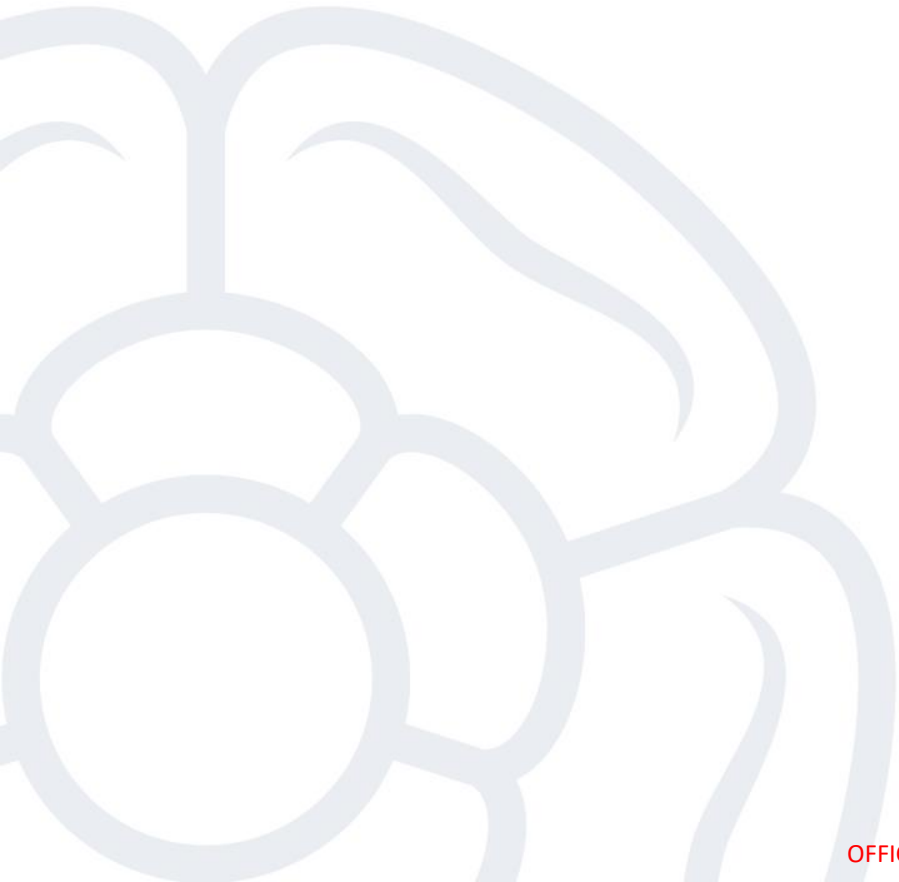


Webinar for schools

4 January 2021 16:00

What we know to date?

Stuart Carlton



What we know to date:

- ***It is not mandatory to carry out testing within your school***
- *Secondary age* pupils (in secondary mainstream, special and AP) are to be prioritised, primary schools will return as normal (unless stipulated otherwise by the government)
- School staff will be tested weekly, as well as daily testing for staff and pupils who are close contacts of positive cases (avoiding the need for self isolation)
- After the exceptional period, all pupils in all year groups are expected to attend school full time

Key Check Points:

1. Designated suitable space
2. Staffing of testing team
3. Training
4. GDPR, Safeguarding and data control
5. Cleaning
6. Disposal of Clinical Waste
7. Updated risk assessment

What is the aim of lateral flow testing?

Dora Machaira

Lateral Flow Tests in schools – gov. guidance

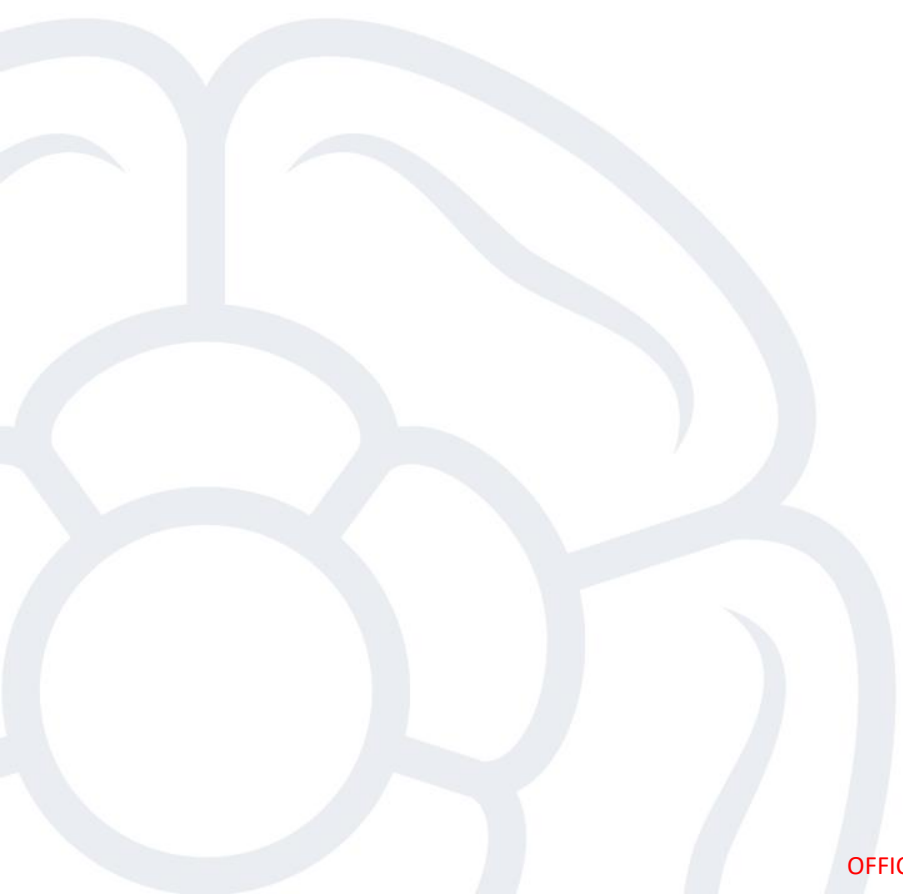
Evidence indicates that regular LFD testing for 7 days appears to avert a similar proportion of transmitted cases to that of the 10 day quarantine, allowing for the reduction of or removal of the quarantine requirement for traced contacts

Aims of the tests:

- **Finding** Identify positive cases of COVID-19 and ensure they self-isolate to reduce transmission to other people;
- **Enablement** Reduce absences and minimises impact on education continuity by allowing asymptomatic contacts who test negative on repeated daily contact testing to return to daily activities.
- **Surveillance** Provide further information on asymptomatic transmission in addition to the ongoing COVID19 surveillance in the school population and targeted local public health response with LAs to prevent spread to the wider community.

What are the testing requirements?

For reference on the following slides



Testing location requirements

3 Key Requirements;

1. Test site flooring must be non-porous
 2. Must be a well-lit space with good airflow
 3. Should enable one-way direction of travel for test subjects. If not possible, enough room should be provided for test subjects to exit room whilst maintaining social distance
- Please review the example layout in the guidance
 - Key aspect is maintaining social distancing within the test site
 - Should any school have difficulty identifying a suitable space, or require further advice and assistance, please contact us at **schoolscovid19testing@northyorks.gov.uk**

Testing

- Testing is important because staff, students and pupils without symptoms could be carrying the virus and may spread it to others. Testing staff and students will support schools and colleges to operate as safely as possible.

Approaches to testing:

1. Mass testing of as many students and staff as possible before their return to school/college
2. Weekly testing of all staff (teaching and non-teaching)
3. Serial testing of staff and/or students who are close contacts of a positive case.

What are the benefits of lateral testing?

For reference on the following slides

Lateral flow tests/devices (LFTs or LFDs)

- Lateral flow tests are an **additional** measure that will enable us to reduce the risk of infection.
- The benefit of lateral flow tests is that they can provide results quickly, without the need for delay in sending swabs to a laboratory.
- However, as with many tests, decreasing turnaround time means that there is also a decrease in accuracy.
- A negative lateral flow test result **does not mean** that an individual **definitely does not** have COVID-19 and that there is therefore no risk.
- Individuals with a negative lateral flow test result should continue to practice social distancing, hand and respiratory hygiene, and all other existing infection prevention measures to try and decrease the spread of disease.

How does it all work in a nutshell?

For reference on the following slides



How the test works

- 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.**

How does the testing process work?

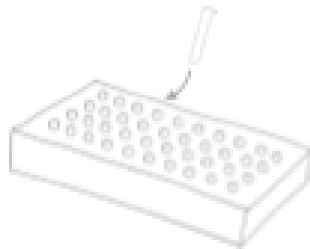
For reference on the following slides

Testing process

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

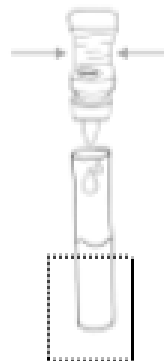
1



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

Preparing the extract solution in the tube

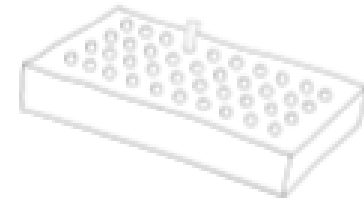
2



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



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.

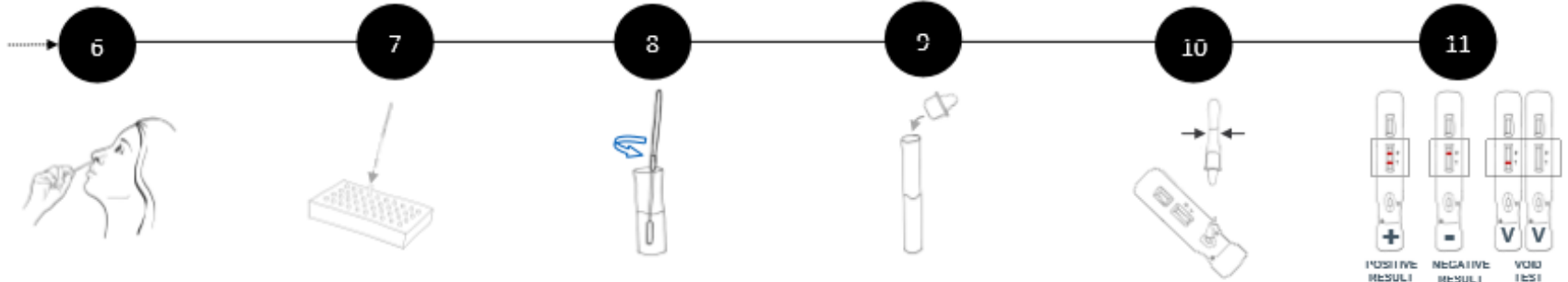


They will open their mouth wide and rub the fabric tip of the swab over both tonsils at the back of their throat **at least 3 times** (again, a mirror helps). Carefully remove the swab stick.

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 (cont)



Time to swab the nose. They should **put the same end of the same swab gently into one nostril until they feel a slight resistance (about 2.5cm up the nose)**. Rotate the swab 5 times and slowly remove it. They only need to sample one nostril except when the throat has not been tested. In this instance samples should be taken from both nostrils. Extra care is needed when interpreting results from a nasal swab.

They will place their swab directly into the pre-prepared vial in the tube rack or equivalent, with the cotton bud end facing down.

Make sure they don't grasp the cotton bud end, which has been in contact with the tonsils and nostril. That might contaminate the sample.

The Testing Processor will then pick up the extraction tube, hold and press the swab head against the wall of the tube with force while rotating the swab for about 10 seconds.

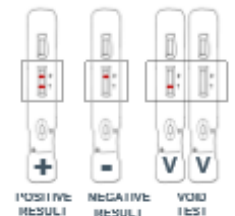
Although the Testing Processor can observe multiple tests, they should only process one at a time to avoid mixing up barcodes and samples.

The lower end of the tube is squeezed whilst the swab is removed (to remove as much liquid from the swab head as possible). The swab is then thrown away into the yellow / clear waste bin, and the cap of the extraction tube is placed onto the tube.

The barcode that was handed over at the start of the test will be attached to the bottom of the LFD device *before* the sample is dropped onto the LFD.

Two drops of the solution is squeezed onto the sample well of the LFD cartridge and the time of the test is recorded on the LFD (for example HH:MM).

Movement of the LFD cartridge should be kept to a minimum and where it is required to be moved, the LFD cartridge must be kept horizontal using a tray.



Results are analysed in 20 – 30 minutes and look like this diagram. **Two coloured lines indicate a positive test.**

The Testing Processor will look at the coloured lines and mark the result on the LFD with a permanent marker. The Results Recorder will then upload results to the national Test and Trace database.

- '+' mark for positives
- 'V' mark for invalid and void tests
- '-' mark for negatives

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).



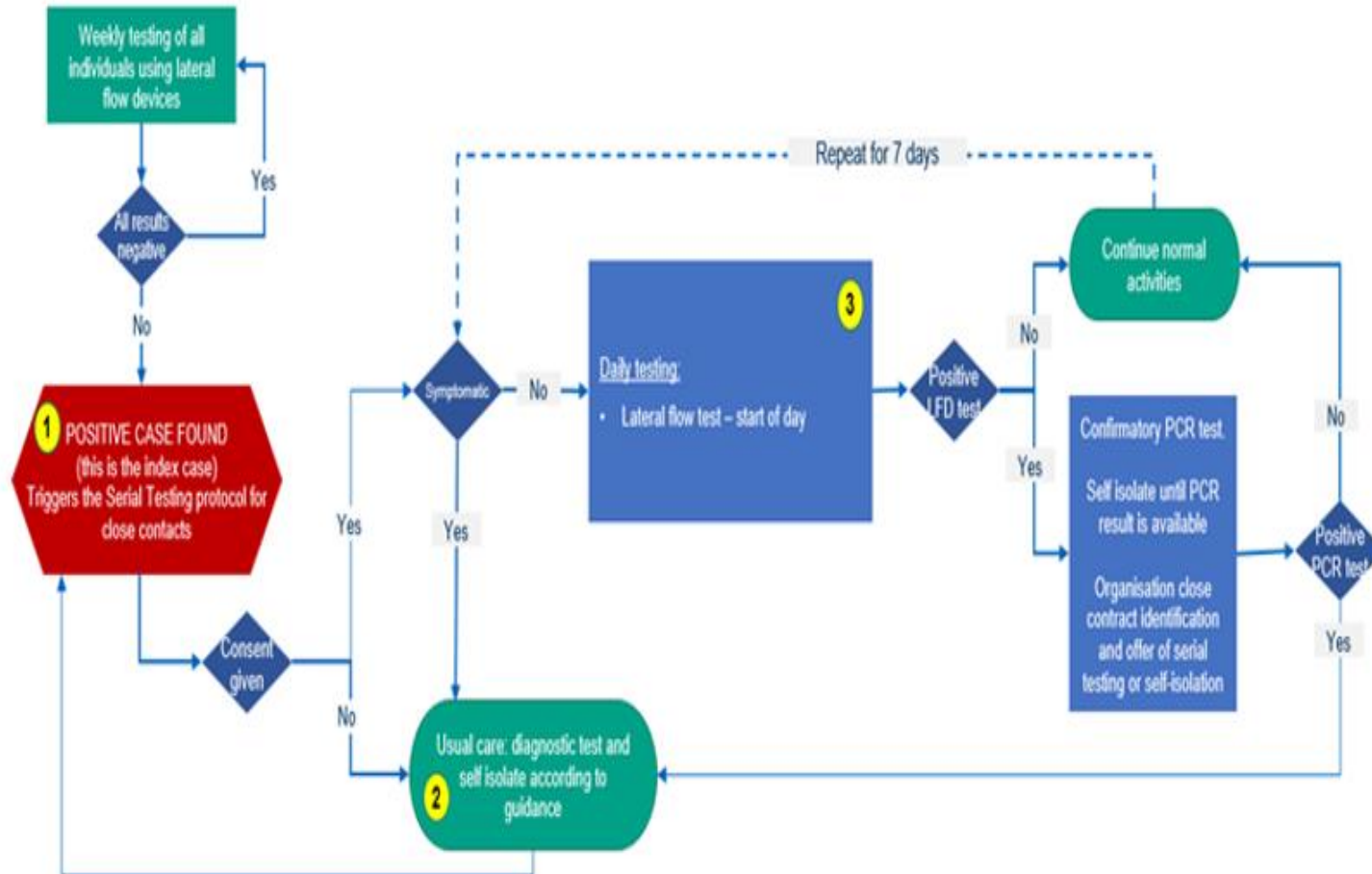
PPE should be replaced **between test sessions** e.g. at the end of the morning session before lunch, except for specific roles. Instructions for how to do this are in the following slides.



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

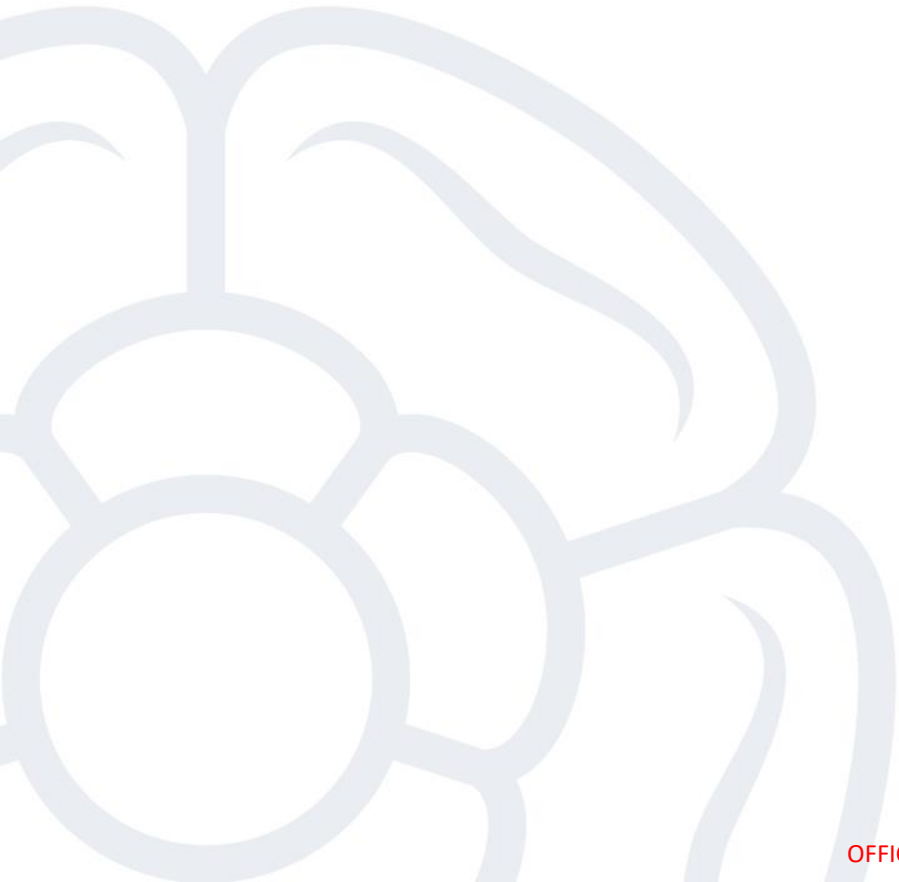
Some pupils and students may find the extra PPE worn by the workforce intimidating and may need extra reassurance about its role in keeping staff safe.

Testing asymptomatic close contacts with Lateral Flow Antigen Testing Devices



What are the PPE requirements?

For reference on the following slides



Putting on PPE

1. 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.
2. Put on plastic apron, making sure it is tied securely at the back.
3. 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.
4. Put on eye protection if there is a risk of splashing.
5. Put on gloves
6. You are now ready to enter the testing area.

Removing PPE

1. 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).
2. Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.
3. Perform hand hygiene using alcohol hand gel or rub, or soap and water.
4. Snap or unfasten apron ties around the neck and allow to fall forward. Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into 'offensive' tiger waste bins.
5. Once outside the testing area. Remove eye protection
6. Perform hand hygiene using alcohol hand gel or rub, or soap and water.
7. Remove surgical mask.
8. Now wash your hands with soap and water. Run water over hands before applying soap, to avoid damage to skin as a result of frequent washing.

What is the process for notifications?

Dora Machaira

COVID positive cases notification process

- The notification process for COVID cases remains the same; you still need to let us know of positive cases **whether they are through a LTF or a PCR test.**
- Once you are made aware of any positive cases in your setting, please email education.COVID19@northyorks.gov.uk or ring 01609 780 780.
- You can also receive advice on positive cases from the DfE helpline 0800 046 8687.

What are the testing requirements?

What designated spaces will you need?

For reference on the following slides

Testing requirements

- The specific configuration of each school site will depend on the volume of tests and infrastructure constraints.
- **A typical school testing site set-up will comprise the following:**
 - a) **Registration area:** Consent for each pupil is checked before providing peripherals, instructions, barcode and registration card and directing the subject to a swabbing bay.
 - If subject has pre-registered then registration desk assistant would also confirm with the test subject that registration is complete and the barcode is still with the test subject.
 - b) Swabbing bay: this could be one of the following
 - **Booth:** A dedicated test booth (minimum 1.2 X1.2 m in dimension)
 - **Open plan station:** where “open plan” sample testing stations are provided such as tables laid out in the school hall, these should be constructed in such a way as to maintain 2m social distancing.
 - **Open plan station with screen:** a screen could be used in open plan model but not mandated. This provides some privacy and additional protection from adverse reactions to the swabbing process (vomiting, sneezing etc.)

Testing Requirements

Receiving area: located on the opposite side of the testing stations from where Test Assistant can observe up to 5 booths and receive swabs from participants. List of items typically required at this workstation:

- i. Extraction fluid
- ii. Extraction tubes
- iii. Sterile swabs
- iv. Healthcare waste bins
- v. Disinfectant spray bottle with paper towel/ wipes

Processing area: This should have sufficient flat surface area with adequate light. The analysis area will include dedicated space for LFD timing, reading and recording

List of items typically required at this workstation:

- i. LFD cartridges
- ii. Extraction solution
- iii. Extraction tube nozzles
- iv. Tube racks or equivalent for holding extraction tubes (schools may procure microarray tube racks commonly used in chemistry labs)
- v. Healthcare waste bins
- vi. Disinfectant spray bottle with paper towel/ wipes
- vii. Timing clock(s)
- viii. Permanent marker pens (see below: for requirements)
- ix. Trays (to be cleaned with alcohol after each LFD batch has been transferred to the processing/results table)

Testing Requirements Continued

Recording area:

This can be a separate table where the marked LFDs can be collected for scanning and uploading. List of items typically required at this workstation:

- vi. Marked LFD cartridges
- vii. Healthcare waste bins
- viii. Disinfectant spray bottle with paper towel/ wipes
- ix. Barcode Scanner
- x. Scanning device

What are the staffing requirements?

Mairi Reed

Workforce staffing – role descriptions and pay

Role 'profiles' rather than job descriptions as short-term duties. NYHR have produced a workforce information pack which includes indicative payment levels and detailed advice. NYHR@northyorks.gov.uk

DfE defined role	Duties	Considerations
Quality Lead/Team Leader	Responsible for the overall on-site operations at the test site, including day-to-day workforce management. QA / risk mitigation.	Likely to be school based manager. Needs consistency so not suitable for ad hoc volunteer. Indicative grade H (£12.95 - £14.38)
Covid-19 co-ordinator	Sign-off and schedules testing activities; ensuring communications and consents are actioned; management of positive cases as per school/college guidelines.	Likely to be school staff administratively supporting team leader. Indicative grade D (£9.81 - £10.21)
Registration Assistant	Responsible for ensuring subjects have registered and distributing test kits on arrival. Ensures orderly entry of subjects onto the testing site.	Likely to benefit from some level of behaviour management ability in schools' context. Indicative grade C (£9.43 - £9.81)
Test Assistant	Guidance and supervision to subjects as requested. Collects completed swabs and pass them to the Processing Operatives. Ensures cleaning of swabbing bays.	Indicative grade C (£9.43 - £9.81)
Processor	Prepares test sample for analysis, conducts processing of LFT and interprets result. Provides results to Results Recorder. Ensures cleaning of processing bays.	Indicative grade D (£9.81 - £10.21)
Results Recorder	Collates results from Processing Operatives and uploads to digital solution	Indicative grade D (£9.81 - £10.21)
Cleaner	Normal job description applies	Grade A (no change - £9.25)

Workforce - staffing

Consider your **existing** and '**periphery**' workforce – relief staff, exam invigilators and staff with part-time hours who may be willing to undertake additional hours and work some of their current duties outside the school day.

Pay: **pragmatic approach**. Rates are indicative; can ask staff to do a role at a lesser grade temporarily (just don't pay them less) and can give additional payments for staff assuming higher responsibilities for a reasonably period – normally 4 weeks but warrants some flexibility in the circumstances.

Remember **Single Central Record** for those working regularly on site!

DBS: Activities associated with testing are regulated activity so DBS required unless specifically excludes volunteers can be supervised robustly i.e:

- there must be supervision by a **person who is in regulated activity**
- the supervision must be **regular and day to day**
- the supervision must be **“reasonable in all the circumstances to ensure the protection of children”**.

Training: In addition to the role specific training, all workers will need an induction in terms of school site orientation AND the usual practice for all those working in school including safeguarding practices and procedures.

What are the insurance and risk implications?

Rachael Hansen

Insurance and risk

- Where a school potentially exposes staff/volunteer to C19, it must take all reasonably practicable steps to ensure they are not exposed to harm (eg. Outside testing; masks/PPE; hand washing facilities; ventilation; 1 way systems; staff rotation – risk assessments should evidence all steps considered)
- In relation to pupils a school must take all reasonable steps to ensure they are reasonably safe (what checks and balances have been considered and implemented; if staff are administering – reasons why; what training undertaken)
- Ensure that staff/volunteers have appropriate PPE (eg staff may prefer their own reusable masks, however disposals should be worn for testing)
- Informed consent from parent or young person (>16) in writing, swab should not be taken without consent. There is a legitimate reason for processing this information in line with GDPR.
- Any issues seek legal advice from schoolslegaladvice@northyorks.gov.uk or 01609 532347
- SoS indemnify clinical negligence and/or product liability claims provided current guidance followed. We are still waiting for explicit details from LA insurers for contingent risk.

What risk assessments are required?

Dale Barton



What do we need to take into account for waste management and cleaning?

Peter Jeffreys

Cleaning and Waste (1)

Waste Streams:

1. General waste : existing municipal route, European Waste Catalogue (EWC) 20 03 01
2. Packaging : existing municipal route eg EWC15 01 01 (paper/ cardboard)
3. Swabs, cartridges, devices, PPE : healthcare waste (not clinical), EWC 18 01 04 or 18 01 07

Healthcare waste separation:

- Swabs, cartridges, devices & PPE waste (healthcare waste) : can be packaged together in a yellow, white/ clear, or tiger bag
- Healthcare waste **cannot** be disposed of with general, disposal route is incineration
- Every waste producer is under a Duty of Care to store, package & describe the waste produced. It is critical to describe the type of healthcare waste for collection.

Cleaning and Waste (2)

Healthcare waste containers, collection & disposal options:

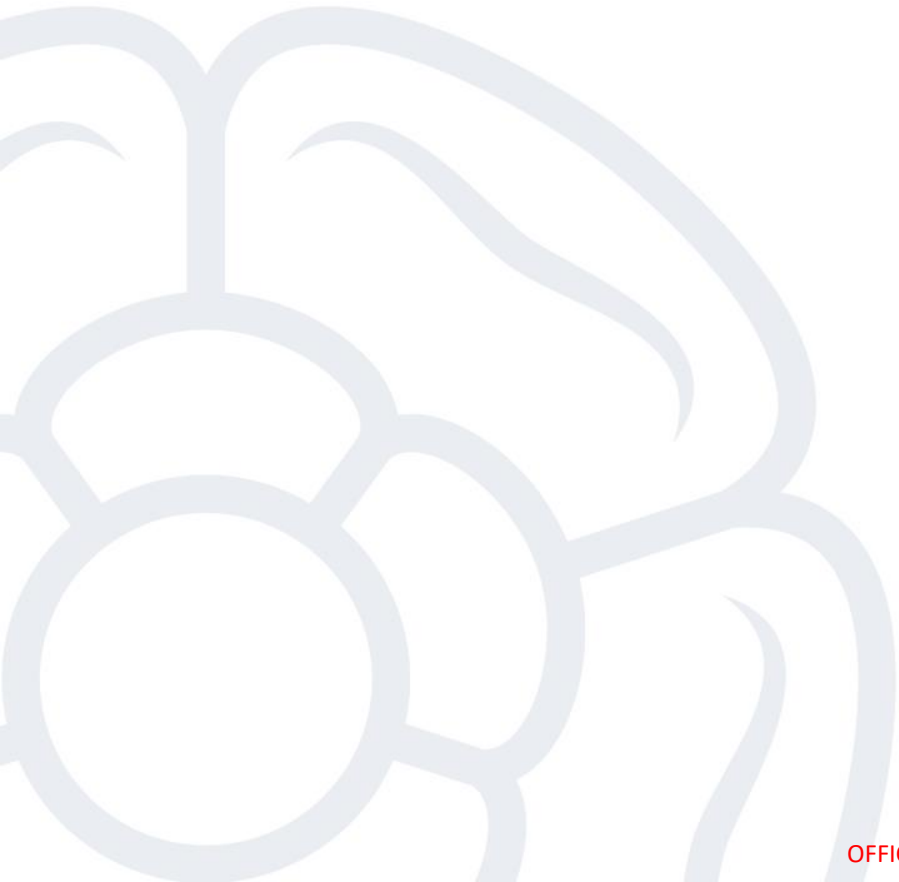
- Contact existing offensive waste service provider e.g., hygiene waste, sanitary products.
- Contact specialist waste collection provider e.g., WasteCare (0800 091 0000), PHS Group, Initial etc.
- Contact district or borough council who may provide specialist waste collection (excludes Richmondshire, Craven, Hambleton, and Ryedale).

Further information :

[Waste codes for mass testing with lateral flow antigen testing devices - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

What do we need to know about catering services?

For reference on the following slides



NYES Catering and Cleaning Services

Meal provision in secondary schools

As we are expecting years 11 and 13 to be returning to secondary schools, we will be continuing to provide a hot meal service for those children in schools.

- Due to reduced numbers in meals however, the menu choices may need to be altered. If schools have questions around this, their area management team will be able to discuss these changes in detail.
- For special schools, we are expecting a full return to school and at this stage, are not anticipating any change in service.
- If meals are required for children who are unable to attend schools, then both food parcel and packed lunches options are available and area management teams will be able to discuss the cost and logistical requirements of these options in detail.



Food parcels/packed lunch service

- If this food parcel/packed lunch service is required, then we will require schools to be responsible for:
 - | Arranging for the collection or delivery of meals and communicating this to their on-site catering staff.
 - | Providing the full allergen information for the family of the child receiving the food package or food parcel so that we can eliminate the risk of introducing an allergen to that household.
 - | Providing a daily signed copy of a dispersed feeding agreement as once food is handed over to the person receiving the food, the food becomes the responsibility of that person and NYCC Facilities Management takes no further responsibility.
- If any schools who are not currently serviced by North Yorkshire Catering and who require catering support, please provide that information to Lee Ramsay, Operational Manager with Strategic Responsibility for Catering (lee.ramsay@northyorks.gov.uk)



Additional requirements in cleaning or catering

If the continuing impact of the pandemic results in any changes being required to either cleaning or catering provision, then schools will need to speak with their area management team as soon as possible, so we can discuss with them, at an individual level, the best solution to the challenges they are facing. These may include:

- Extending meal times
- Additional locations being used for food consumption
- Additional cleaning requirements

If additional levels of cleaning are required in schools, and this is something that schools would like us to provide, then it may be dependent upon our ability to recruit additional hours and there will be an additional cleaning cost that will need to be agreed separate to your current contract.

What do we need to consider with regards to transport?

Catherine Price

Transport

Home to School Transport will continue to operate in the usual way to take pupils to and from school.

If a pupil, who receives free transport from the Council, tests positive for COVID-19 at school, their parents will be asked by school to make arrangements to have their child taken home - **their child will not be able to travel home on their normal Home to School Transport.** If it proves impossible for the household to arrange for their child to be picked up, then alternative arrangements may be considered.

In exceptional circumstances and where it is possible, the Council's Passenger Transport Team will seek to arrange transport home through the Council's fleet services. However, this will not be immediately available and pupils will have to wait in school until a vehicle is free.

What are the expectations of remote learning?

Tracy Swinburne

Remote Education

- At least four hours per day of remote education is required
- Schools should prioritise teaching staff's time so they can meet remote education expectations
- The Government have announced they are delivering devices this week
- Remote learning should be provided to those in boarding houses as if they were still at home
- Children engaging in remote education at home who are eligible for a benefits related free school meal should be offered a food parcel (*taking account of allergen information)

Our joined up approach & how we will support you!

Joined Up Approach across secondary provision

Nine members of staff have been identified as Lead Liaison officers to work alongside secondary schools to plan for the testing arrangements in accordance with government guidance. Although nominated to supporting named establishments it is essential that there is strong collaboration and communication across the team to ensure plans and arrangements are efficient and that good practice and barriers / issues are shared and resolved.

Lead Liaison Officer

- To work proactively with the school senior leadership team to plan for the reintegration of children into school and the COVID testing arrangements in accordance with government policy and guidelines
- To act as a single point of contact for schools and engage with colleagues across the council to resolve problems and barriers to the implementation of testing arrangements in schools. This may include issues regarding property, catering, cleaning, transport, HR and staffing as examples
- To ensure that schools are aware of the latest government communications and guidance to inform their planning and implementation
- To maintain records of discussions/ actions
- To ensure that CYPLT via ADs remains fully informed of plans and progress regarding testing arrangements for individual schools

on

PRS AND AP	Springwell Harrogate (A) Northallerton, Selby, Scarborough PRS ROOSE Whitby	Cerys Townend
Special	Brooklands Springhead Springwater Dales	Rachel Comerford
Special	Welburn Forest Moor Brompton PLP	Chris Manton
Special	Forest (A) Woodlands (A) Mowbray	Sarah Fawcett

We are here to support you

SA

Lateral flow testing & delayed return

Barlby High School	Secondary	Academy	Academy	Clare Barrowman
Bedale High School	Secondary	Maintained	James Durran	James Durran
Bragton High School	Secondary	Academy	Academy	Clare Barrowman
Boroughbridge High School	Secondary	Maintained	Elaine Broadbent	Julie Pattison
Caedmon College Whitby - Federating 2019 (Eskdale)	Secondary	Maintained	James Durran	James Durran
Easingwold School	Secondary	Academy	Academy	Rebekah Taylor
Ebor Academy Fife	Secondary	Academy	Academy	Clare Barrowman
Ermsted's Grammar School	Secondary	Maintained	James Durran	James Durran
Eskdale School - Federating 2019 (Caedmon College Whitby)	Secondary	Maintained	James Durran	James Durran
George Pindar School	Secondary	Academy	Academy	George Tyson
Harrogate Grammar School	Secondary	Academy	Academy	Rebekah Taylor
Harrogate High School	Secondary	Academy	Academy	Rebekah Taylor
King James's School	Secondary	Maintained	George Tyson	George Tyson
Lady Lumley's School	Secondary	Maintained	James Durran	James Durran
Malton School	Secondary	Maintained	Julie Pattison	Julie Pattison
Nidderdale High School & Community College (KS4 ONLY)	Secondary	Maintained	James Durran	James Durran
Northallerton School & Sixth Form College	Secondary	Academy	Academy	Julie Pattison

SA

Lateral flow testing & delayed return contact

Norton College	Secondary	Academy	Academy	George Tyson
Outwood Academy Ripon	Secondary	Academy	Academy	Rebekah Taylor
Richmond School	Secondary	Academy	Academy	Julie Pattison
Ripon Grammar School	Secondary	Maintained	George Tyson	George Tyson
Risedale Sports & Community College	Secondary	Maintained	James Durran	James Durran
Rossett School	Secondary	Academy	Academy	Rebekah Taylor
Rgedale School	Secondary	Maintained	George Tyson	George Tyson
Scalby School	Secondary	Academy	Academy	George Tyson
Scarborough University Technical College	Secondary	Maintained	Academy	George Tyson
Selby High School Specialist School for the Arts and Science	Secondary	Maintained	James Durran	Clare Barrowman
Settle College	Secondary	Maintained	James Durran	James Durran
Sherburn High School	Secondary	Academy	Academy	Clare Barrowman
Skipton Girl's High School	Secondary	Academy	Academy	Rebekah Taylor

Scarborough University Technical College	Secondary	Maintained	Academy	George Tyson
Selby High School Specialist School for the Arts and Science	Secondary	Maintained	James Durran	Clare Barrowman
Settle College	Secondary	Maintained	James Durran	James Durran
Sherburn High School	Secondary	Academy	Academy	Clare Barrowman
Skipton Girl's High School	Secondary	Academy	Academy	Rebekah Taylor
South Craven School	Secondary	Academy	Academy	Rebekah Taylor
St Aidan's Church of England High School	Secondary	Academy	Academy	Rebekah Taylor
St Augustine's RC School, Scarborough -	Secondary	Academy	Academy	George Tyson
St Francis Xavier RC/CE Voluntary Aided School	Secondary	Academy	Academy	Julie Pattison
St John Fisher Catholic High School, Harrogate	Secondary	Maintained	James Durran	Rebekah Taylor
Stokesley School	Secondary	Academy	Academy	Julie Pattison
Tadcaster Grammar School	Secondary	Academy	Academy	Clare Barrowman
The Graham School	Secondary	Academy	Academy	George Tyson
The Holy Family Catholic High School, Carlton	Secondary	Maintained	James Durran	Clare Barrowman
The Skipton Academy	Secondary	Academy	Academy	Clare Barrowman
The Wenslegdale School and Sixth Form	Secondary	Maintained	Lindsay Miller	Julie Pattison
Thirsk School & Sixth Form College Academy Conversion now on hold	Secondary	Maintained	Karen Butler	Julie Pattison
Upper Wharfedale School	Secondary	Maintained	James Durran	James Durran

Our email contact.....

Our secondary team & your designated person can be contacted on their email using their name then @northyorks.gov.uk

James.Durran

Claire.Barrowman

Julie.Pattison

George.Tyson

Rebekah.Taylor

Questions from schools

Q&A session