



What are the challenges support staff in school face since Covid19?

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Introduction

- Covid was a difficult time for everyone, particularly for people in education. From teaching, supporting and learning.



What is Covid 19?

Coronavirus (COVID-19)

COVID-19 is a new coronavirus that has been identified as the cause of an outbreak of respiratory illness globally.

SEVERE SYMPTOMS

- **High fever** (100.4 or higher)
- **Pneumonia**

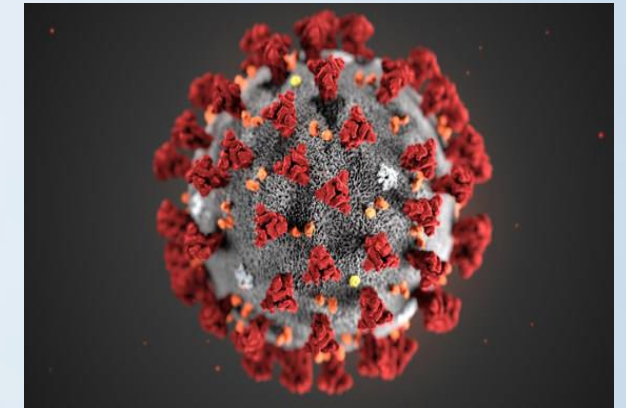
PRIMARY SYMPTOMS

- Fever**
- Runny nose**
- Dry Cough**
- Shortness of breath**
- Fatigue**
- Body Aches**

TRANSMISSION

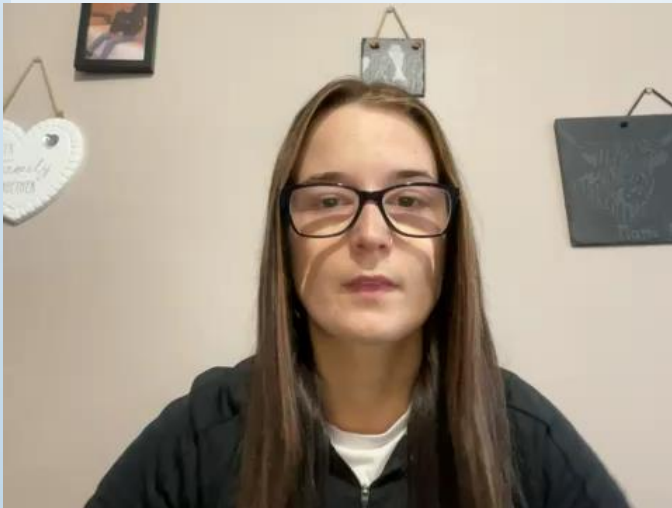
Spread from person to person through sneezing or coughing.

Respiratory droplets containing the virus can remain on surfaces even after the ill person is no longer near.



Covid in schools

- Covid affected both primary and secondary schools worldwide. It caused a temporary closure of 90% of school closures across the world.
- Covid has affected over 1.5 billions students globally
- It also didn't just affect education it also had a huge impact on mental health of students



Summary of Healthy Buildings Program risk reduction strategies for schools⁴³

Area	Recommendations
Classrooms	• Students and staff should wear face masks • Wash hands frequently • Move class outdoors if possible and repurpose large unused spaces as temporary classrooms • Reduce class sizes if possible, and practise physical distancing • Keep class groups as distinct and separate as possible • Regularly disinfect shared surfaces
Buildings	• Increase ventilation by bringing in more fresh outdoor air • Filter indoor air • Supplement with portable air cleaners • Use plexiglass as a physical barrier around desks • Improve toilet hygiene and keep toilet lids closed, especially when flushing
Activities	• Hold physical education classes outdoors • Replace high risk activities (eg, choir practice) with safer alternatives
Schedules	• Stagger school arrival and departure times and class transitions • Modify school start times to allow students who use public transport to avoid rush hour
Policies	• Form a COVID-19 response team and plan • Prioritise staying home when sick • Encourage viral testing any time someone has symptoms, even if mild • Support remote learning options • Protect high risk students and staff

Rules that had to be followed during Covid for education

Staff to use masks/aprons/ gloves

Use social distancing (1 metre at least)

Provide education outdoors is possible

Minimal students to be in school if possible, choose the most vulnerable students to attend school if possible

Avoid coming in If any symptoms

One way systems were provided



Other effects

- Mental and physical wellbeing
- Lack of physical activity
- Unemployment
- Stress at home – impacting students to want to learn
- Ways to deliver education



What measures should schools be taking to stop the spread?

As well as following the UKGOV advice, all settings should adhere to the following:

- Reinforcing good hygiene practices such as regular hand washing and cleaning.
- Ensuring occupied spaces are well-ventilated and let fresh air in.
- Ensuring all eligible groups are enabled and supported to take up the offer of national vaccination programmes including COVID-19 and flu

Schools should consider remote learning for pupils who have been advised to test for COVID-19 by a health professional and have tested positive, but feel well enough to learn and are following advice to stay at home to avoid contact with other people for three days.

Effects in my workplace since Covid 19

Since Covid I have struggled with the backlog of work, the lack of education that could have been delivered but due to minimal ways to interact with the students (In the special needs setting) has been difficult. I have noticed changes in focus, behaviours and attitudes.



Since the pandemic, I as an LSA most struggled with reconnecting with students. As students with additional needs, my students have lost connection with me as they didn't see me for such a long time. Individuals gain confidence in you and learn to trust you, but to deliver education especially to an individual with additional needs, you need too have that connection. Covid prevented this for me and my students and to re-build that trust took a while.

Since Covid 19, I have found that my students have lost all confidence which makes my job as a teacher harder, more so that I have to rebuild the connection to re-teach them things.

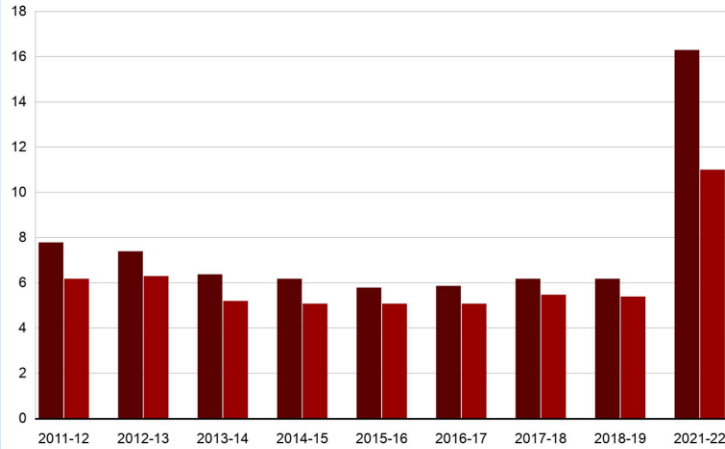
Since Covid, I have found some of my students still don't like to come into things such as assembly. They have anxiety of crowds and being in a large setting with other people. This could potentially be a large impact on their future, for them even just going into a shop or to a family gathering.

Graph evidence

School absences in Wales, by year

Average % of pupils absent for any reason

■ Secondary ■ Primary



Figures do not include 2020-21 academic year, which covered the pandemic

Source: Welsh Government/Stats Wales, 27 July

BBC

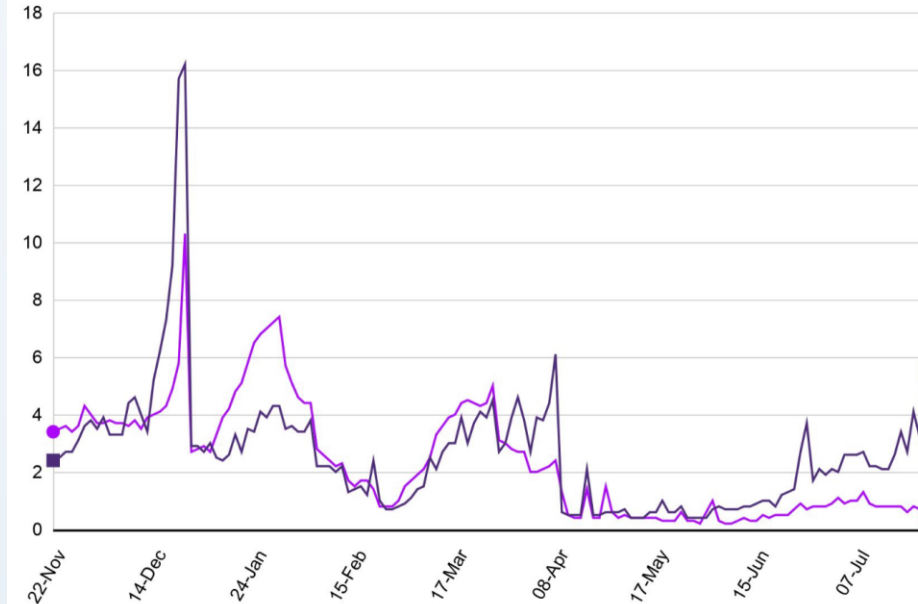
End of school year figures showed 426,783 pupils (88.5%) missed more than a week for any reason between September 2021 and July 2022.

More than 68,000 pupils were absent for more than 40 days.

School absence for Covid reasons

% of pupils absent by day

● Primary pupils ■ Secondary pupils



Source: Stats Wales, 27 July

BBC

Covid itself had a direct impact on absences this year, with 69.1% of pupils missing at least half a day's schooling because of it.

The figures also showed about one in five pupils missed between five and 10 days.

<https://www.bbc.co.uk/news/uk-wales-62332601>

This graph is showing absences for Covid reasons from pupils during the pandemic.



This is a graph I collected from the BBC website from both primary and secondary pupils who were absent for any reason from school before, during and after the pandemic. These statistics show us that 30% of the pupils were unauthorised.

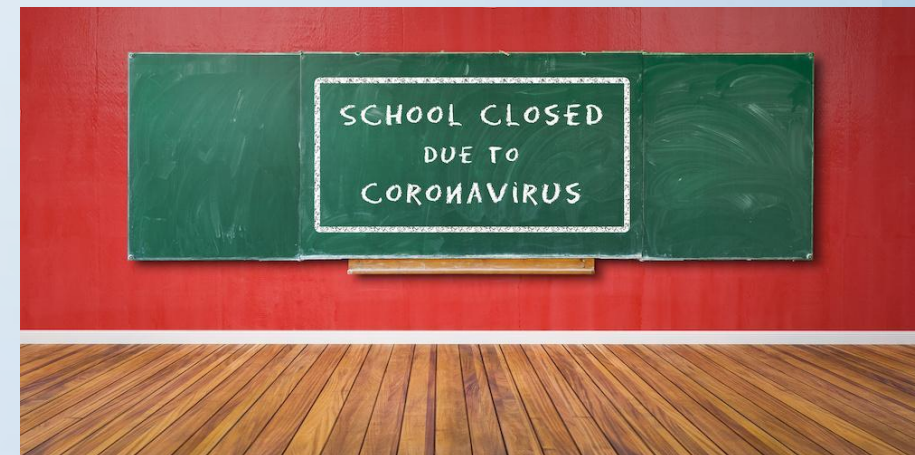


- Backlog of work
- Relationships with students have become more difficult
- Less focus
- Anxiety
- Behaviour
- Afraid to become ill



Conclusion

These are some of the main points I found whilst researching this topic. I based most of my research in my own personal setting/workplace.



References

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