# Return to School for Students with Disability COVID-19 Health Risk Management Plan

This form may help parents and carers to plan with schools how to manage COVID-19 health risks for students with disability returning to school.

As you develop a plan you might want to:

* seek medical advice from the student’s doctor
* consider if a three-way conversation with your student’s doctor and school might be helpful.

You may also wish to read:

[**COVID-19 information for schools and students**](http://www.dese.gov.au/covid-19/schools)

[**COVID-19 support for students with disability**](https://www.dese.gov.au/covid-19/schools/support-students-disability)

[**COVID-19 health advice for people with disability.**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19/coronavirus-covid-19-advice-for-people-with-disability)

This plan is optional. It should complement any other individual health, learning and/or disability plans the student already has. It does not replace other plans.

### Student’s name:

### Date of plan:

### Year, grade or class:

### Date for review:

### School:

### Regular teachers / support staff:

## COVID-19 RISK FACTORS

The number of cases of COVID-19 in your community is the most important determinant of risk. If there are few or no cases, there will be little or no risk of getting the virus.

People at [**greater risk of more serious illness**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19) due to   
COVID-19 include:

[**people with certain chronic health conditions and/or compromised immune systems**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19/coronavirus-covid-19-advice-for-people-with-chronic-health-conditions)

some [**people with disability.**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19/coronavirus-covid-19-advice-for-people-with-disability)

**The factors that place the student at greater risk of serious illness due to COVID-19 are:**

#### e.g. suppressed immune system due to Down syndrome, leukaemia, or undergoing chemotherapy or radiotherapy; taking immuno suppressive medication.

Using preventive measures, like [**physical distancing**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/how-to-protect-yourself-and-others-from-coronavirus-covid-19/physical-distancing-for-coronavirus-covid-19) and [**good**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/how-to-protect-yourself-and-others-from-coronavirus-covid-19/good-hygiene-for-coronavirus-covid-19)[**hygiene**](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/how-to-protect-yourself-and-others-from-coronavirus-covid-19/good-hygiene-for-coronavirus-covid-19), reduces the risk of getting COVID-19.

**The factors that place the student at greater risk of acquiring and/or transmitting COVID19 are:**

#### e.g. limited ability to understand and always practise physical distancing and good hygiene; close physical contact required for personal care (e.g. assistance required with toileting); regularly engaging in oral sensory seeking or other behaviours (e.g. chewing objects, licking, biting).

Based on these factors and the COVID-19 Risk Matrix (below), the student’s COVID-19 risk is:

LOW  MEDIUM  HIGH

| **COVID-19 Risk Matrix** | | Impact of exposure: Student’s risk of serious illness if infected with COVID-19 | | |
| --- | --- | --- | --- | --- |
| Low | Medium | High |
| Likelihood of exposure: Student’s ability to maintain good hand hygiene and keep 1.5m away from others | The student is able to do  these things | Low risk | Low risk | Med risk |
| The student has some ability to do these things | Low risk | Med risk | High risk |
| The student has limited ability to do these things | Med risk | High risk | High risk |

## COVID-19 RISK MITIGATION PLAN

Parents/carers and schools should consider if changes are required to reduce the student’s COVID-19 risk at school. Also consider:

[**government health advice**](https://www.health.gov.au/news/australian-health-protection-principal-committee-ahppc-advice-on-reducing-the-potential-risk-of-covid-19-transmission-in-schools-24-april-2020) to reduce the potential risk of   
COVID-19 in school.

[**COVID-19 National Principles for School Education**](https://www.dese.gov.au/covid-19/schools/national-principles-for-school-education)

the [**Disability Standards for Education.**](https://www.education.gov.au/disability-standards-education-2005)

Below is a list of adjustments for the student’s return that you may wish to discuss with your school. You may like to ask for further information on what adjustments your school has already made. Adjustments may need to be modified to suit the student’s needs and school or   
class circumstances.

1. Goal: Reduce the risk of the student getting COVID-19 from other students, staff and the school environment
   1. Encourage all students and staff to stay home if unwell.   
      If someone has symptoms, send them home and encourage them to be tested for COVID-19.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Ask the teacher / support staff to supervise and assist the student to follow good hygiene. This includes:

regular hand washing or hand sanitiser use. Do this when students arrive, before and after eating, after breaks and after toileting

cough etiquette.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Encourage and supervise all students to follow good hygiene. This includes:

regular hand washing or hand sanitiser. Do this when students arrive, before and after eating, after breaks and   
after toileting

cough etiquette.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Maintain smaller class sizes where possible.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Arrange classroom furniture to leave as much space as possible between students.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Encourage all students and staff to stay 1.5m apart   
     where possible.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Adapt activities to avoid mixing classes and year levels. For example, reduce use of common areas and   
     after-school activities.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Stagger start, finish and break times where possible (for classes or for the individual student if necessary). This will reduce times when groups of students from different grades are near each other.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Review any other school learning, health or disability plans the student has. Include any COVID-19 -related changes.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Minimise the number of support staff in contact with the student. For example:

try to always have the same support staff with the student

try to avoid support staff moving between classes   
and students.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Increase cleaning. Regularly clean and disinfect frequently touched surfaces and objects in the student’s classroom.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Encourage greetings and interactions that don’t involve physical contact.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Conduct lessons outdoors or in areas with good ventilation where possible.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Prevent public access to playgrounds and high touch play equipment

Who Will Do This

#### e.g. family, teachers, support staff.

1. Goal: Reduce the risk of the student passing on COVID-19 to other students and staff
   1. Support staff to use [**appropriate PPE**](https://www.health.gov.au/resources/publications/guide-to-personal-protective-equipment-ppe-for-disability-care-providers) when providing close personal care.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Ensure medically vulnerable staff do not provide support for the student which involves close personal contact.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Use the disabled toilet for toileting. Restrict access to people with disability who require accessible toilets.

Who Will Do This

#### e.g. family, teachers, support staff.

1. Goal: Early detection of potential COVID-19 symptoms in the student
   1. If the student has cold or flu-like symptoms, report this to the teacher, staff and family members. The student should not attend school or should leave to go home.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Encourage the student to seek, or help to arrange, a COVID-19 test, following state or territory guidelines.

Who Will Do This

#### e.g. family, teachers, support staff.

1. Goal: Early notification and withdrawal from school if COVID-19 case is suspected or confirmed in the school community
   1. If a member of the school community is suspected or confirmed to have COVID-19, notify the student’s parents/carers as soon as possible.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. If a member of the school community is suspected or confirmed to have COVID-19, consider withdrawing the student (and any siblings) from school.

Who Will Do This

#### e.g. family, teachers, support staff.

1. Goal: Regular review of COVID-19 health risk management plan
   1. Review this risk management plan two weeks after you start using it. Check it is reasonable, appropriate and effective.

Who Will Do This

#### e.g. family, teachers, support staff.

* 1. Review this risk management plan either monthly, or more frequently if the school’s COVID-19 policies change.

Who Will Do This

#### e.g. family, teachers, support staff.

# More information:

Additional things to consider in this plan may include:

transport to and from school

siblings at the same school

other medically vulnerable classmates or students with   
disability, etc.