



COVID-19 Risk Assessment

Company: A Time to Talk...	Assessment by: Kate Goodhew	Date: 25 th October 2020	Review Date: 30 th November 2020
----------------------------	-----------------------------	-------------------------------------	---

Context: Education settings (mainstream and special schools). Contact with individuals with COVID-19 symptoms (or with household members with symptoms) is minimised as these individuals should not be attending school. Potential contact with undiagnosed, asymptomatic cases.

Red: High risk **Yellow:** Medium risk **Green:** Little or no risk

Blue text highlights action/information required from schools.

What are the hazards?	Who might be harmed? How?	Controls	What further action need to be considered?	Who needs to carry out the action?	When is the action needed by?	Adjusted Risk
<p>Introducing coronavirus to settings/homes visited</p> <p>Risk of contracting and spreading COVID-19 has increased due to rising levels of infection (high levels in neighbouring local authority).</p>	<p>Pupils/family Staff Other visitors</p>	<p>Follow government recommendations on self-isolation for COVID-19:</p> <ul style="list-style-type: none"> Do not attend school in person within 10 days of exhibiting symptoms/positive test (or within 14 days if household member affected). Engage in NHS Test and Trace protocols. <p>Follow good hand hygiene procedures:</p> <ul style="list-style-type: none"> Wash and/or sanitise hands on arrival at departing from school. Wash and/or sanitise hands at regular intervals during visit (e.g. between pupil assessments, between bubbles if applicable). <p>Follow good infection control procedures:</p> <ul style="list-style-type: none"> Sanitise equipment after each school visit. Prevent pupil contact with resources that cannot be sanitised e.g. assessment manuals Encourage pupils to wash hands after one-to-one contact. <p>Follow government guidance social distance:</p> <ul style="list-style-type: none"> Maintain 2-metre distance from staff and visitors (and pupils if possible - *see page 2) Contacts to be under 15-minutes if possible. <p>Avoid unnecessary proximity with individuals unrelated to SALT activity:</p> <ul style="list-style-type: none"> Do not carry out class/group/paired interventions or observations. Wear a Type 1 or 2 face mask in communal areas of schools (e.g. entrance, corridors). Home visits suspended until next risk review. 	<p>Schools to inform/update therapist re: specific setting requirements for visitors.</p> <p>Maintain log of contacts.</p> <p>Therapist to be equipped with alcohol surface-cleaning wipes and alcohol hand gel.</p> <p>If there is a sufficient benefit, only proceed if a specific joint risk assessment with school indicates it is safe.</p> <p>Offer teletherapy.</p>	<p>Schools</p> <p>Therapist</p> <p>Therapist</p> <p>Therapist in collaboration with school/setting staff.</p> <p>Therapist</p>	<p>Ongoing basis</p> <p>Every visit</p> <p>Every visit.</p> <p>If need arises.</p> <p>As required.</p>	<p>Medium</p>



What are the hazards?	Who might be harmed? How?	Controls	What further action need to be considered?	Who needs to carry out the action?	When is the action needed by?	Adjusted Risk
Spreading coronavirus already present within settings visited	Pupils Staff Other visitors	New controls indicated in BOLD . As above plus additional infection control measures: <ul style="list-style-type: none"> Sanitise surfaces and equipment between direct contacts with pupils. <p>Avoid unnecessary movement between bubbles. Follow local school guidance on any necessary movement between bubbles.</p>	Therapist to be equipped with alcohol wipes / alcohol surface spray / alcohol hand gel. Cleaning product COSHH sheets to schools. Settings to provide information regarding requirements for visitors.	Therapist Schools	End October 2020 Ongoing	Medium
*Spreading or contracting coronavirus as a result of face-to-face pupil contact where a 2-metre distance is not possible. Risk of contracting and spreading COVID-19 has increased due to rising levels of infection (high levels in neighbouring local authority).	Pupils/family Staff Therapist	Follow government and professional body guidance on reducing the risk of transmission in the context of an education setting. <ul style="list-style-type: none"> Consider whether the activity needs to take place (does the benefit outweigh the risk?) Contact with individuals who are unwell is lower risk by virtue of the fact that pupils/staff/visitors with symptoms (or with household members who have symptoms) should not attend school. Establish clinical vulnerability of new referrals. Ensure the school can provide a suitable (large, empty, well-ventilated or outdoor) working space for duration of visit on arrival. Refer to decision-making flow chart for each pupil before face-to-face intervention. <p>Follow good infection control procedures:</p> <ul style="list-style-type: none"> Sanitise equipment and surfaces before each face-to-face contact. Prevent pupil contact with resources that cannot be sanitised, e.g assessment manuals <p>Follow good hand hygiene procedures:</p> <ul style="list-style-type: none"> Regularly washing/sanitising hands. Encourage pupils to wash/sanitise hands after face-to-face contact. <p>Follow good respiratory hygiene</p> <ul style="list-style-type: none"> Promote the 'catch it, bin it, kill it' approach. 	Take account of current local COVID alert level. Use decision-making flow-chart below. N.B: Risk screening for COVID-19 symptoms on arrival at school has been found to be redundant. If not, postpone visit or consider whether PPE can sufficiently mitigate risk combined with other measures in place. Refer to decision-making flow chart. Keep behind screen/ cover with transparency. Ensure tissues and bin are available.	Therapist Therapist Therapist Therapist	Every school visit Before assessment Every visit As appropriate Every visit	Medium to No Risk (Tele-therapy)



		<p>Mitigating measures:</p> <ul style="list-style-type: none"> • Ventilation: Carry out assessment/ intervention outdoors where possible. • Positioning and barrier for indoor contacts. Perspex screen for:- 1) mutual protection against coughs and sneezes, 2) ensuring MINIMUM of 1-metre distance in ALL face-to-face contacts. • Support staff: Where a pupil does not understand the need for social distancing, they must be accompanied by a member of school support staff to ensure maintenance of a consistent 1-meter distance from visiting therapist. • Keep contacts under 15-minutes whenever possible. • PPE: Facemasks are not routinely required in education settings and are contra-indicated in direct speech and language therapy in relation to SEND (Opaque masks create a communication barrier and fundamentally reduce the benefit of face-to-face contact). However, if the bundle of measures to mitigate risk is judged to be otherwise insufficient, therapist must consider whether the use of an appropriate face mask could allow face to face contact to occur. <p>Alternative and contingency provision:</p> <ul style="list-style-type: none"> • Offer teletherapy, coaching and other options for assessment/intervention where: i) space is inappropriate and/or other mitigating measures are insufficient, ii) if school closures occur or iii) if a national lockdown is enforced (even if schools remain open - see decision-making flowchart Q1). 	<p>Where perspex screen is not practical (e.g. risk of breakage/injury), use visor for reason (1) and be vigilant to ensure (2).</p> <p>ClearMask™ now approved for use during COVID-19 pandemic by HSE in lieu of CE mark. Seeking UK supplier for urgent purchase. Allows face to be visible while wearing facemask.</p> <p>Parents need to provide informed agreement to teletherapy.</p>	<p>Therapist</p> <p>School</p> <p>Therapist</p> <p>Therapist in collaboration with school/parents.</p> <p>Therapist in collaboration with school/parents.</p>	<p>Indoor contacts</p> <p>As appropriate</p> <p>If therapist, school or parents judge that other mitigating measures are insufficient.</p> <p>As appropriate to circumstances.</p>	
--	--	---	--	---	--	--

Blue text highlights action/information required from schools/settings.



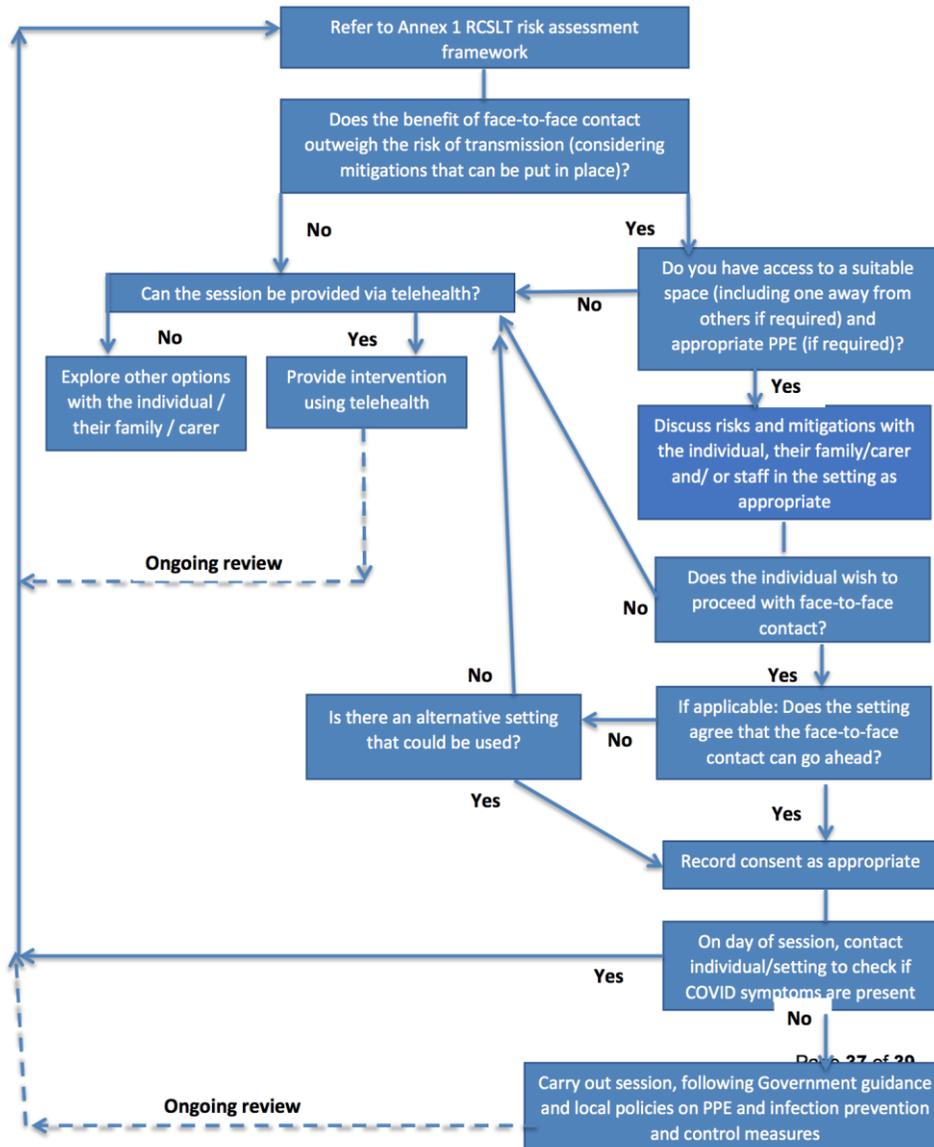
What are the hazards?	Who might be harmed and how?	Controls	What further action need to be considered?	Who needs to carry out the action?	When is the action needed by?	Adjusted Risk
<p>Pupils with SLCN not accessing support for communication needs due to disruption caused by COVID-19. Particularly: i) disadvantaged pupils where attainment gaps may have increased; ii) pupils who are unable to access face-to-face SALT support (e.g. isolating, clinically vulnerable, school closed); iii) pupils of parents/guardians who do not engage with SALT offer.</p>	<p>Pupils with SLCN (impact on rate of communication development and consequently access to curriculum; social development; academic outcomes)</p>	<p>Share summary of new operational procedures with parents/guardians and obtain verbal agreement for face-to-face SALT support where safe and appropriate.</p> <p>Teletherapy offer where appropriate for assessment/intervention with pupils who cannot access face-to-face services.</p> <p>Where neither face-to-face NOR teletherapy is possible (e.g. wi-fi restrictions, lack of service user engagement) explore other options for assessment/intervention/support where required in consultation with setting and family, e.g. coaching, support with universal or targeted approaches.</p>	<p>Send summary of procedural changes to existing caseload parents/guardians. Record agreement. (For new referrals the summary is included in the initial parental agreement).</p> <p>Follow school procedures for clinically vulnerable pupils.</p> <p>Ongoing collaboration with senior leaders to provide services at universal, targeted and specialist levels as appropriate to meet needs of pupils with SLCN.</p>	<p>Therapist: monitor procedure. School: email to parents and collate responses. Parents: to respond.</p> <p>Therapist</p> <p>SALT service and senior leadership collaboration.</p>	<p>Before face-to-face pupil contact commences.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Medium</p>

Blue text highlights action/information required from schools/settings.



Annex 4 - Decision making flowchart

This flowchart can be used by any speech and language therapist to support decisions around working with any individual, in any setting.



References:

Government Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings. Withdrawn August 2020.

Government Guidance for full opening: schools. (Updated October 2020) <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government Guidance: Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE). Updated October 2020. <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Government Guidance: COVID-19: Cleaning in non-healthcare settings outside the home. Updated October 2020. <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

Government Guidance: Working safely during coronavirus (COVID-19). Updated October 2020. <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19>

Health and Safety Executive (HSE): Social Distancing to Make your Workplace COVID-secure. <https://www.hse.gov.uk/coronavirus/social-distancing/unable-to-social-distance.htm>

Government Guidance: Coronavirus (COVID-19) Social Distancing. Updated October 2020. <https://www.gov.uk/government/publications/coronavirus-covid-19-meeting-with-others-safely-social-distancing>

Government Guidance: New recommendations for primary and community health care providers in England. Updated October 2020. <https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/new-recommendations-for-primary-and-community-health-care-providers-in-england>

Royal College of Speech and Language Therapists: Restoring services and keeping everyone safe: Framework to support decision making. May 2020. <https://www.rcslt.org/-/media/docs/RCSLT-framework-for-restoring-services-29520.pdf>

Royal College of Speech and Language Therapists: RCSLT guidance on reducing the risk of transmission and use of personal protective equipment (PPE) in the context of COVID-19. Updated October 2020. <https://www.rcslt.org/-/media/docs/Covid/RCSLT-guidance-on-reducing-risk-of-transmission-use-of-PPE211020-v2-1.pdf?la=en&hash=6958D34ECDBE4CA8DB5BE17F9CC44BA2B8A8C126>

Royal College of Speech and Language Therapists: RCSLT Policy Statement: Transparent face masks. September 2020. <https://www.rcslt.org/-/media/docs/Covid/RCSLT-Transparent-face-masks-Policy-Statement-22-Sept.pdf?la=en&hash=E780BA5CCA0BB1E0CCCA4AC82F735D766C39C865>

NHS England: Note regarding the use of ClearMasks. <https://www.rcslt.org/-/media/docs/Covid/Note-regarding-the-use-of-ClearMasks.pdf?la=en&hash=818BE25CF09FAC313B09AC32C60EA840C63387E8>