

Lateral Flow Tests

Operating in Secondary Schools and Colleges from 26th January 2021

1.0 Introduction

Staff, pupils and students (in secondary settings) will be tested using a validated Lateral Flow Device.

It is suggested nationally that up to a third of individuals who test positive for Coronavirus (COVID-19) have no symptoms at all and could therefore spread it unknowingly. That is why the testing of people without symptoms is important and is known as 'mass testing'.

Initially testing will be provided for any secondary pupils students and staff in school or college upon return to school. Testing will comprise:

1. As many secondary pupils and students on their return to school or college as possible. This will be two tests 3-4 days apart in the first week only.
2. Twice weekly testing of school and college staff.

When used in combination with other measures such as Personal Protective Equipment (PPE), washing hands regularly and social distancing, these tests further reduce the risk of transmission. We must not relax any of the existing measures – this testing programme is in addition to them.

Lateral Flow testing is now available in secondary settings who offer the test as an assisted test site. Lateral Flow testing is also available to primary settings through home test kits. This is an important distinction. Where a Lateral Flow test is taken at an assisted test site (in secondary settings only), should a positive test be taken, then that result is considered to be the same as a positive Polymerase Chain Reaction (PCR) test. For clarity, a PCR test is what is normally provided when you request a test via NHS 119 or the NHS website. The school will record all test results and report to the NHS accordingly.

For primary colleagues taking a test at home, should the test indicate a positive result then a confirmatory PCR test must be sought. Whilst this test result is awaited, the person must self-isolate. Where a Lateral Flow test is taken at home, the individual taking the test must report the test outcome, regardless of the result, as indicated in the guidebook issued by the NHS.

It would appear that all-through schools are being provided with testing equipment both as an assisted test site and for home testing. Where the test is taken at home, the individual must report the result to both school and the NHS as outlined above and seek a confirmatory PCR test in the event of a positive Lateral Flow test. Where the test is taken in school, the guidance above for secondary settings should be followed.

Pupils in secondary settings (who are year 7 and older) are to be offered Lateral Flow tests on two occasions, 3-4 days apart on their first week when they return to school. Primary aged children (who are year 6 and below) are not to be offered a Lateral Flow test. Lateral Flow tests for any colleagues or pupils (who are year 7 and older) are voluntary and are not a pre-requisite to entry to school. Lateral Flow tests are to be offered to colleagues irrespective of their vaccination status.

As outlined above, a negative Lateral Flow test is not a reason to diminish any other Coronavirus (COVID-19) safety measures. The core principle of hands, face, space must be maintained.

The remainder of this document refers to Lateral Flow testing as an assisted test site in secondary settings.

2.0 Delivery of Resources

Receiving your deliveries

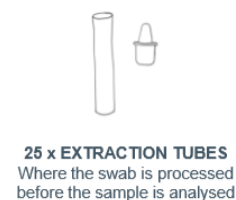


 Test and Trace

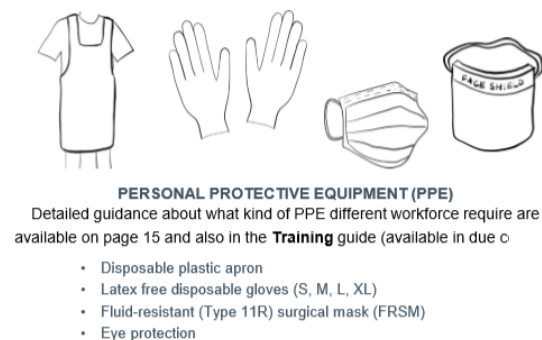
What's in your delivery?

These illustrations are examples of the test kits and other resources you will be sent. The products in your test kits may not look exactly like the illustrations below. Full instructions will be included with the materials sent to your school / college. Each test kit will include the following items:

Testing Kit



Additional resources



What kit do you require?

Use this slide as a checklist for the resources and materials you will need to carry out testing safely.

PROVIDED BY NHS TEST & TRACE

- ☐ Lateral Flow Test kits
- ☐ Barcodes
- ☐ Waste disposal bags
- ☐ PPE: disposable gloves
- ☐ PPE: disposable plastic aprons
- ☐ PPE: Type 11R surgical masks
- ☐ PPE: eye protection (googles/visors)
- ☐ Bowls

PROVIDED BY THE SCHOOL / COLLEGE

- | | |
|--|---|
| <input type="checkbox"/> Test site (e.g. school hall, classroom) | <input type="checkbox"/> General waste bin |
| <input type="checkbox"/> Tables | <input type="checkbox"/> Clocks / Timer |
| <input type="checkbox"/> Chairs | <input type="checkbox"/> Mirrors |
| <input type="checkbox"/> Hand sanitiser | <input type="checkbox"/> Trays to transfer tests to the processing table |
| <input type="checkbox"/> Disinfectant wipes | <input type="checkbox"/> Tube racks or equivalent (can be microarray test tube racks) |
| <input type="checkbox"/> Mop & bucket | <input type="checkbox"/> Tape and/or plastic sheets to separate testing bays |
| <input type="checkbox"/> Tissues | <input type="checkbox"/> First aid supplies |
| <input type="checkbox"/> Signage that can be cleaned, and laminated instructions on swabbing and processing for each bay | <input type="checkbox"/> Stationery supplies: markers, pens, printers |
| <input type="checkbox"/> Computer(s) for test registration upload | |

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4.0 The Space Required

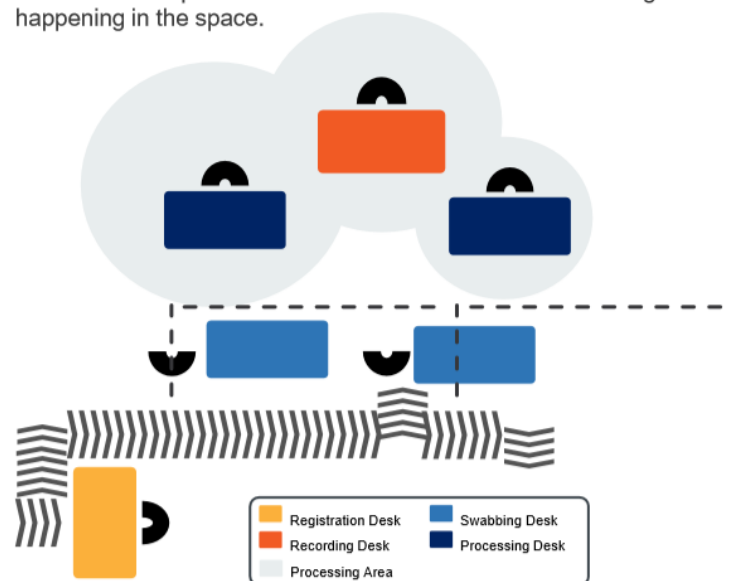
A school hall is ideal (consider the impact on dining / PE as this is not easy to change to a different use). Other spaces could be used depending upon the layout and availability. The testing base needs to be arranged into zones for registration; swab testing; test processing; results recording and storage of unused test kits and PPE items.

Adequate distance is needed between each of the bays and to allow all parts of the testing process to be accommodated safely. Sufficient space must be provided to create a one-way system within and around the testing base.

Setting up your test site

What your testing site should look like

We know every setting is different. That's why this testing site is flexible – it can be set up and dismantled to accommodate other things happening in the space.

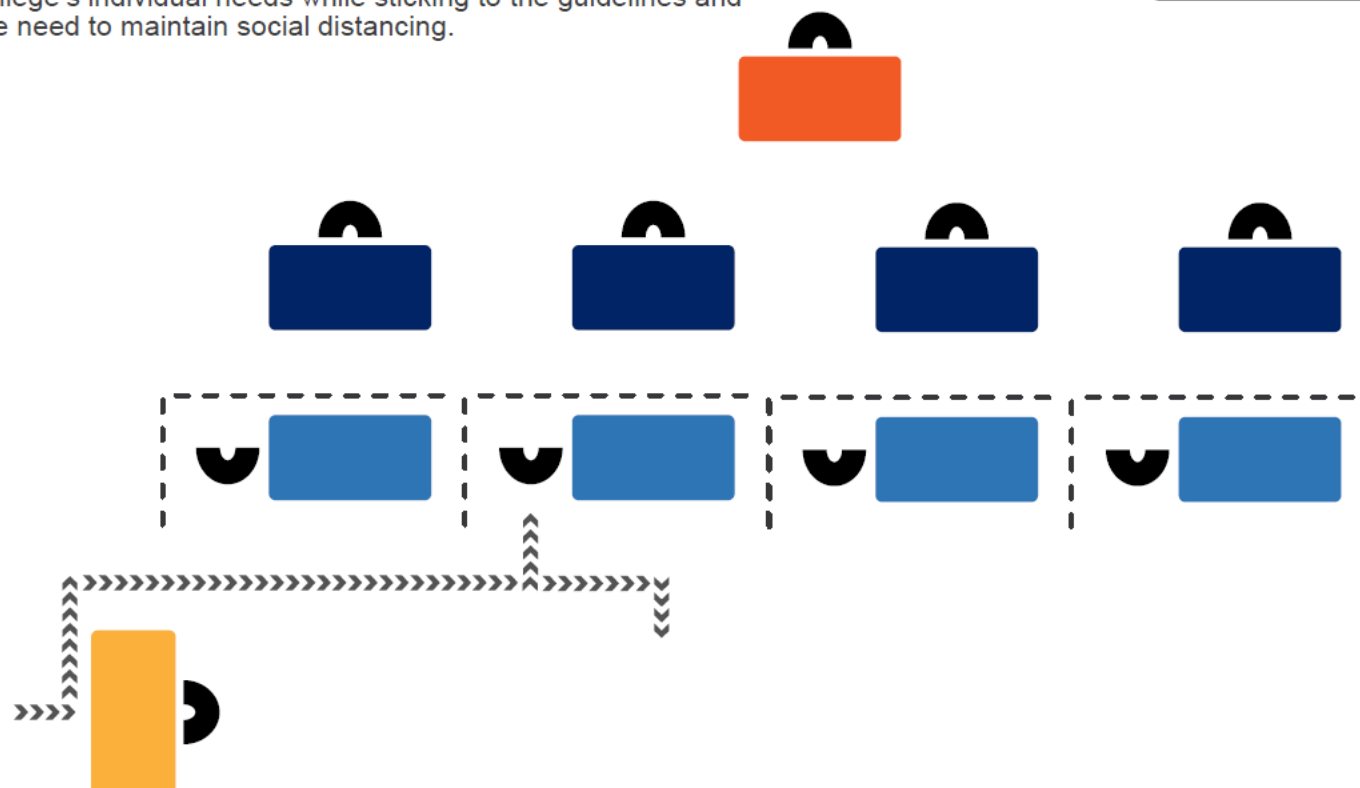
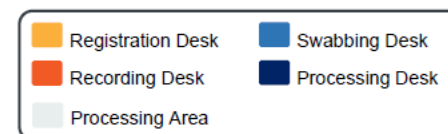


Key layout requirements

- Test site flooring must be **non-porous** and the test site cleanable with the approved cleaning product
- Test site must be **well lit** and have **good airflow** with no recirculation of air
- The ambient **temperature should be 15-30°C** for the lateral flow devices to operate and 2-30°C for storing them
- **Registration desk** at the first point where individual being tested would enter the test site
- **One-way direction of travel** for pupils/students or staff being tested. If not possible, enough room should be provided for individuals being tested to exit the room whilst maintaining social distance
- Test subject chairs in the swabbing bay should be **minimum of 2m apart**
- Each **swabbing desk must have a processing desk** close by – no more than 1m away. **Recording desk** to be located close by
- **Clear division between swabbing and processing area.** This should be clearly set out. Individuals being tested must not enter the processing area

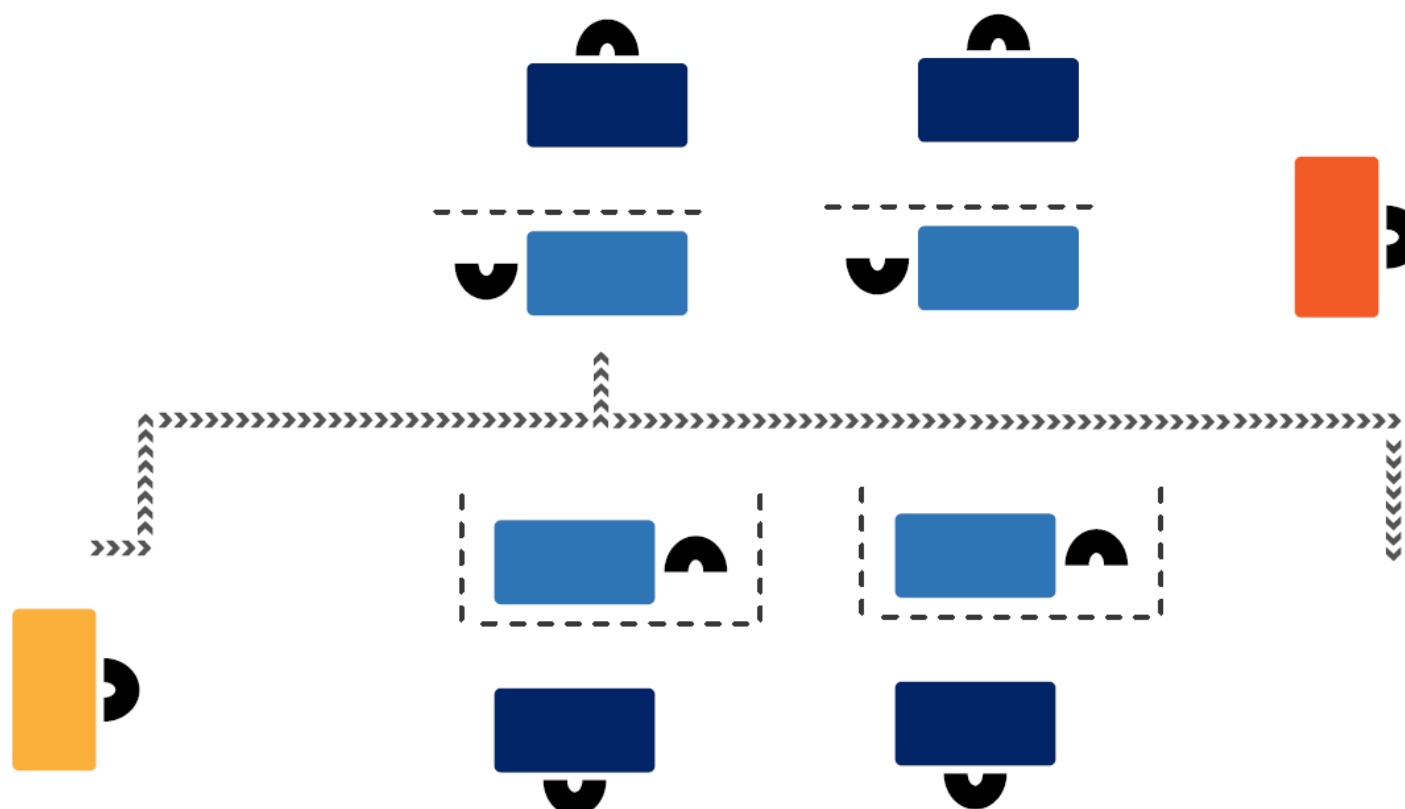
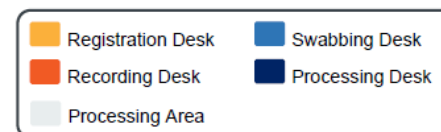
Alternate Layout: Option 1

We know every testing site is different. Slides show potential layout options. Adjust these based on your school or college's individual needs while sticking to the guidelines and the need to maintain social distancing.

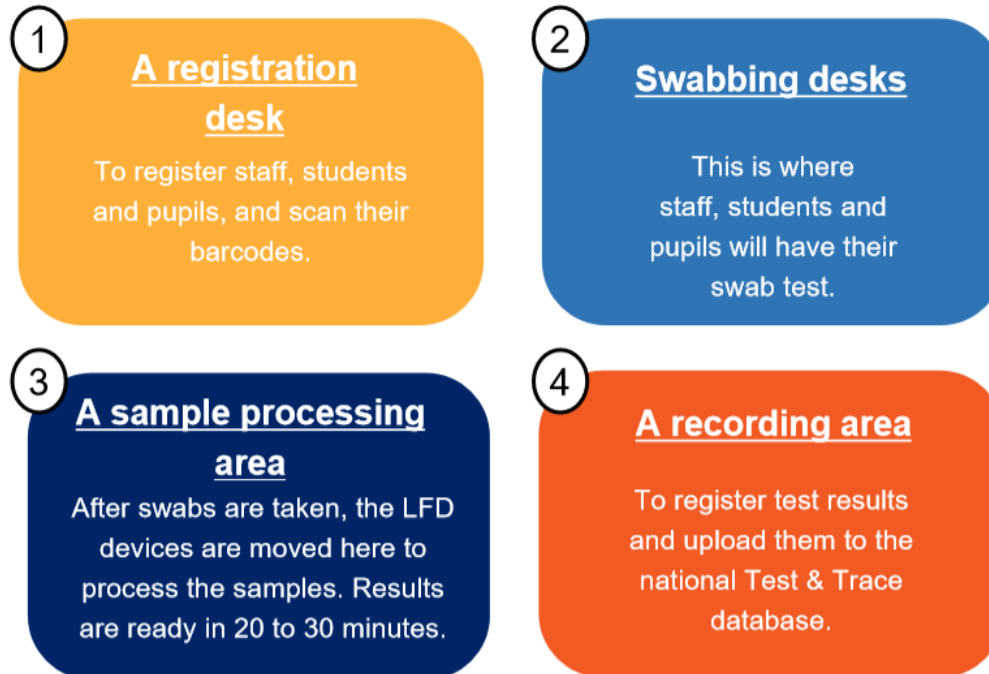


Alternate Layout: Option 2

We know every testing site is different. Slides show potential layout options. Adjust these based on your school or college's individual needs while sticking to the guidelines and the need to maintain social distancing.



Room Layout



You will also need:

- ✓ A secure storage area for testing kits and PPE according to instructions (between approx. 2°C and 30°C)
- ✓ General cleaning daily (mops, buckets, cleaning agent, tissues)

Setting up your test site

Desk Layouts



 Test and Trace

1. Table

2. Disinfectant wipes (1 per bay)

3. Swabs / test kit (LFD & PCR) – keep in cover

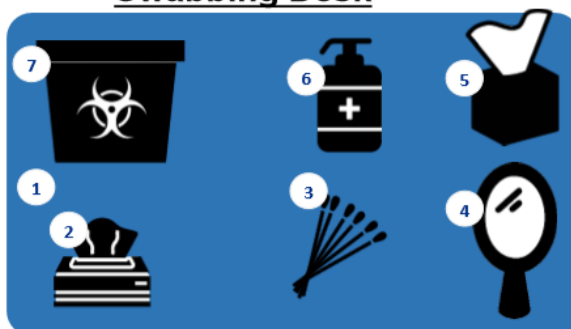
4. Mirror (for supervised swabbing only)

5. Tissues (for test participants)

6. Sanitiser (1 per bay)

7. Waste (bin, bags & disposal)

Swabbing Desk



1. Table

2. Buffer solution

3. Vials

4. Test tube racks (to place vials & transport)

5. LFD devices – keep in cover

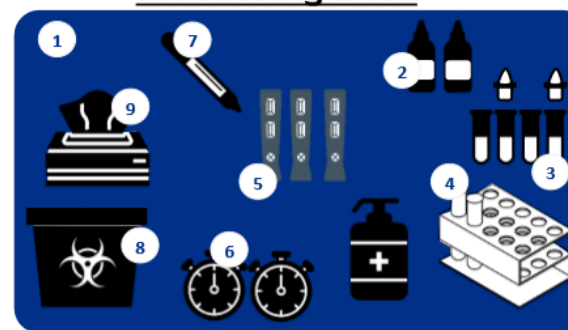
6. Clock / Timer (x2 minimum)

7. Stationery (black markers)

8. Waste (bin, bags & disposal)

9. Disinfectant wipes (1 per bay)

Processing Desk



Registration Desk



1. Table

2. Computer

3. Sanitiser (x1 bottle)

4. Barcodes (roll of multiple)

5. Test Registration cards (multiple)

1. Table

2. Computer

3. Waste (bin, bags & disposal)





Recording Desk



No personal items should be brought to the test site. Disposal water glasses/ bottles may be provided in a dedicated area to support hydration during long testing sessions but this activity should only be undertaken after removing PPE and proper handwashing. All disposables should be discarded before leaving the testing area.

Waste disposal

Kit used during the testing process has to be disposed of in the right way. Here is an overview of how to handle each item.

| Item | | Packaging | How to dispose |
|--|---|---|--|
| All LFD Packaging & General Waste | > | Black general waste bag  | Use existing route |
| Swabs & Tissues | > | Unmarked Yellow / clear bag  | |
| Cartridges | > | Unmarked Yellow / clear bag  | Check with your existing waste disposal contractor if they are able to collect healthcare waste from testing |
| Personal Protective Equipment, Mop Heads, Cloths | > | Tiger bag  | |

5.0 The Team Required

1. Quality Lead / Team Leader
2. Testing Assistant (1 per bay)
3. Results processors (1 per 2 bays)
4. Coronavirus (COVID-19) Coordinator
5. Registration Assistant
6. Results Recorder
7. Cleaner

Prior to starting testing, the Lateral Flow test team (referred to as the 'workforce' by NHS Test and Trace), must be trained for their roles. Training must be completed prior to the start of testing so the Lateral Flow test team have sufficient time to become familiar with their roles and responsibilities. There is online training to support you in training your team. The details and a link to the online training are included in the [Training Guide for Rapid Testing in Schools and Colleges](#). The online platform has 6 short modules. Additional modules may be added to the platform to further supplement training. Only staff who have passed the assessments should commence testing. After completing the online training, testing staff are encouraged to practice using the testing devices during the onsite walkthrough.

School staff such as exam invigilators, administrative personnel and cleaners could be considered to join the testing team – they are already vetted, inducted in all school systems and familiar with the schools' staff, pupils and management systems. If further recruits are required, there may be willing volunteers among your PTA and governors. Where possible the team should be found from within existing staff to reduce the number of additional people in school as far as possible and the need for additional safeguarding checks (which must be carried out on anyone not already checked by the school or college prior to helping in school).

Workforce Roles

Note: more than one role can be performed by one person.



IMPORTANT: If children and young people are not able to swab themselves, support can be provided by someone suitably trained. Further guidance to follow.

| | | | |
|--------------------------------------|---|-----------------------------------|---|
| Quality Lead/ Team Leader | Responsible for the overall on-site operations at the test site, including day-to-day workforce management. Ensure quality assurance, incidents, risks mitigation across the testing service. | COVID-19 Coordinator | Signs off and schedules testing activities; ensuring communications and consents are actioned; management of positive cases as per school and college guidelines. |
| Test Assistant | Provides guidance and supervision to subjects on swabbing as requested. Collects completed swabs and pass them to the Processor. Ensures cleaning of swabbing desks. | Registration Assistant | Responsible for ensuring subjects have registered and distributing test kits on arrival. Ensures orderly entry of subjects onto the testing site. |
| Processor | Prepares test sample for analysis, conducts processing of LFD and interprets result. Provides results to Results Recorder. Ensures cleaning of processing desks. | Results Recorder | Collates results from Processor and uploads to the NHS Test and Trace service. Further details on the process for using this service will be provided separately. |
| | | Cleaner | Cleans the testing desks, and ensures waste is correctly disposed of, including working with clinical waste provider to dispose of clinical waste. |

For further guidance on workforce planning please use the [Workforce Planning Tool](#) [Click here for Workplace Planning Tool](#)

PPE requirements

Although each workforce role will have different PPE requirements, there are three critical things to remember:



The full list of PPE the school and college needs includes:
disposable gloves,
disposable plastic aprons,
fluid-resistant **surgical masks**
and **eye protection** (goggles or visors).



PPE should be **replaced between test sessions**
e.g. at the end of the morning session before lunch, except for specific roles. Instructions for how to do this are in the following slides.



Those doing sample processing roles need to **change gloves after each sample** following the appropriate PPE guides.

Some pupils and students may find the extra PPE worn by the workforce intimidating and may need extra reassurance about its role in keeping staff safe.

Keeping your workforce safe

Putting on PPE

Make sure you perform hand hygiene. Use alcohol hand rub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings. This is guidance for putting on PPE, some of the steps may not be relevant for certain roles. **Role specific guidance for PPE for staff can be found in the Training guide and linked online training.**



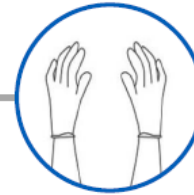
Put on plastic apron, making sure it is tied securely at the back.



Put on surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover mouth and chin.



Put on eye protection if there is a risk of splashing.



Put on gloves.

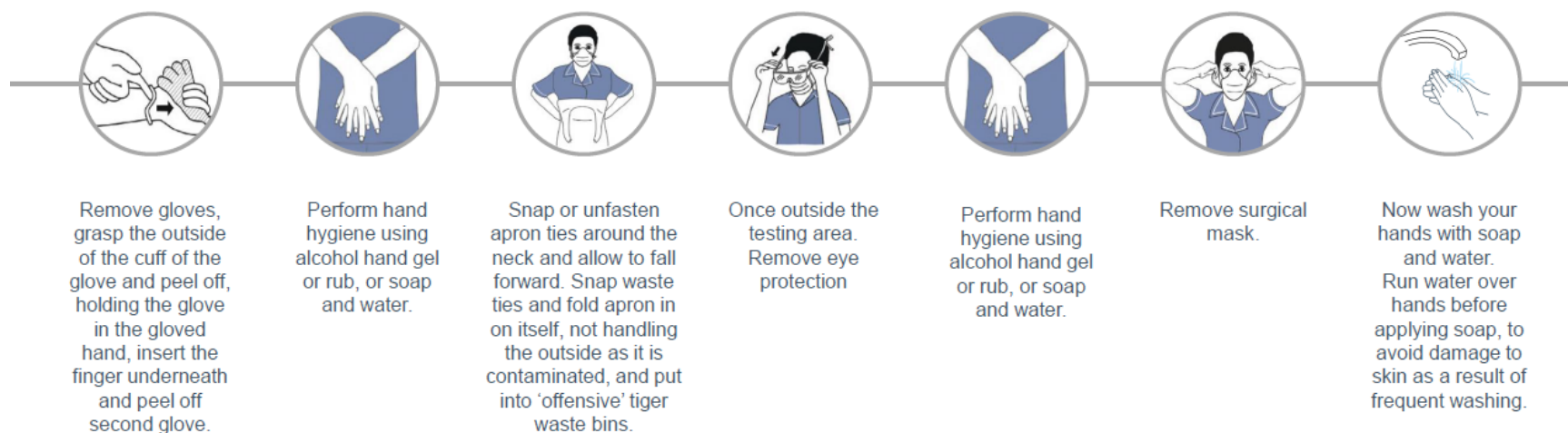


You are now ready to enter the testing area.

Keeping your workforce safe

Removing PPE

Surgical masks are single session use, gloves and apron should be changed between test subjects. All used PPE must be discarded as healthcare waste into the 'offensive' (tiger) This is guidance for removing PPE, some of the steps may not be relevant for certain roles. **Role specific guidance for PPE for staff can be found in the Training guide and linked online training.**



PPE provided for Lateral Flow tests must not be mixed with other PPE in school. The Lateral Flow test team must only use the PPE specifically provided for this task, as this may be of a higher grade than other PPE in use elsewhere.

6.0 Gaining Consent

6.1 Why consent is necessary

Schools and colleges need to gain consent for anyone being tested at their test site

Participating in testing is voluntary, so test subjects must consent to their test results being shared in accordance with the Privacy Notice provided on the [Document Sharing Platform](#).

6.2 How to gain consent

To gain consent you should use the Consent Form provided on the [Document Sharing Platform](#).

The email and mobile phone number provided on the Consent Form should be used in registration and this is where their test results will be sent. Registration is done via the online tool 'Lite Registration'.

When requesting consent, schools and colleges must also share the [Privacy Notice](#), which explains how test subjects' personal data will be used.

When someone has provided consent, this must be recorded on your school or college's Coronavirus (COVID-19) Test Register (see next page for more information).

Staff consent should be recorded by the school and college. Staff test results should be managed through Lite Registration.

6.3 Who requires parental consent?

- i. Under 16 year olds require a parent/guardian to consent on their behalf, using the Consent Form.
- ii. Those aged 16 and older may consent themselves, using the Consent Form.
- iii. 16 -25 year olds with SEND may consent themselves using the Consent Form, providing they are Gillick Competent.
- iv. Looked after children may already have consent arrangements in place, covered by their local authority. If not, the child's social worker may consent (or seek consent from those with parental responsibility), using the Consent Form.
- v. Staff may consent themselves, using the Consent Form.

7.0 Registering and recording results on NHS Test and Trace system

There are 3 key processes which must be followed to ensure that test results are registered and recorded safely on the online NHS Test and Trace system. The first 3 steps must be followed so that the NHS Test and Trace process can occur. Note that the NHS Test and Trace system will not allow you to identify individuals and their results.

7.1 Registering Team Leaders with DfE

- This process will allow your test site staff to be set up to record test site results online. This can take up to 48 hours so you should start this as soon as you can using the form below.
- <https://form.education.gov.uk/service/register-test-site-team-leader>

7.2 Registering tests subjects (i.e. pupils and staff) using the online tool 'Lite Registration'

- This is where an individual test subject (i.e. pupil or staff member) registers online.
- Schools and colleges will need to ensure that test subjects do this, which may require staff supervision and involvement.
- You register at this link: <https://test-for-coronavirus.service.gov.uk/register-kit/register-rapid-test>
- You can choose to register test subjects anywhere in the process. However, it cannot be no earlier than 24 hours in advance of the test and no later than 24 hours after taking the test.

7.3 Recording test site results online

- This is where test site operatives log test results: <https://log-coronavirus-test-site-results.service.gov.uk/>

8.0 Setting up a Coronavirus (COVID-19) Test Register

- It is important to set up a Coronavirus (COVID-19) Test Register to allow you to track all test results.
- The Coronavirus (COVID-19) Test Register is owned and managed by school or college.

8.1 How to identify positive and void test results

The school or college will need to keep its own records of test results, so that positive or void test results can be identified and ensure that everyone participating has given consent. You can do this by creating a Coronavirus (COVID-19) Test Register, which will allow you to record test results by Test Subject. You'll manage the register at school and college level, and it is separate from recording results online with NHS Test and Trace.

8.2 What to include in your Coronavirus (COVID-19) Test Register

The Coronavirus (COVID-19) Test Register should be hosted in a spreadsheet and stored securely. Please ensure that staff managing the register are recruited following Keeping Children Safe in Education Part 3. This is because they will be working with sensitive information about children.

8.3 Your register should track the following information:

- Name of Test Subject.

- Whether they have given consent.
- Unique Test Subject identifier (if needed) e.g. date of birth.
- Barcode (these come with the LFD Test).
- Test Result.

8.4 Why it's important to keep a Coronavirus (COVID-19) Test Register

While school or college has a legal obligation to record all test results online, this doesn't allow you to track results yourself. It is critical that you use a Coronavirus (COVID-19) Test Register so you know when someone at your test site has tested positive, or gets a void result. This will allow you to ensure that test subjects self-isolate if their result is positive, or take another test if their result is void.

Remember: You should keep your Coronavirus (COVID-19) Test Register for a minimum of 14 days, and make sure that it is securely destroyed within 1 month of the testing programme ending. This is to ensure that you are compliant with Data Protection law.

9.0 Before you start testing:

Before you start testing you need to complete the following four steps:

9.1 Designate a 'Quality Lead' / 'Team Leader'

Each school / college will be required to put in place a quality management system and designate a member of the team to act as Quality Lead / Team Leader. They will have accountability for quality and risk management of the service within the context of a non-laboratory environment. It is not necessary for this person to have a clinical background but they must have undertaken the training for this role. In smaller settings, the site team leader can take on the role of quality lead.

Should the Quality Lead or Team Leader require support, they should contact their Head Teacher or if further escalation is required, the Director of Operations.

9.2 Put in place a plan

Each school is responsible for creating a quality management plan prior to the start of the testing, which should include the following:

- Training. Check and record that your lateral flow test team (testing workforce) have carried out the knowledge assessment at the end of on-line training.
- Check and record that the testing workforce have carried out a dry run as a team during mobilisation or on first day.

9.3 Observe Testing Process

- Review daily/weekly quality audits undertaken by the site supervisor (a sample quality checklist can be found [here](#))
- Staff competence checks. Competency checklists for key roles are provided in [here](#).

9.4 Monitoring

- Record void rates and invalid tests rates by day and by operator and consider further training if issues are identified.
- Record errors.
- Record serious incident rates and escalate through the DfE Helpline. All incidents that could potentially impact quality or safety of testing should be reported to DfE who will in turn escalate the issues to DHSC through the clinical governance process for mass testing.

9.5 Risk Assessment

- Make sure you have a risk and incident management system that sets out the management of safety concerns, safety incidents and risk mitigation.
- Risk assessments will be provided via GS Musson Associates.

9.6 Records and reporting

- A record should be kept to capture all of the above points and to verify the checks have been undertaken. The record should note if any actions are necessary, that they are documented and followed up in a timely manner.

- Please retain a weekly summary of your records and record any lessons learned. DfE may contact you to collate information across different settings.

10.0 Carrying Out Testing

The testing journey in detail



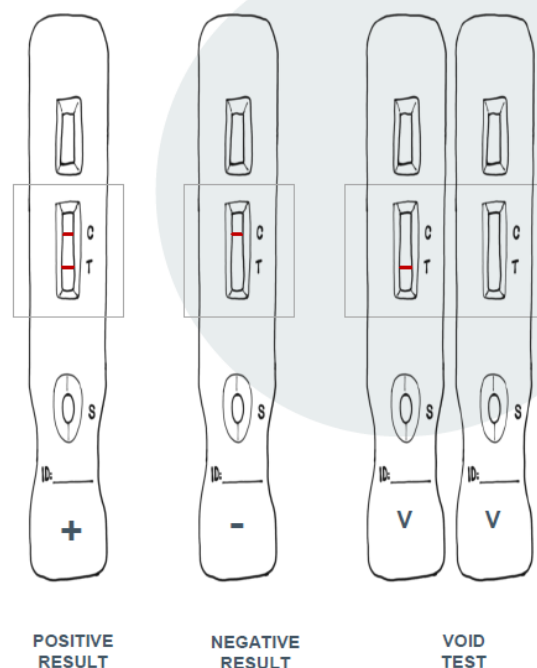
 Test and Trace

The Lateral Flow Device (LFD) Test

You will be using rapid lateral flow antigen testing technology. This involves swabbing tonsils at the back of the throat and one nostril and processing the swab with a Lateral Flow Device (LFD).

The LFD detects the SARS-CoV-2 antigen that is produced when a person is infected with Covid-19. The presence of two coloured bands indicate a positive result for the viral antigens.

When used in combination with Personal Protective Equipment (PPE), regular hand washing and social distancing these tests will further reduce the risk of transmission. We must not relax any of these other measures.



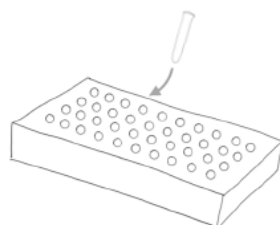
This test provides a result in 30 minutes.

Preparing the test

The **Testing Processor** will need to prepare the Lateral Flow Device (LFD) cartridge, extraction tube and extraction solution on the table in front of the participant.

Preparing the tube before the test

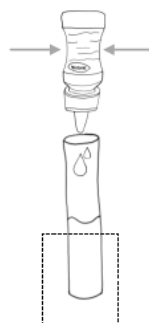
1



First, place the extraction tube into the tube rack or equivalent.

Preparing the extract solution in the tube

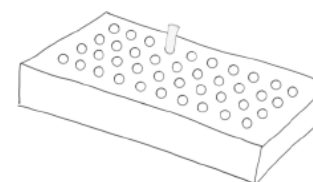
2



Add 6 drops of the extract solution into the extraction tube. **This is really important – don't let the extraction solution bottle touch the edge of the extraction tube** as it may invalidate the test.

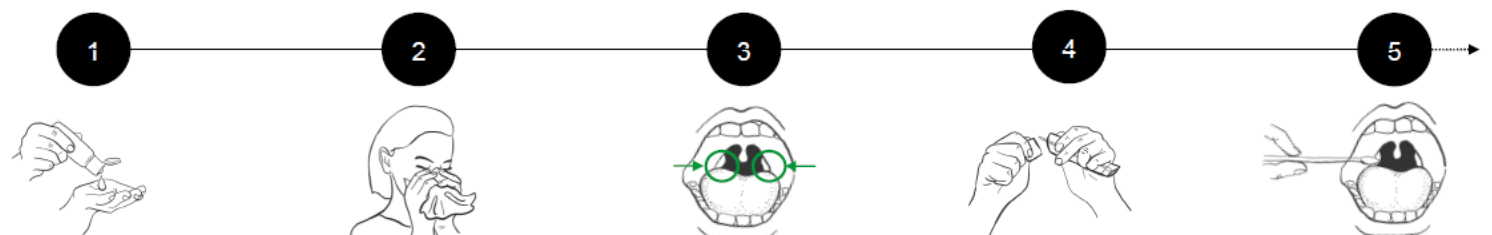
Placing the tube in front of the person being tested

3



Place the prepared tube rack in front of the participant being tested. The participants will place their used swabs in this rack. Now staff and students/pupils are ready to take their tests.

Self-administering the test (1 of 2)



At the Registration Desk, the individual being tested (students/pupils/staff member) will be handed a barcode.

They will step up to the swabbing desk and hand the barcode to the Processor. They should **sanitise their hands** and remove their mask.

The person being tested will blow their nose into a tissue and throw the tissue into the yellow / clear waste bin. This gets rid of excess mucus.

They will look inside their mouth and find their tonsils – using a mirror helps. **Tonsils, marked in green, are where to swab the sample.**

If they've had tonsils removed, the area where tonsils would have been is where to swab.

Younger pupils may find this difficult or too uncomfortable. You can support them by advising them on how to swab*.

Time to open the package and gently take out the swab. This will be used for both throat and nose.

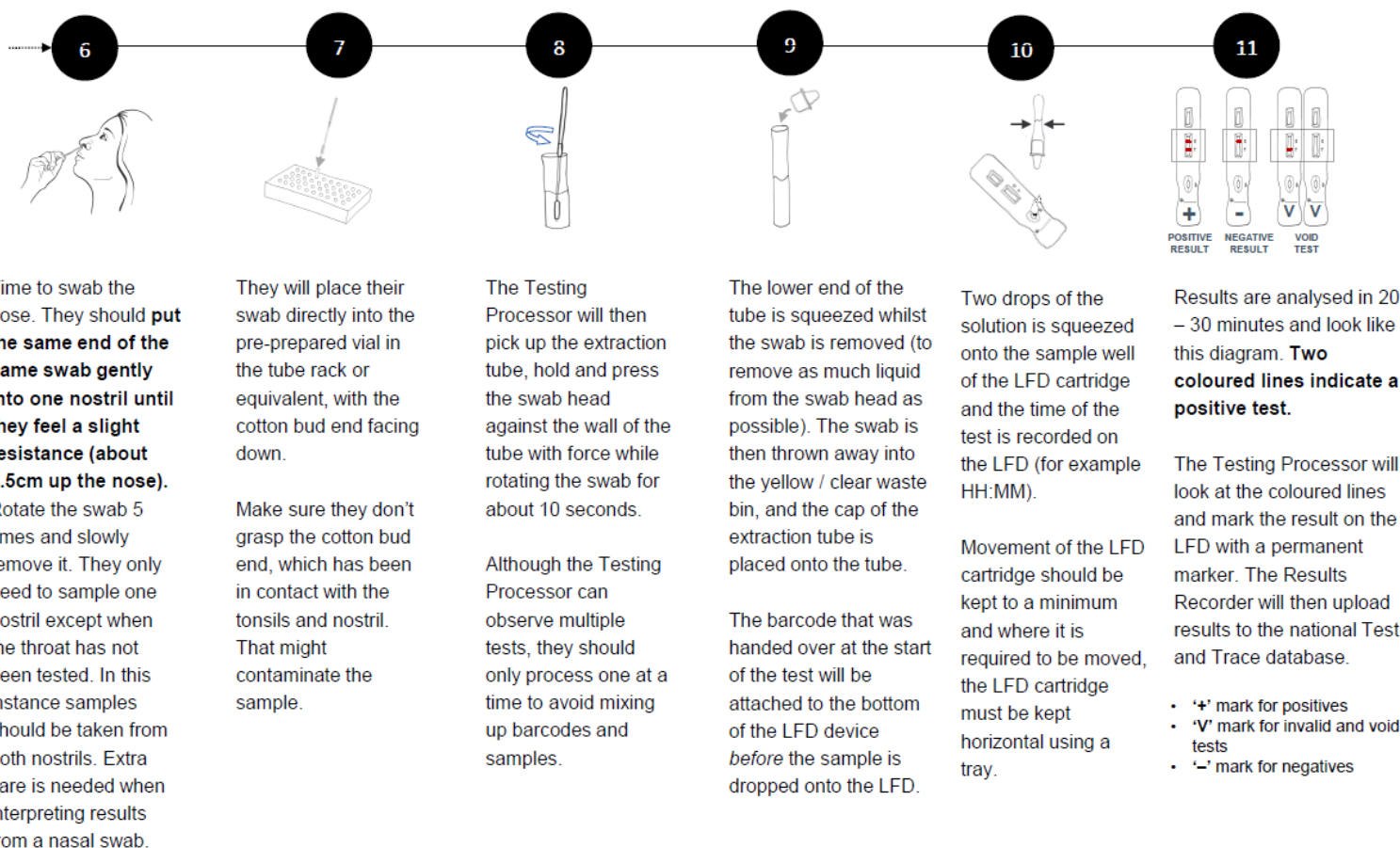
They will open their mouth wide and rub the fabric tip of the swab over both tonsils at the back of their throat **at least 3 times** (again, a mirror helps). Carefully remove the swab stick.

If the person being tested can't take a throat swab, they can swab both nostrils instead.



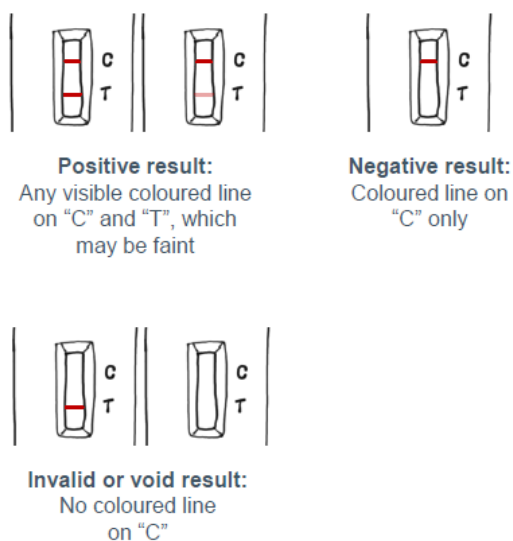
***If the student/pupil is unable to self administer the test, administered swabbing should be completed by a trained member of staff.**

Self-administering the test (2 of 2)

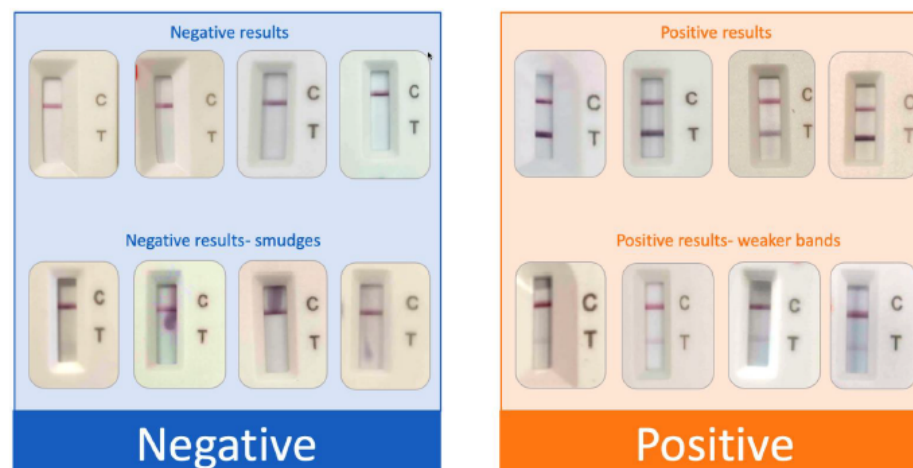


Interpreting the results

- All results must be reported after 30 minutes of development.
- LFDs with positive lines that appear before 30 minutes can be reported after 20 minutes of development (positive results will not turn negative)
- LFDs that appear negative after 20 minutes of development may still become positive, so they can only be declared as negative after 30 minutes of development
- If a positive line appears **after** 30 minutes, it is a negative result, and **should not be reported as positive**
- Line C must be coloured to have a valid test result



Results interpretation- real world examples



11.0 Processing of Personal Data

Processing personal data in support of Coronavirus (COVID-19) testing. There is a small amount of processing of personal data which will be needed as part of the testing programme. To simplify this part of the process, DfE has provided some information and templates for use. This does not replace your own due diligence and assurance as Data Controllers as would be the case in data security for any other activity in school.

A Privacy Notice which outlines how the personal data is to be used in the event of both positive and negative tests and the rights that individuals have has been put together by the DfE. We recommend that you send a copy of this with your initial correspondence about the testing so that when people are making a decision about whether to agree to a test, they are doing so with a full understanding of what happens to their personal data. The privacy notice can be found [here](#).

A copy of the privacy notice should be placed on your website and it should also be displayed in a common area of the school or college.

12.0 Costs

All expenditure relating to Lateral Flow testing must be prior approved by the Director of Finance as a part of a 2-stage approval process; commencing with the EBM and concluding with the Director of Finance. This must be prior to orders being placed. Should the Director of Finance not be available then final approval can be sought from the Director of Operations. Schools and colleges must remember that costs associated to Lateral Flow tests may not necessarily be reimbursed by the DfE. The Director of Finance will work with you to ensure that Lateral Flow testing can be delivered safely and sustainably.

13.0 Supporting Information.

Test Instructions for pupils (supervised self-swabbing)



Test Instructions for pupils (supervised self-swabbing)



Test and Trace

HOW TO DO YOUR TEST

WHILE THIS IS A SELF-SWAB TEST, THERE WILL BE A TESTING HELPER WHO WILL OVERSEE THINGS AND PROVIDE HELP IF YOU NEED

- 

YOUR COVID-19 TEST WILL BE SCHEDULED. IF YOU ARE UNDER 16, YOUR PARENT / CARER WILL HAVE CONSENTED
- 

YOUR TEST WILL BE FAST AND WHILE IT MIGHT FEEL A LITTLE UNCOMFORTABLE, IT WON'T HURT YOU
- 

BLOW YOUR NOSE IF NEEDED. WASH AND DRY/SANITISE YOUR HANDS. REMOVE THE SWAB BEING CAREFUL NOT TO TOUCH THE SOFT PART
- 

10 SECS
OPEN YOUR MOUTH WIDE AND USE A MIRROR TO LOOK AT THE BACK OF YOUR THROAT, THEN USE THE SWAB TO RUB FIRMLY 4 TIMES ON EACH SIDE
- 

REMOVE THE SWAB CAREFULLY WITHOUT TOUCHING YOUR TEETH, TONGUE OR GUMS
- 

GENTLY PLACE IT ABOUT 2-2.5 CM INSIDE ONE OF YOUR NOSTRILS. ROLL THE SWAB 4-5 TIMES ALONG THE LINING OF THE NOSTRIL. THIS WILL TAKE 10-15 SECONDS
- 

YOUR SWAB CAN THEN BE PLACED IN A TUBE FOR TESTING, THIS TAKES ABOUT 30 MINUTES
- 

AFTER THIS, YOU'RE DONE, GENTLY REMOVE THE SWAB BEING CAREFUL NOT TO LET ANYTHING TOUCH THE TIP

YOUR SCHOOL / COLLEGE WILL CONTACT YOU OR YOUR PARENT / CARER WITH THE RESULTS AND LET YOU KNOW WHAT HAPPENS NEXT

Equality, Diversity and Inclusion (EDI) considerations

We have a responsibility to ensure materials and processes are accessible to all and to be mindful of potential barriers to participation.

Some guiding principles are outlined below. General materials from Public Health England in different formats / languages are available at <https://coronavirusresources.phe.gov.uk/> and we will provide further materials relating to school / college testing in due course.

Communication: Are you communicating through formats accessible to everybody including those who have disabilities, those who are digitally excluded or face language barriers? E.g. size 14 font, left aligned, clearly visible text on paper.

Engagement: Are you engaging with local communities and faith leaders whose co-operation and support can mitigate the concerns of those who have limited trust or confidence in the government?

Representation and language

appropriateness: Are the visual images and language you use in your communications and across your campaign locations representative and inclusive?

Site accessibility/User guidance: Do your testing sites and guidance include reasonable provisions for those with both visible and non-visible disabilities?

Data: Do you use clear languages across your campaigns to explain what data is collected, why it is being collected and how it will be used?

Isolation support: Have you considered the barriers vulnerable groups face to isolating and adequately communicated what resources are available from the Government and their local communities?

