

Name of VSS team member:

Name of child/young person:

Name of setting:

Purpose of visit:

Date discussed with line manager (if appropriate):

Date of visit:

N.B. No more than one setting should be visited each day. Employees have been instructed to follow latest Public Health England advice in relation to developing symptoms and Test and Trace. This should be used in line with the VSS risk assessment.

This form should be dated signed and sent to Jackie Stokes to be placed in the child's file. It should be reviewed prior to each visit and amended if necessary.

Checklist for Setting/ School Visit during COVID-19

BEFORE THE VISIT	Yes/No	Comment if needed
1. Following a request for involvement, confirm details and purpose of the visit via email or telephone call - including nature of visit and precautions in place with relevant family/staff member.		
2. Gain permission from parent/carer and/or setting/ school for visit to take place – ideally by email but if not by text and last resort verbal. Log consent.		
3. If visiting an education setting, confirm receipt of a copy of its risk assessment, guidelines/policy/procedures for receiving visitors. Usually this info is published on the school website.		
4. Agree protocol for entering building, how to maintain integrity of social distancing (if required) particularly in relation to named child/young person/parent/carer.		
5. Agree arrangements for use of PPE if needed or requested by the school/setting, child/young person/family eg facemask, gloves and hand sanitiser. Check if the setting will provide or if VSS staff need to bring their own.		
6. Contact parent/carer and/or relevant staff on the day of the visit to check they are still happy for visit to go ahead, confirm that you, the practitioner, and that they, as members of the household/staff, are not displaying any symptoms of COVID-19. Check that there are no other CYP or adults within their "bubble" who have shown symptoms within the past 14 days.		

<p>This might require delaying the start of the visit to 9.30 am/10 am to allow time for staggered starts and making this call. If the member of staff has not been able to contact the school/setting, or has received no response prior to the visit, the visit will need to be rearranged</p>		
<p>7. Wipe down all assessment kit cases, materials and resources before the visit.</p>		
<p>DURING THE VISIT</p>	<p>Yes/No</p>	<p>Comment if needed</p>
<p>8. If, on arrival, the school/setting has not implemented its risk assessment and/or the environment does not feel Covid safe, the visit will be rearranged.</p>		
<p>9. On entering setting, wash hands/use hand sanitiser in accordance with current guidelines.</p>		
<p>10. Check that tissues are available for sneezes and coughs. Where possible ensure good ventilation by opening windows and doors.</p>		
<p>11.</p> <p>Position self 2m/1m* away from child/young person and other adults in the room if possible. Do not sit face to face - sit side by side or at right angles. Use of face coverings if social distance is reduced.</p> <p>Mobility to conduct as much work outside as possible /use of verbal commentary. No mobility work to be conducted on public transport.</p> <p>Check child/young person has brought their own pen/pencil if appropriate to assessment.</p> <p>Wherever possible let the child use resources/toys from their own environment.</p> <p>Limit amount of equipment used by student. Equipment wiped down before and after use.</p> <p>Follow hand washing procedure before and after handling equipment handwashing procedure</p> <p>At Exhall Grange conference suite early years appointments at parent/carer will be guided by specialist staff to interact with their child as part of the assessment/intervention process.</p>		
<p>12. Specialist equipment/resources for pupils with vision loss.</p> <p>PPE required- alcohol wipes/gloves</p>		

<p>To minimise cross infection when staff and pupils are assigned to 'bubbles', use assigned staff to carry out tasks as much as possible.</p> <p>Pupil to be taught to wipe down own equipment independently</p> <p>Duplicate equipment where possible eg two Brailleurs</p> <p>Students and staff not to share equipment: iPads; computers/Canes Brailleurs; pens; pencils etc.</p> <p>Mobility staff to use tripod canes to increase social distancing when working on cane skills.</p> <p>Limit amount of equipment used by student. Equipment wiped down before and after use</p> <p>Limit amount of shared resources that are taken home and limit exchange of take-home resources</p> <p>Tactile learners need to be able to read braille, explore objects tactually and care must be taken to minimise sharing of tactile resources.</p> <p>Follow hand washing procedure before and after handling equipment handwashing procedure</p>		
<p>13. Observation: Position self 2m/1m* away from children/young people or adults in the room, ideally staying on the edge of the room near a window/door and discouraging children from bringing items to show you if necessary. Ensure you use own resources for taking notes/observations and that you take them with you when you leave. Reduced amount of time necessary. In line with individual school risk assessment, they may not want visitors entering classroom.</p>		
<p>14. On leaving setting wash hands or use hand sanitiser (as a precaution do not leave sanitiser in direct sunlight or near a heat source)</p>		
<p>AFTER THE VISIT</p>	<p>Yes/No</p>	<p>Comment if needed</p>
<p>15. Wash hands on arrival at home or base. If preferred, shower and change clothes on arrival home.</p>		
<p>16. If needed contact line manager or a member of the team to debrief.</p>		
<p>17. Resources and test equipment should be wiped down or washed as appropriate.</p>		

* In accordance with government guidance on social distancing

Name :

Signed:

Date:

Please keep a copy of this document in the relevant pupil/ school or setting folder.