy are in line with the School's Complaints Procedure. It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO or Head Teacher.

COVID 19

See appendix viii

Reviewing the SEN Policy

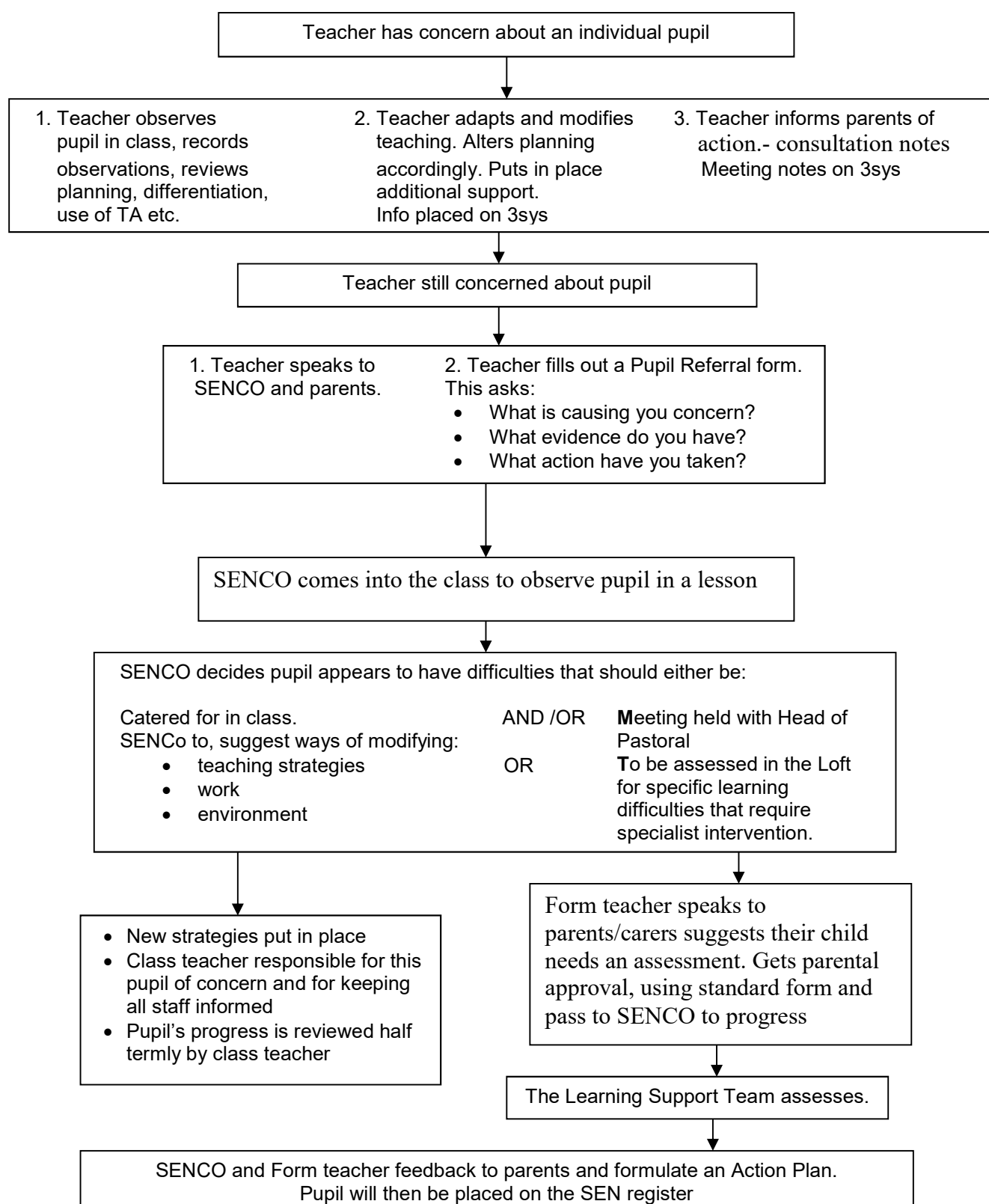
The SEN Policy forms Section One of the Learning Support Department Handbook. The SEN Policy is reviewed annually in July, when responses to changes in legislation or school policy are recorded. The policy and handbook are available for all staff on the 'Staff Server' and the website.

Claire Thomasson
SENCO

September 2020

Appendices

Appendix i Procedure for identification of Need



Appendix ii Sunninghill Preparatory School – SEN pupil referral form

Pupil Name..... Form SPS Entry Date

Date of Birth..... Chronological Age.....

Assessment requested by

What is causing you concern?

Any known external factors?

What evidence do you have to support your concern?

(Please attach dated photocopies of examples of work/reading errors etc)

Action taken so far:

Have you observed pupil in class? (Use your observations to complete the above)

Has your planning and differentiation contributed to any improvements? If so, what?

Have you adapted or modified the teaching?

Have you put in place additional support, outside the lesson? If so, how much?

Do other teachers involved with teaching this pupil share your concerns? If so, give details.

Have you spoken to SENCO? If so, what was the outcome?

Please continue overleaf if necessary

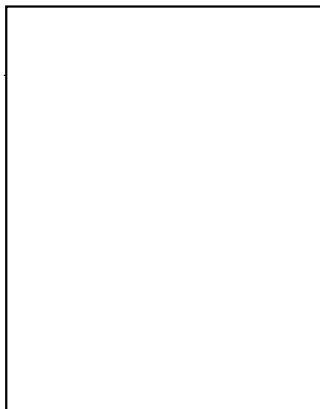
InCAS/Midys Data:-

Signed**dated**

APPENDIX iii

Name _____ Class _____

Photo



All about me.

I learn best ...



It would help me if you could ...



I will help myself by ...



Name

Name

DOB

Tutor

SEN Additional support Pastoral Medical

Details –

IEP Targets –

Data and Attainment info –

Reviews –

Learning

Next review date: Sept 2021

Appendix iv

Sunninghill Preparatory School		Name:		
IEP	Date of Birth:	Class:		
Specialist Support:-	Staff involved:	IEP Start Date:	SENCO:	
Access Arrangements:-	IEP drawn up by:-	Review Date:		
Description of learning Needs:				
Targets	Strategies	Provision	Success Criteria	Date achieved
Additional Information:-				

Evaluation and Future Action:

Updated May 2015 CLT

Signed : PARENT

TEACHER

Appendix v

LEARNING SUPPORT LESSONS

Individual learning support lessons are tailored to the individual needs of the pupil and to the time available. This is achieved when the teacher and pupil form a partnership and this partnership is an important first step. The pupil must feel valued and understood, and able to contribute their thoughts about their strengths and weaknesses. This in turn should lead to an understanding of how they can best help themselves and benefit from the individual support lessons. The teacher, while being sensitive to a pupil's attitude, confidence and self-esteem, which are often damaged by specific learning difficulties and academic failure, is there to facilitate this learning process. With understanding, patience, kindness and expertise, The Learning Support Team build an individual programme that will encompass and address the following:

- Self-esteem, self-belief and confidence
- Personal motivation
- Positive attitudes
- The underlying skills necessary for personal and academic success
- A multi-sensory, structured, sequential and cumulative literacy and/or numeracy programme
- Any specific additional needs of the pupil

Planning and Organisation of Support – all information kept on SEN pupils is confidential

- **Formal Testing** carried out by SENCo - test scores recorded and kept in secure filing cabinet.
- **IEP and Targets** – written SENCo in consultation with teacher and parents Distributed to all teaching staff.
- Individual **Programme of Study** - written by Learning Support teachers and reviewed every six months, or sooner if necessary, outlining individual Loft lessons.
- Individual **Lesson Plans** - written by Learning Support teacher, based on Programme of Study.

Each Learning Support teacher writes their own lesson plans and programmes of study and it is their responsibility to monitor and review in consultation with the SENCO.

Multi-sensory Methods and Reinforcement

Weaknesses in the areas of auditory, visual, speech and language, and motor skills usually mean learning is fragmented and not synchronised. Multi-sensory teaching methods endeavour to establish a higher level of control over learning skills by developing automatic linkages between the auditory, visual, oral and manual kinaesthetic channels. Looking, hearing, saying and doing will mean a pupil can use their strengths while developing their weaknesses.

Talking with the pupil about how they learn, how they can help memory and what strategies they can use, helps them to develop methods of learning and feel more confident using their particular learning style. This metacognitive approach is vital if pupils are to own their difficulties and adopt strategies to overcome them.

Weaknesses in the short-term memories mean reinforcement of learning is essential. A teacher cannot assume that because something has been taught it can be recalled. Regular reinforcement is an integral part of the lesson.

Appendix vi SUNNINGHILL PREPARATORY SCHOOL**PROGRAMME OF STUDY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

(to be read in conjunction with the Pupil Details sheet & Provision Maps)

Name: [REDACTED]

Form: **5**

Date of Birth: [REDACTED]

SEN Teacher: [REDACTED]
[REDACTED]

Lessons per week: 2 x 40

Date of plan: **March 2015**

Specific Target Area	Strategies / Activities / Resources	Progress / Evaluation
LUCID RAPID – [7.10.14] Phono Proc- 5 Audi Seq Mem -13 Phonic Dec -25		
Social Skills - <ul style="list-style-type: none">• Interact appropriately with others• Take turns and play fairly in games• Persevere when challenged	Informal discussions during 1-1 sessions Woodfer Stories Social Communication Skills package	
Reading - comprehension	Slow down, think and discuss context etc. Ticking texts Reading Roundabout Story sequencing Variety of reading texts to include early Barrington Stoke Books	
Spelling – Phonological awareness and phonic skills	Puzzle it out Strategies to include Rainbow Writing [Apples and Pears at home]	

Writing - planning	Simple writing planning activities	
Maths – Numbers to 20 and 100 Calculations Money	Column addition and subtraction practice Number square Numicon Games XTables	
OT – poor dexterity and fine motor coordination	Putty activities etc. to develop working fingers mobility and strength Handwriting – try to encourage pencil grip and neater writing	

Please also refer to [REDACTED] confidential file in the Loft filing cabinet.

Appendix vii

CHRONOLOGY OF INTERVENTION

2009 - 2010 Year 2 Oct 09	<p>School Sp / R scores Spelling: 32%, Reading: 2%</p> <p>Concerns re [REDACTED] eyesight / visual perception raised by CW 1-1 support in The Loft 1 x 30 mins HL for visually-based tasks</p>		
(CT) Ravens (HL) BPVS (HL) TVPS (HL) TAPS (CT)	<p>In-house assessment: Lucid Rapid Phonological Processing: 80% Auditory Sequential Memory: 12% Visual Sequential Memory: 50%</p> <p>31%</p> <p>78%</p> <p>1% (average of all scores)</p> <p>87%</p>		
2010 - 2011 Year 3 5.10.10	<p>1-1 support in The Loft</p> <p>Following on from some summer holiday lessons, HL suggested increasing 1-1 to help address literacy difficulties</p> <p>Concerns about literacy development made by KK, referral made</p> <p>Phonic catch-up group (EM)</p> <p>New Programme of Study (HL)</p> <p>Meeting with Mrs [REDACTED] (CT & HL) – areas discussed: language issues raised by KK, maths intervention (Plus 1 & CT), EP suggested</p> <p>New provision map</p>		Plus 1
	<p>Questions for the ophthalmic surgeon from HL</p> <ul style="list-style-type: none"> 1. Is there a good position for the teacher to be in for [REDACTED] to be able to focus on him/her and what he/she might be holding or demonstrating? 2. Is there a good position for [REDACTED] to place her books for reading and writing? 		

<p>20.04.2010</p>	<ol style="list-style-type: none"> Phoebe appears to have difficulty quickly adjusting her focus from distant (board work) to near (exercise book). Is there anything we can do to help? ████ sometimes tilts her head to one side when working or covers one eye. Is this ok or should she be gently discouraged from doing so? Would the size of print make any difference to her learning and if so, do you suggest a particular size? Any guidance would be welcome. Thank you! <p>I will continue to provide a well-lit working area and allow ██████ to move her work as she chooses. Letter received from Dr Murray No specific guidance I will continue to provide a well-lit working area and allow Phoebe to move her work as she chooses.</p>	
<p>Oct 10 May 11</p>	<p>School Sp / R scores – Suffolk reading, SWST spelling RA: 6.01yrs, SpA: 5.11yrs RA: 6.01yrs, SpA: 6.00yrs</p> <p>Spelling: %, Reading: % Spelling: %, Reading: %</p>	
<p>28.2.11</p>	<p>Speech and Language Assessment – Sue Brazier All results in normal range – but in a quiet environment. ██████ needed time to repeat and rehearse – might not always be possible in a busy classroom setting – and confidence was a big issue</p>	
<p>June 2011</p>	<p>EP Assesment – █████ was assessed by Julia Jennings EP in June.</p> <p>Findings –</p> <ul style="list-style-type: none"> █████ has a specific learning difficulty which should be described as Dyslexia and, to a lesser degree, dyscalculia. Cognitive abilities are within average range Literacy and numeracy attainments are significantly below average █████ is able to process verbal info. to a level within the high average for her age There is a significant difference between her linguistic skills and her perceptual reasoning ability which is in the lower average range She has a weaker auditory memory which accounts for difficulties she is facing in the acquisition of literacy and numeracy skills. █████ is very capable of absorbing new information and is a pupil of high average ability. 	

	<p>Recommendations –</p> <ul style="list-style-type: none"> ○ [REDACTED] will benefit from additional input which gives her the opportunity to re-learn letter and number shapes [Loft] ○ [REDACTED] must be taught in a multi-sensory way[all subjects] ○ Create a visual representation for each vowel sound[loft] ○ 1-1 to improve auditory short term working memory and visual discrimination[Loft] ○ [REDACTED] will need to be encouraged to slow down and to celebrate quality over quantity.[all teachers] ○ [REDACTED] will need to be given short writing tasks where she is encouraged to write slowly and very accurately.[Loft and form 4] ○ She will require verbal mediation to support non verbal visual tasks, translating nonverbal input into verbal. [all subjects] ○ Mnemonics and rhymes should be used to help phoebe remember letter patterns and spelling rules [Loft] ○ [REDACTED] will benefit from individual mathematics programmes [Maths and Loft] ○ She is unlikely to make sense of flow charts, mind maps and tables so will require pre-tuition when these will be used in class [<i>all subjects</i>] ○ It is probable that [REDACTED] will always find it difficult to interpret results and info presented in graphs and tables. She will, therefore, need a verbal step by step explanation and demonstration how to interpret the info. [<i>all subjects</i>] ○ [REDACTED] needs to learn to tell the time.[<i>maths and Loft</i>] ○ Let [REDACTED] record info. verbally or use a scribe [<i>all subjects</i>] ○ [REDACTED] will benefit from word banks and vocabulary lists [<i>all subjects</i>] ○ [REDACTED] should learn to touch type. [<i>home and Loft</i>] ○ [REDACTED] will require additional time and the use of a scribe in exams. [<i>all subjects</i>] <p>Phoebe will continue to receive support from The Loft.</p>	
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2011-2012 Year 4	1-1 support in The Loft HL/CT 1-3 Phonic Group	Feb 2012 L1 - 1 error L2 - 5 errors discontinued
19.4.12	Phone call from Mum re: being upset because 'It's all so hard' Followed up with [REDACTED] and class teacher. Phone call with Dad to feedback.	
2012-2013 Year 5	1-1 3 x 40 mins CT/HL	Sept 2012 L1 - 0 errors L2 - 2 errors L3 - 7 errors L4 - 8 errors L5 - 6 errors
2013-2014 Year 6 February 2014	1-1 3 x 40 mins HL/JJ SATs access arrangements sorted. SATS results	Oct 2013 L2 - 0 errors L3 - 3 errors L4 - 6 errors L5 - 7 errors L6 - 8 errors
2014-2015 Year 7	Parallel Spelling – Feb '15 – 8.2 (10.6)	

SEN FILE ON STAFF SERVER CONTAINS THE PROVISION MAPS / PROGRAMMES OF STUDY ETC – PLEASE SEE CT FOR DETAILS.

Appendix viii

Covid procedures for Loft

Teachers to sanitise their hands on arrival and open the windows if appropriate

Children to bring their own equipment for their lessons, but may borrow sanitized pencils etc to facilitate learning!

Children to wait outside the Loft, sanitise their hands and wait to be invited in

Teachers to sanitise their hands

Children to sit on the designated chairs at the designated tables in order to keep social distancing

After each lesson, children to leave, sanitizing their hands as they leave

Teacher to wipe over any equipment that can be wiped and place on window sill, alongside equipment that cannot be wiped over

If used, the computer keyboard, mouse and headphones to be wiped over, along with the surrounding area

Teachers to sanitise the table and chairs that have just been used – and any borrowed pencils etc and then sanitise their hands

At the end of the morning / day, a final sanitising of the tables and chairs used