

Early Years SEN Panel Risk Assessment: Individual Child Risk

Directorate: People

Setting:

Assessed by:

Date of Assessment:

Review date:

SECTION 1

What hazards are present or may be generated?	What is the potential severity of harm?	What is the likelihood of harm occurring?	What is The risk rating	What precautions are needed to either eliminate or reduce the risk of an accident happening?	Revised potential severity of harm?	Revised likelihood of harm occurring?	Revised risk rating
<p>The individual risk assessment should consider the risks to the child and others due to the child's SEND:</p> <ul style="list-style-type: none"> • How do their behaviours put themselves or others at risk; • How do their communication difficulties put themselves or others at risk; • How do their interaction/SEMH needs put their mental health at risk? 	<p>Risk Rating Matrix Table 1</p>	<p>Risk Rating Matrix Table 1</p>	<p>Risk Rating Matrix Table 2</p>	<p>The precautions should identify how to reduce the likelihood and/or the impact of any incidents causing harm:</p> <ul style="list-style-type: none"> • What changes will be made to curriculum, environment or practice to reduce the likelihood of a risk occurring. • What adults need to do should an incident occur to minimise the severity of harm. • How the practitioners will support child's learning to reduce the likelihood of a incident occurring. 	<p>Risk Rating Matrix Table 1</p>	<p>Risk Rating Matrix Table 1</p>	<p>Risk Rating Matrix Table 2</p>
<p>X frequently puts items in his mouth throughout the session.</p>	<p>Serious</p>	<p>High</p>	<p>High</p>	<ul style="list-style-type: none"> • Assessment of the environment to consider what items are accessible to X that he may put in his mouth, replacing them as needed. • Anticipating X's sensory needs with adaptations to his curriculum so that he has a sensory break every 20 minutes (see Oral Motor Strategies). • Deployment of practitioners to enable closer supervision of X, preventing him from mouthing or prompting him to remove any items from his mouth using a clear "out" with gesture and redirecting him to explore the item with his hands and/or offering alternative safe oral sensory input. • Targeted support to develop X's play skills so that his focus and engagement reduces the likelihood that he will engage in sensory experiences. 	<p>Minor</p>	<p>Possible</p>	<p>Low</p>

X is unable to independently risk assess and is unable to follow verbal directions to keep safe	Serious	Possible	Medium	<ul style="list-style-type: none"> • Assessment of the environment to consider what X may access in an unsafe way; adapting as needed. • Visual aids available for adults to use with children. • Deployment of practitioners to enable closer supervision of X, preventing him from climbing or other unsafe behaviours, redirecting him to other activities or supporting him to risk assess and access desired activity safely. • Targeted support to develop X's play skills so that his focus and engagement reduces the likelihood that he will engage in unsafe experiences. • Use of social stories to support independent risk assessment. • Targeted support to develop X's communication skills so that he is able to ask for help. 	Minor	Possible	Low
X is unable to communicate to adults if he hurts himself or feels unwell	Serious	Possible	Medium	<ul style="list-style-type: none"> • Training practitioners in Hanen 'More Than Words' strategies and Makaton. • Visual aids available for children to use with adults. • Deployment of practitioners to enable closer supervision of X, reducing likelihood that he will hurt himself and being alert to symptoms of illness. • Targeted support to develop X's communication skills so that he is able to express pain or discomfort. 	Minor	Possible	Low
X's independent play is solitary, and he displays anxiety when peers are close to him	Serious	High	High	<ul style="list-style-type: none"> • Training practitioners in Hanen 'More Than Words' strategies and AET Making sense of autism training. • Adaptations to X's curriculum so that he has a supported structured activity alongside a peer at least once every session. • Deployment of practitioners to enable more intensive support of peer interactions through modelling, simple commentary and reassurance. • Targeted support to develop X's communication skills so that he is able to have simple interactions with peers. 	Serious	Possible	Medium

RISK RATING MATRIX
 (Notes To Aid Completion Of The Risk Assessment Format)

Table 1

Potential Severity of Harm	Meaning	Likelihood of Harm	Meaning
Fatal/Major Injury	Death, major injuries or ill health causing long-term disability/absence from work.	High Likelihood	Occurs repeatedly / event only to be expected
Serious Injury	Injuries or ill health causing short-term disability/absence from work (over three days)	Possible	Moderate chance/could occur sometimes
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work	Improbable	So unlikely that probability is close to zero

Table 2

Risk Rating - Degree of Injury by Likelihood/Probability			
	High Likelihood	Possible	Improbable
Fatal/Major Injury	Very High Risk	High Risk	Medium Risk
Serious Injury	High Risk	Medium Risk	Low Risk
Minor Injury	Medium Risk	Low Risk	No Significant Risk

Table 3

Action Required : Key To Ranking	
High or Very High Risk	STOP ACTIVITY! Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
Medium Risk	Implement all additional precautions that are not unreasonably costly or troublesome.
Low Risk	Implement any additional precautions that are not unreasonably costly or troublesome.
No Significant Risk	The risk is no more than is to be encountered in normal every day life.