

# Helping adult day centres to 'unlock lockdown'

## Part 1: Planning practically for re-opening

The COVID-19, or Coronavirus, pandemic and the lockdown of society from March 2020 were unprecedented. Most day centres closed to regular users. This document aims to support you, as a manager or voluntary co-ordinator, in your journey into a 'new normal' after the lockdown. There is strong evidence that attending a day centre brings quality of life and so, despite risks, enabling people to have the choice of going to a day centre is something worthwhile. A learned judge once commented:

*The fact is that all life involves risk, and the young, the elderly and the vulnerable, are exposed to additional risks and to risks they are less well equipped than others to cope with... Physical health and safety can sometimes be bought at too high a price in happiness and emotional welfare. The emphasis must be on sensible risk appraisal, not striving to avoid all risk, whatever the price, but instead seeking a proper balance and being willing to tolerate manageable or acceptable risks as the price appropriately to be paid in order to achieve some other good – in particular to achieve the vital good of the elderly or vulnerable person's happiness.*

Munby J. in *Local Authority X v MM & Anor (No. 1)* (2007)

- This document (Part 1) covers some of the practicalities of re-opening.

We draw on guidance related to Coronavirus or COVID-19, on other guidance related to social care (e.g. [Department of Health and Social Care guidance on risk empowerment](#)), and relevant guidance, advice, action points for regulated settings (such as early years day care and care homes), some of which is also relevant to adult day centres.

We prompt you to think about the specifics of your own activities. As every setting is different, providers will need to use their professional judgement, and take account of public health guidance to maximise safety but also wellbeing for everyone.

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At the end are the source documents and further resources.

- **Part 2 prompts reflection** on what has happened during lockdown, what else you may wish to think about, the process of moving forwards and any learning that will be helpful for the future. Individual sections can be completed according to the stage you are in.

**Helping adult day centres to 'unlock lockdown' is in two parts and can be downloaded from [www.kcl.ac.uk/scwru/res/ARC-SL/unlock-lockdown.aspx](http://www.kcl.ac.uk/scwru/res/ARC-SL/unlock-lockdown.aspx)**

Please let us know if you have found this document useful or can suggest any changes. Please address any feedback or comments to: [Katharine.Orellana@kcl.ac.uk](mailto:Katharine.Orellana@kcl.ac.uk)  
We are interested in documenting how the COVID-19 pandemic is impacting on day centres.

**Planning practically for re-opening: infection control, communications, supporting service users, carers, staff, volunteers – and yourself, final steps before re-opening, practical scenario planning tool .**

**Your local authority may request you to make contact with it prior to reopening. It would be advisable to do this as soon as possible.**

### Infection control

When a day centre re-opens, its provider will need to be confident that Public Health England/UK Government guidance has been heeded. This responsibility might ultimately be that of the local authority, the Board of Trustees or a voluntary management committee, or it may lie with the manager who will need to undertake and write up a risk assessment.

Government guidance requires a provider to ensure that all appropriate risks have been considered and mitigated to minimise transmission of Coronavirus, that enhanced cleaning and hygiene protocols have been put in place, and that all reasonable steps to maintain safe distancing requirements are implemented. These cover the following subject areas:

#### Health and safety check of the building

- If the site/building has been out of use, consider undertaking a health and safety check of, for example, hot/cold water systems (including legionnaire's checks), gas safety, fire safety, kitchen equipment, security including access control and intruder alarm systems, ventilation. [Guidance on specifics have been set out for schools](#); although you are not a school it might be relevant (see below)
- Consider arranging a 'deep clean' if the building is under your control – or ask the owner about this.
- Who else shares your space? Have you talked to them about health and safety checks?
  - If the area of the building you occupy has been used by others – who is responsible for handing over and doing the cleaning? Consider your liability if you lease or sublet the building to others.

#### Space considerations and keeping groups of service users together

If practicable (given the building and service user characteristics), consider space and how it can be best used to keep small, consistent groups of service users, volunteers, and staff together throughout the day, and to keep the groups apart from each other as far as possible. Guidance for early years/schools recommends no more than 15-16 children in one classroom/area which might

be relevant but, for adults, your professional judgement will be an important part of making such a decision.

You may want to consider the following:

- Communal areas should be managed to control mixing. Can you use room or area dividers (e.g. bookcases, tables) to help people stay in different parts of the room? Floor markings may assist staff and volunteers to keep groups apart.
- If there are separate rooms for different activities, then these might be converted to small group rooms with materials for activities and equipment being divided between rooms.
- Are you able to stagger lunch times or other refreshments so they do not all happen at the same time? And times when service users arrive and leave?
- What transport plans need to be in place? How will hygiene and distancing operate? For example, will service users and/or drivers be required to wear a face mask when travelling to the centre in a vehicle arranged by the centre? Will numbers in vehicles be restricted? What are the staffing/volunteering implications? (see also below 'Reduce contact between people at arrival or drop-off and leaving or pick-up')

#### Remove unnecessary items and soft items/furnishings

- Government advice is to remove items that are hard to clean, such as those with intricate parts, and remove soft furnishings (e.g. cushions, rugs, blankets, soft dolls). Can fabric seating be replaced or covered in a non-absorbent material? Many day centres will already have considered such matters in relation to controlling other infections and, also, in helping with continence care. However, these may not be under your control if you operate in shared buildings.
- Thinking about 'unnecessary' is a matter of judgement – dolls may be very important to some people with severe dementia, and cushions may be needed for comfort and feelings of security.
- Any necessary soft items can be disinfected using sprays designed for use on fabric.

### Risk assess activities

- Do you need to risk assess activities and adapt usual practice? For example, games involving shared objects such as inflatable balls, parachutes, or a dice.
- Do fire alarm procedures need to be adjusted (e.g. changing assembly points) – how will you let staff, volunteers and service users know about any changes?

### How will you manage the need for suppliers, contractors, maintenance staff and any other external visitors to enter the setting?

- For example, what physical distancing/disinfection measures will be in place for food/meal deliveries and cleaning staff and how will these be communicated? How will these be monitored? Do contracts need to be updated? Are individual delivery people and cleaners aware of new procedures?
- Do health/social care professionals visit regularly? Do visits need to be coordinated differently or can you move to more remote contact in some situations – such as using a computer tablet to communicate?

### Plan how hand washing will be managed

- Decide how this will be managed and make this information available to staff, volunteers, service users and family members if appropriate.
- Staff, volunteers and service users should wash their hands upon entering the setting or be helped to do so, and do this regularly throughout the day, before and after eating and when they leave. Some service users may need reminders and/or assistance when handwashing. How can staff or volunteers do this easily and without causing distress?
- Sufficient handwashing facilities (running water/ soap, alcohol hand rub/sanitiser, skin-friendly wipes) are needed for staff, volunteers, and service users. How will you manage this cost?
- You may wish to read the [Government guidance on cleaning in non-healthcare settings](#).

### Plan enhanced cleaning schedules

- All frequently touched surfaces, furniture (tables, chair arms), equipment (computer tablets, interactive simulators/paddles, games), fixtures/fittings (door handles, door bells, light switches, sinks, toilets, railings) will need to be cleaned thoroughly several times a day and between sessions. Could any equipment make this easier? (e.g. automatic light switches, automatic doors). Who can be contacted about this for advice and support with financing any changes?

- Ensure, if these are not already in place, that there are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings. Will this entail staffing changes or alterations to volunteer roles? How can the companionship and social activity of sharing meals be maintained?
- Any items laundered within the setting should be washed in line with guidance on [cleaning in non-healthcare settings](#) and these items should not be shared by service users between washes. You may ask service users or family members to take items home to wash and to provide a bag for these items (e.g. towels or clothing that needs cleaning). You can tell them that guidance for childcare settings states that there is no need for anything other than normal personal hygiene and washing of clothes.
- Ensure a supply of disposable tissues and provision of lidded bins, preferably operated by a foot pedal, and that tissues are immediately disposed into bins and that these are emptied throughout the day.
- Take advice from your local Public Health Department about disinfecting the soles of people's shoes and if you decide to do this, ensure that it is done with dignity and a non-threatening approach (e.g. using a disinfectant mat). Local contact details [www.gov.uk/guidance/contacts-phe-regions-and-local-centres](http://www.gov.uk/guidance/contacts-phe-regions-and-local-centres).
- If it is hard to finance enhanced cleaning schedules, then consider as part of your charging or payment arrangements – or possibly put out an appeal to the local community or the organisation funding the cost of attending.

### Temperature checks

- You may be thinking about temperature checks and screening staff, volunteers and service users for COVID-19 symptoms every morning. However, [Public Health England's guidance](#) is that routine testing of temperatures is not a reliable method for identifying Coronavirus. Therefore, there is no need to take temperatures every morning or throughout the day. There are [legal and practical implications of taking employees' and external visitors' temperature](#).

### Testing and tracing

- Ask your local Public Health Department if it recommends COVID-19 tests for all staff and volunteers before re-opening. Government guidance on getting tested and employer referral can be found at [www.gov.uk/guidance/coronavirus-COVID-19-getting-tested](http://www.gov.uk/guidance/coronavirus-COVID-19-getting-tested).

- Ask your Public Health Department if service users wishing to return to the day centre should be tested for COVID-19 before returning. [www.nhs.uk/conditions/coronavirus-COVID-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/](http://www.nhs.uk/conditions/coronavirus-COVID-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/)
- If the day centre is located in an identified COVID-19 hotspot area, you may find that you get advised to close again if this happens. See below for suggestions about ways to learn from the last time you closed down.
- Work with the contact tracing system so that potentially infected staff/service users can self-isolate if a COVID-19 case is suspected or should occur. See Government guidance on the NHS test and trace service for employers, businesses and workers [www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance](http://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance).

### **In most centres, staff may not require personal protective equipment (PPE) beyond what is normally used, but this will depend on service user characteristics and behaviour**

- Increased infection control measures may include use of masks/transparent face shields by staff but this may impede communication with people with sensory impairments, and has been advised against in early years settings. If staff do wear masks/transparent face shields, consider removing these if leading a group activity.
- Do staff want to wear a uniform or aprons or similar? If not, consideration could be given to introducing them. Clothes worn at the day centre could be changed into onsite and washed onsite (if that is possible) in accordance with Government guidance on [cleaning in non-healthcare settings](#) (see sources) or taken home. Consider how to fund the cost of these and if you need to reimburse volunteers and staff for doing this.
- What other procedures might support staff and volunteers' safety? For example, hand hygiene before and after contact with each service user and after contact with potentially contaminated surfaces etc.

### **Some service users cannot be expected to remain two metres apart from each other or volunteers or staff. The protective measures mentioned above remain important, as do:**

- following national guidance for self-isolation (i.e. service users with any symptoms should remain at home and carers/family member should be advised

of this; staff and volunteers who have symptoms should not attend the centre)

- frequent hand cleaning and good respiratory hygiene (coughing) practices
- regular cleaning of settings
- minimising contact and mixing, if practicable.

**Consider keeping windows open to ensure ventilation and using outdoor areas as much as possible, such as the garden or patios.** Not all service users or relatives will welcome open windows, and you may wish to discuss this with them in terms of positive risk taking.

### **Reduce contact between people at arrival or drop-off and leaving or pick-up.**

- For example, timings could be staggered, and service users could arrive or leave or be collected at the door if this is possible.
- What would doorstep drop-off/collection mean for drivers/assistants or family members? What implications do these steps have for staffing or volunteers and deployment?
- What policies/procedures need to be drafted? What needs to be communicated to which groups?

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## Communications

### **Technology**

Consider how you can use technology to communicate with family members digitally, for example when providing handover information at the end of the day by text (such as about whether the service user has eaten or slept, had an enjoyable day, or any changes in arrangements).

**Talk to volunteers, staff and service users about minimising risk of contracting COVID-19 outside work. Make sure staff and volunteers know about the symptoms of COVID-19 (high temperature, a new and continuous cough, a loss/change to sense of smell/taste).** It is important to remember that symptoms in older people may not be the same as symptoms in younger adults.

- **Atypical symptoms reported may include:** fatigue/generalised weakness/malaise, tremor and loss of coordination, falls, delirium, loss of appetite, muscle pain (myalgia), joint pain (arthralgia), nausea/vomiting, diarrhoea, abdominal pain, rash, abnormally rapid breathing (tachypnoea), seizures due to heart palpitations (tachycardia), headache, delirium, conjunctivitis, increased

sputum production, dizziness, headache, runny nose (rhinorrhoea), chest pain, coughing up blood (haemoptysis), nasal congestion, and loss of sense of smell (anosmia).

- **Uncommon in older adults:** fever (with a lower threshold of 37.5°C), cough and breathlessness.

**There are many health promotion posters that can be displayed prominently to remind people about practical hygiene measures.** Perhaps service users or volunteers or might help in making them more relevant? Are they in the right community languages and are the images culturally appropriate?

- e.g. [this poster summarises guidelines for care homes](#) (practical advice on PPE, handling laundry, cleaning, and more).
- Posters about hand hygiene and good respiratory practices are available at [www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public](http://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public)
- A collection of videos, easy read information and stories aimed at people with learning disabilities or autism are signposted in 'COVID-19 guide for care staff supporting adults with learning disabilities or autistic adults' (Social Care Institute for Excellence) and 'Coronavirus (COVID-19): guidance for care staff supporting adults with learning disabilities and autistic adults' (Department of Health and Social Care).
- Coronavirus information can be found in different languages here: [www.doctorsoftheworld.org.uk/coronavirus-information](http://www.doctorsoftheworld.org.uk/coronavirus-information)

### Building the CARE brand

Preparations for reopening social care services, such as day centres, should build on greater recognition of the value of their work and commitment. The nation has been celebrating the contribution of social care workers in the response to the Coronavirus pandemic in many ways. A special CARE badge was announced by the Government and will be available for social care workers in a new format soon. This new CARE brand for social care is being used to symbolise the entire care profession – like the iconic and recognisable NHS logo. It aims to raise the profile of the care sector and allow businesses to show them the same appreciation as NHS workers.

- Can you access CARE badges for staff and volunteers (note that orders for badges have been temporarily suspended)?

- Can you reflect the pride of being involved in social care in your communications?
- Can you arrange for local businesses to give your staff discounts and other recognition?

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## Supporting service users, carers, staff, volunteers – and yourself

### Supporting staff and volunteers.

- Consider their wellbeing, including any support that may be needed for those who have suffered bereavement, and discuss their needs with them; remember some may be anxious and may value the opportunity for discussion and reassurance. You, as a manager or co-ordinator, could undertake this as an audit. How many will be available to work or volunteer?
- Consider asking staff or volunteers to report on their own health. Ofsted's [staff health declaration forms](#) could be adapted.

### Look after yourself

- The Royal College of Occupational Therapists has a useful 5 minute reflection document. See [www.rcot.co.uk/staying-well-when-social-distancing](http://www.rcot.co.uk/staying-well-when-social-distancing)

### Remember that staff and volunteer availability may change (as it often does):

- Put plans in place for use of agency or temporary staff (if you have these) and ensure they are made aware of new procedures etc.
- If you have students on placement – what do they need to know?
- How can new volunteers hear of the opportunities at the day centre? Can you ask the local authority to help you access NHS Volunteers or other sources of volunteers?

### Consider daily numbers of service users, the staffing that numbers will require, and whether the day's arrival and departure times will need to change.

- Do numbers need to be capped temporarily? Who will be prioritised?
- How will service user numbers be increased? On what will this depend? How or when will a review of the situation be undertaken?
- How will staff and volunteers be impacted by working in small groups or 'bubbles'?

- Is there a need to introduce or increase flexible working arrangements to support operational changes?
- How will staff and volunteers be involved in this planning?

### **Ask service users and carers about their views on returning to the day centre and identify likely numbers.**

- Would they like to change how many days or times they attend the centre?
- Consider asking them to report on their own health. Talk to all service users who will be returning in advance of their return.

### **Talk to all service users who will be returning in advance of their return**

- Their health or circumstances may have changed during the lockdown period. What do you need to know?
- Do your service users go to other centres? Providers may consider requesting that a service user limits themselves to attending one setting outside their home, for infection control purposes. This needs careful consideration of the risks – both positive and negative.
- Ensure that emergency contact details are up-to-date.

### **Check your insurance policy and any amendments that might have been made.**

Revisit the implications of any change and cost increases with your funders or those responsible for finances

Providers should tell service users, carers, staff/volunteers and any external contacts/commissioners about their progress towards re-opening the day centre – through email or letter. Local social prescribing services (based in NHS primary care services like GP centres) would be important to tell about developments.

## **Final things you are likely to want to do before re-opening**

### **Ensure the setting is ready and welcoming.**

- For example: Are supplies of essential products in place, and are there contingency plans to respond to any shortages of supplies? Have familiar things been left so that everyone feels that they are entering a familiar place?

### **Ensure that measures, policies, procedures are clearly communicated to all staff, volunteers, service users and families in advance, and that they have opportunities to ask questions to allay any anxieties they may have.**

- Face-to-face briefings and question & answer sessions may help so that practicalities can be discussed and clarified.
- Written communication is valuable as a reminder – remembering that some people will not have email or similar.

### **Discuss any additional support that may be needed to ensure staff and volunteer wellbeing and consider how this can be put in place. Consider arranging regular opportunities to get feedback from staff and volunteers on new arrangements.**

### **Ensure that plans for the date the centre will re-open and any stages this may involve are clearly communicated to all staff, volunteers, service users and family members.**

### **Schedule a review of operational matters and wellbeing.**

## Practical scenario planning tool

What does all of this mean for a day centre's overall offer? Are the above measures feasible? What might the problems and opportunities be? What needs to be done next?

Providers may wish to plan practically for a variety of different potential scenarios. Setting out the conditions and requirements of each may support this planning.

For instance, initial re-opening may be for a low number of service users, and numbers may be increased after a set period and a review of how things are going. One scenario may cover a situation with lower availability of staffing and volunteers than usual. Another may cover different plans for use of space. Or scenarios may be different for different service user groups (e.g. people with different mobility/support needs or different types of disability).

### Scenario 1 / Service user group

[Add detail of this scenario / service user group]

Location	Add detail of which parts of the day centre this scenario applies to, if relevant
Number of daily service users	Add detail of numbers of staffing and volunteers required for this scenario, including detail of numbers of staff and volunteers to be deployed in other parts of the day centre, if applicable.
Equipment	Add detail of any new or increased equipment that needs to be installed or made available – or considered at a future point: <i>e.g. plastic screens, yellow marker tape, cupboards for storing out-of-use equipment, small tables for use as hand sanitising stations, specific chairs or chair coverings, automatic doors, automatic taps, additional sinks, etc</i>
Attendance	Add details of number of days this applies to and any conditions attached <i>e.g. limits to number of days each service user may attend to enable the whole service user group to attend at least once weekly.</i>
Criteria for inclusion in this scenario or group	Add detail of criteria to be met to be included in this group e.g. service user characteristics (personal care needs, low/high level of cognitive impairment), any paperwork required.
Support level	Add detail of what type of support this group of people need, including staffing levels for providing this and any other conditions relevant to staffing <i>e.g. personal care assistance, support with symptoms of cognitive impairment, socialising</i>
Exit criteria (service users)	Add detail specifying criteria or the circumstances in which a service user might not be able to attend the centre or may need to be moved to a different service user group (based on their needs).
Assessment and care plan	Add detail concerning planned reviews of care plans if relevant.
Pros	Add detail of any advantages you have identified with this plan, either for the organisation, for the service user, for family carers, for the bigger picture <i>e.g. the importance of risk empowerment, personalising information and communications</i>
Cons	Add details of any disadvantages or practical challenges you have identified with this plan – either for the organisation, for the service user, for family carers, for the bigger picture - and how these could be addressed <i>e.g. challenges associated with meeting staffing and volunteer requirements</i>

### Sources drawn upon

Symptoms of COVID-19 in older people:

[www.bgs.org.uk/blog/atypical-COVID-19-presentations-in-older-people-%E2%80%93-the-need-for-continued-vigilance](http://www.bgs.org.uk/blog/atypical-COVID-19-presentations-in-older-people-%E2%80%93-the-need-for-continued-vigilance) and [www.bmj.com/content/369/bmj.m1375/rr-12](http://www.bmj.com/content/369/bmj.m1375/rr-12)

Easing lockdowns in care homes during COVID-19: risks and risk reduction. Lee-Fay Low (University of Sydney). 12 May 2020

<https://ltccovid.org/2020/05/13/easing-lockdowns-in-care-homes-during-COVID-19-risks-and-risk-reduction/>

All guidance for educational and childcare settings:

[www.gov.uk/Coronavirus/education-and-childcare](http://www.gov.uk/Coronavirus/education-and-childcare)

A planning guide for early years providers, in England, to help prepare them to open their settings for all children from 1 June 2020. 24 May 2020, Department for Education

[www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings](http://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)

Coronavirus (COVID-19): implementing protective measures in education and childcare settings. Guidance for education and childcare settings on how to implement protective measures. 12 May 2020. Department for Education.

[www.gov.uk/government/publications/Coronavirus-COVID-19-implementing-protective-measures-in-education-and-childcare-settings](http://www.gov.uk/government/publications/Coronavirus-COVID-19-implementing-protective-measures-in-education-and-childcare-settings)

Managing school premises during the Coronavirus outbreak. 18 May 2020. Dept for Education

[www.gov.uk/government/publications/managing-school-premises-during-the-Coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-Coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-Coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-Coronavirus-outbreak) (Building health and safety check).

COVID-19: cleaning in non-healthcare settings. Updated 15 May 2020. Public Health England.

[www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings/COVID-19-decontamination-in-non-healthcare-settings](http://www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings/COVID-19-decontamination-in-non-healthcare-settings)

Ofsted: Coronavirus (COVID-19) rolling update. UK Government web page providing guidance and information for childcare/early years settings providers, children's social care and further education and skills providers.

[www.gov.uk/guidance/ofsted-Coronavirus-COVID-19-rolling-update](http://www.gov.uk/guidance/ofsted-Coronavirus-COVID-19-rolling-update)

Guidance. Opening schools for more children and young people: initial planning framework for schools in England. 12 May 2020. Department for Education.

[www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england](http://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE). 14 May 2020. Department for Education

[www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe](http://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)

COVID-19 guide for care staff supporting adults with learning disabilities or autistic adults. Updated 21 May 2020. Social Care Institute for Excellence. [www.scie.org.uk/care-providers/Coronavirus-COVID-19/learning-disabilities-autism/care-staff](http://www.scie.org.uk/care-providers/Coronavirus-COVID-19/learning-disabilities-autism/care-staff)

Coronavirus (COVID-19): guidance for care staff supporting adults with learning disabilities and autistic adults. 24 April 2020. Department of Health and Social Care  
[www.gov.uk/government/publications/COVID-19-supporting-adults-with-learning-disabilities-and-autistic-adults/Coronavirus-COVID-19-guidance-for-care-staff-supporting-adults-with-learning-disabilities-and-autistic-adults](http://www.gov.uk/government/publications/COVID-19-supporting-adults-with-learning-disabilities-and-autistic-adults/Coronavirus-COVID-19-guidance-for-care-staff-supporting-adults-with-learning-disabilities-and-autistic-adults)

Moriarty J and Manthorpe J (2010) 'Nothing Ventured, Nothing Gained': Risk Guidance for people with dementia, London, Department of Health. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215960/dh\\_121493.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/215960/dh_121493.pdf)

Protocolo para la Desescalada en Centros de Día. May 2020. Generalitat de Catalunya.  
<https://ceaps.org/ceaps-envia-al-gobierno-un-plan-de-desconfinamiento-para-que-se-pueda-iniciar-la-desescalada-en-los-centros-de-dia-y-residencias> (Protocol for de-escalation in day centres)

Temperature Screenings Within the UK Workplace in the Wake of COVID-19. 27 May 2020. National Law Review (Daniella McGuigan), [www.natlawreview.com/article/temperature-screenings-within-uk-workplace-wake-COVID-19](http://www.natlawreview.com/article/temperature-screenings-within-uk-workplace-wake-COVID-19)

Working safely during Coronavirus (COVID-19) (part of the 'Support for businesses and self-employed people during Coronavirus' series). Updated 29 May 2020. Department for Business, Energy & Industrial Strategy. [www.gov.uk/guidance/working-safely-during-Coronavirus-COVID-19](http://www.gov.uk/guidance/working-safely-during-Coronavirus-COVID-19)

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## Additional resources

**UK Government Coronavirus (COVID-19): adult social care guidance**  
This page brings together Coronavirus guidance published for the adult social care sector, guidance for unpaid carers and other relevant guidance.  
[www.gov.uk/government/collections/Coronavirus-covid-19-social-care-guidance](http://www.gov.uk/government/collections/Coronavirus-covid-19-social-care-guidance)  
Documents currently available (30-6-20):

■ **Providing, receiving and planning care:** Reducing risk in adult social care; Health and wellbeing of the adult social care workforce; Providing home care; Admission and care of people in care homes; Support for care homes; How to work safely in care homes; Getting tested; Ethical framework for adult social care; Changes to the Care Act 2014; Hospital discharge service requirements; How to work safely in domiciliary care in England; Supporting adults with learning disabilities and autistic adults; Looking after people who lack mental capacity; Management of staff and exposed patients and residents in health and social care settings; Adult social care infection control fund.

■ **Guidance for unpaid carers:** Providing unpaid care; Providing unpaid care to adults with learning disabilities and autistic adults

■ **Other relevant guidance:** Guidance on shielding and protecting people defined on medical grounds as extremely vulnerable; Infection prevention and control (IPC).

The US membership body the National Day Services Association (NADSA) has created a web page about Covid-19

[www.nadsa.org/important-information-on-Coronavirus](http://www.nadsa.org/important-information-on-Coronavirus)

### **Social Care Institute for Excellence (SCIE): Coronavirus guidance from Social Care Online**

This page brings together the latest resources from Social Care Online, the UK's largest database of care knowledge and research. The page also includes links to wider advice for advice and guidance for councils and social care providers. Resources cover insights, experiences, webinars, the future, infection control, supporting isolated people, safeguarding, dementia, mental capacity, autism and learning disabilities

[www.scie.org.uk/care-providers/Coronavirus-covid-19/guidance](http://www.scie.org.uk/care-providers/Coronavirus-covid-19/guidance)

### **Social Care Institute for Excellent: COVID-19 resource and best practice hub for social care**

[www.scie.org.uk/care-providers/Coronavirus-covid-19/hub](http://www.scie.org.uk/care-providers/Coronavirus-covid-19/hub)

**The Care Provider Alliance's Coronavirus webpage** summarises latest news and guidance concerning Coronavirus that is relevant to care providers and is searchable by topic (e.g. workforce, communication)

<https://careprovideralliance.org.uk/Coronavirus>

*Expected soon:* Public Health England will be issuing updated guidance for those working with people who are experiencing rough sleeping and living in hostel environments (25 March 2020). Still not published at 4-6-20. COVID-19: guidance for hostel or day centre providers of services for people experiencing rough sleeping. <https://www.gov.uk/government/publications/covid-19-guidance-on-services-for-people-experiencing-rough-sleeping/covid-19-guidance-for-hostel-or-day-centre-providers-of-services-for-people-experiencing-rough-sleeping>

Homeless Link has a page of COVID-19 resources which includes:

COVID-19 and Homelessness Frequently asked questions & answers (includes day centres for homeless people) [www.homeless.org.uk/covid19-homelessness](http://www.homeless.org.uk/covid19-homelessness) (entitled COVID19\_HomelessnessResponse\_FAQ)

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Further information about our work: [www.kcl.ac.uk/scwru/res/arc-sl/arc-sl-social-care-theme](http://www.kcl.ac.uk/scwru/res/arc-sl/arc-sl-social-care-theme)

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