

Spotlight on SEND - Risk Assessment

The assumption of this risk assessment is that the *Hazard* being contained is **COVID-19** and the *how could people be harmed* is by inhalation of contaminated droplets or by touching contaminated surfaces then touching mouth, nose/eyes.

Risk title	Who	Risk (high medium low)	Control measures	Risk after control	Actions
Day-to-day management					
Chewables. Chewed garments.		Medium	Chewables offer comfort and calm to some children with sensory needs but will have traces of saliva on the surface. Any chewables will be stored and kept on/ with the child who requires the resource at all times and can be treated like a piece of clothing. They will be kept with each child at their individual desks in Y1-6. The chewelry must be washed before snack, lunch and the end of the day.	Low	Adults should speak to identified children about expectations around chewy resources.
Anxiety returning to school		Medium/Low	In addition to the whole class offer, children with ASD or anxiety will be given personalised social stories and staff will make contact to introduce themselves and answer any questions. In some instances it may be appropriate to offer: <ul style="list-style-type: none"> • Transition book of photographs, staff, classroom layout etc 	Low	Teachers / key adults should adapt and personalise social stories and email before the end of term.
Requiring access to breakout areas		Medium/Low	When necessary an adult may need to escort a child to a breakout space. The agreed spaces are: <ul style="list-style-type: none"> • Fred's room • Room opposite Year 4 • ELSA room When the space is occupied, it is the adult's responsibility to indicate this on the door/window. When the child is able to access the classroom again, the adult responsible must thoroughly clean all surfaces and touch bases with the cleaning equipment provided in the room. On returning to the classroom the adult and child should follow hand washing protocols.	Low	Cleaning equipment in all breakout zones. Communicate protocols to adults. Available/ Busy signs

			It may be appropriate for the adult to take the child for an exercise break and this can be completed in an area away from contact with any other bubble, either inside or outside. If the Playquest is used or other equipment it will be either wiped or quarantined.		
Requiring 1-1 intervention		Medium	<p>One to one work will be completed between an adult and a child within the same bubble. If it is necessary to complete this work outside the classroom, a workstation may be used. However, classroom doors will be left open and the area will be well ventilated and cleaned at the end of the session.</p> <p>Staff will try to remain at a distance and at a higher level than the child, especially for speech and language intervention when particles may be spread more easily. When a visiting professional needs to complete some work with a child, one adult from the bubble will be responsible for organising and cleaning the appropriate space. The visiting adult will leave their details with the office to comply with requirements of the Test and Trace system.</p> <p>Staff may wear face masks if required.</p>	Low	<p>Reduce surfaces and touch points by the workstation.</p> <p>Staff to be made fully aware of responsibilities around this.</p>
Requiring sensory intervention		Medium/Low	<p>Sensory circuits sessions will take place outside and sessions will be completed so children are in their bubbles. Equipment used will be washed and dried after sessions and children will use handsantiser before and after the session.</p> <p>Children will be socially distanced for activities.</p>	Low	<p>Timetable created to avoid children mixing.</p> <p>Staff to be made fully aware of responsibilities around this.</p>
Children with SEND who do not understand social distancing rules		Medium	<p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>To minimise risk, small groups of children will be supported by consistent staffing, and groups will remain as consistent as possible throughout the outbreak.</p> <p>Age appropriate social stories will be used and frequent reminders about the rules.</p>	Low	<p>Staff to provide daily and age appropriate reminders about “bubble rules”.</p>

A child requiring personal care assistance		Low	Staff will follow their normal practice when changing a child, provided the child is not showing symptoms of coronavirus (COVID-19). This includes continuing to use the PPE that they would normally wear in these situations, for example aprons and gloves.	Low	PPE to be available.
Aggressive behaviour/restraints		High	Children will work on new rules to keep everyone safe . These rules will be recapped every morning. Key children will have support from key staff to adhere to rules. Parents of emotionally vulnerable children will be given support. The behaviour policy appendix will be shared with parents, children and all staff. Where a child is not following the protocols they will be given a reminder/warning and then a parent will be phoned and asked to collect the child from school as going against these protocols puts everyone in school at risk.	Low	Staff to provide daily and age appropriate reminders about “bubble rules”.
Playtime/lunchtime		High	Each class will be supervised by classroom adults throughout break and lunchtime. Children who usually require 1-1 adult supervision during mealtimes will be supervised by an adult in the hall. The adult will be responsible for cutting up tougher food, encouraging use of knife and fork and providing reminders and encouragement.	Low	Staff to sit socially distanced from the child.

This risk assessment has been collated by Helen Griffiths from current guidance - DfE/CWAC/NHS/HSE. As future updates come from DfE this document will be amended.

It will be reviewed by staff in school on a daily basis and changed and updated where necessary.