



**Conductive  
Education  
Professional  
Education  
Group**

**Professional  
Conductors'  
Association**

## **PCA – response to COVID-19**

There are a range of approaches currently being taken by CE services/settings/providers across the UK. PCA, as a professional body, recognises that remote CE is a new concept and one currently being developed due to unique circumstances. Digital and remote working is likely to now be a part of the future. PCA will work with conductors to learn from this experience and guide the adaptation of the system to fit into this new way of working. PCA equally recognises that face to face centre-based conductive working practices can be delivered using the guidelines of social distancing.

Current support being given by different providers include:

- Written/paper activities and tasks sent to families with follow up calls
- Online individual sessions
- Online group sessions
- Online classroom for academic lessons
- Face to face for key workers and vulnerable children.

Future guidance will be provided to all PCA members and employers around the development of remote online services as a part of professional development. This will be collated following current experiences and is seen as a longer-term project. Service providers and organisations practicing online services should introduce a remote working policy and risk assessments appropriate to this new way of working.

## Guidelines for CE service providers

It is recognised that the government is starting to lift lockdown measures enabling centres to return to work. It is also acknowledged that this is at a different rate between England, Scotland, Northern Ireland and Wales. Currently all CE services/settings/providers are following relevant government advice for early years/schools/elderly people. This remains the main portal for information and must be accessed regularly. It is the responsibility of each setting/service/provider to ensure they are up-to-date with information as this changes on a regular basis.

### Impact of social distancing

Consideration should be given as follows:

PCA fully supports the need to adhere to social distancing requirements where possible.

1. Within the setting/classroom/group room all children/adults should remain 2m apart from each other. This may require a change in layout of the environment or in some cases a reduction in numbers in the group.
2. Groups need to be organised to ensure that children/adults only mix with the minimum number of group members possible.
3. Facilitators will need to work directly with children/adults' but this should be minimised where each child/adult has the minimum number of staff working with them over a day/session. It is recognised that this may need to be more than one, but centres should be aware of reducing this as much as possible.
  - a. Activities should be risk assessed against the impact of multiple facilitators supporting versus not carrying out that activity.
4. All families should be made aware of social distancing when coming into or out of the settings and asked to respect this. This includes communal areas e.g. coffee rooms/waiting rooms. It also includes people entering any office spaces.
5. People living in the same household can work together in groups e.g. parents with a child or a carer with an adult.
6. Services/settings/providers should only allow essential visitors to reduce the footfall in any one place.
7. Only one parent/carers/family member should attend the setting where possible

8. Staff who can work from home should still be encouraged to do so to reduce numbers of people in the setting.
9. If staff/families are travelling to services using public transport they should be encouraged, where possible, to use face coverings/masks to reduce risk during travel. Sessions should be, wherever possible, arranged to avoid public transport during peak times.  
<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#public-transport>
10. Those providing peripatetic CE services must address the relative risks involved with moving between different locations when providing services. Consideration should be given to reducing/managing the number of places visited by each person during the working day. In addition, providers must take account of the guidelines in place for settings they go into (e.g. a school, care home, community centre etc..)

## Use of PPE

Currently government advice for special schools does not state that staff should use PPE (unless someone is displaying symptoms), however in residential and home care settings it does recommend use of masks, gloves and aprons. Each services/settings/provider should decide their own policy in relation to the families they serve and ensure they strictly adhere to government advice.

Consideration can be given to:

- Use of face visors to help protect staff and children/adults when in close contact
- Gloves and aprons should be used as usual within sessions
- Use of face masks, if advised by local government.

NB. Government policies in England, Scotland, NI and Wales vary greatly. These should be taken into consideration in addition to these guidelines.

## Responsibility to inform

Each service/setting/provider should have a policy and procedure relating to families taking responsibility to self-report if they/or any member of their family/anyone they have had contact with is suspected of having COVID-19. These families should not attend the setting until declared safe to.

Each service/setting/provider should have a policy and procedure relating to staff taking responsibility to self-report if they/or any member of their family/anyone they

have had contact with is suspected of having COVID-19. These staff should not attend the setting until declared safe to.

Services/settings/providers **may** wish to record the temperature of their children/adults/staff, on a daily basis, to assist with recognising early signs. Whilst this is not an indicator of COVID-19 only it is currently being used in some settings as a precautionary guidance. Use of this can form a part of a risk assessment.

Contact Tracing – as soon as government apps become available all staff and families should be encouraged to register with these to help protect each other and provide early warning of any contact with people diagnosed with COVID-19. Please note there are regional variations between England, Scotland, NI and Wales.

## Cleaning

Staff should be aware of regularly cleaning items used within each session. All toys, door handles, equipment etc used with one group of children/adults should be cleaned prior to use with anyone else. Additional cleaning materials may need to be made available. Conductors should take this into consideration when planning their activities to minimise the impact of this on the daily schedule.

Door handles to communal areas should be cleaned regularly and soap made available for staff. Hand washing procedures and guidance must be closely followed by everyone (including children/adults).

Wheelchairs or other equipment coming from outside must be cleaned immediately on entrance to and exit from the building.

Static communal areas e.g. photocopiers should be wiped down regularly and staff should wash their hands immediately after use. If this is not possible then hand sanitiser should be made available. Computers and telephones should not be shared unless absolutely necessary and should be wiped down regularly if needed.

Sufficient hand washing facilities/hand sanitizers should be available throughout the setting. Staff/families/peripatetic conductors should use sanitizer immediately on entry and exit from the building/home.

Children/adults may need support to use hand washing facilities.

Staff should be encouraged to ensure that the clothing they wear to work is not worn outside of home/work journey. Peripatetic/sessional based conductors should

consider change of clothing between clients if visiting different homes/groups in one day.

**NB: Each service/setting/provider needs to establish their own detailed policy and procedure which fits their working environment. This may include use of cutlery, crockery, provision of food, face cloths, bibs etc. This will follow a detailed risk assessment carried out for each setting/centre/conductor. In some instances it will be safer to provide everything, in others to ask families to bring their own.**

### [Vulnerable staff/service users](#)

PCA recognises that there may be staff/service users who fall into the 'vulnerable' category and they must continue to be 'shielded' until government advice changes. This means that they are not able to attend the service/setting.

Services/settings/providers should be made aware of any family member who is 'shielding' and has received a letter stating this. In this instance the setting should discuss attendance of the child/adult/staff to ascertain if this is desirable.

- [Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#) (England)
- [Coronavirus | Pregnancy | Start4Life](#) (NHS England)
- [Coronavirus \(COVID-19\): Pregnancy and newborn babies](#) (Scotland)
- [Coronavirus \(COVID-19\): advice for vulnerable people](#) (NI)
- [Coronavirus social distancing guidance](#) (Wales)

Each region/country must follow the advice given at a government level in relation to any staff/families who are pregnant. When taking decisions and providers have a duty to ensure they follow up-to-date information.

Each service/centre/provider should ensure that they know if any member of staff/or families are in Category 1: extremely vulnerable; category 2: vulnerable or category 3: living with someone who is extremely vulnerable or vulnerable.

PCA recognises that each service/setting/provider must formulate their own working practices in line with government advice via Public Health, NHS and Department of Education. It is the responsibility of each service/setting/provider to inform their families and staff of their policy which will serve to reduce the risk of infection. It is recognised that there will remain some element of risk but this has to be minimised.

## Key documents

### England

- [Coronavirus \(COVID-19\): guidance and support](#)
- [Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)
- [Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
- [Coronavirus \(COVID-19\): guidance - GOV.UK](#)
- [Guidance for employers and businesses on coronavirus \(COVID-19\)](#)
- [Safe working in education, childcare and children's social care](#)
- [Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)
- [Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)
- [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

### Wales

No CE centres currently operating

- [Coronavirus \(COVID-19\)](#)

### Northern Ireland

Links need updating at a local level

- [Coronavirus \(COVID-19\)](#)

### Scotland

No CE centres currently operating

- [Coronavirus in Scotland - gov.scot](#)

## Summary

PCA fully supports government advice and does not take responsibility for the working practices of conductors or services/settings/providers. This document is to serve as a guideline for each setting delivering CE and suggestions on how to adapt the working practice to meet current needs. PCA will continue to work with

conductors and employers to adapt the work as necessary and find ways to ensure that families can access CE in a safe and responsible way.

Please note the differences in guidance and legal requirements in England, Scotland, NI and Wales. It is not possible to cover all variations in this document so employers and providers must take care to ensure they follow the latest information available.

18 May 2020