**Wellesley Park Primary: Risk Assessment for Children with EHCPs During Covid-19 Lock Down April 2020**

**Name of Pupil**: \*\*\*\*\*\*\*\* (EHCP)

**Year Group**: 6

**Reason for EHCP/Main Area of Need**: ADHD

**Decision for Schooling**: **Remain at Home**

|  |  |
| --- | --- |
| **Advantages of staying at home: Agreed**  Minimizes risk to the \*\*\*\*\*\*’s health.  \*\*\*\*\*\*’s is with familiar people at an unsettling time.  School staff and other health and care professionals involved with \*\*\*\*\*\* can provide remote support.  SENDCo in regular communication with parents.  Class teachers in regular communication with parents. | **Potential risks of staying at home: Not Agreed**  \*\*\*\*\*\*’s full needs can be met by parents – no identifiable risk to his health or physical/ emotional/ social well-being.  Family are of used to caring for \*\*\*\*\*\* around the clock.  Minimal potential risk to siblings and/or parents, if \*\*\*\*\*\* has behaviours of concern: ***\*\*\*\*\*\* is easily managed by parents at home*** |
| **Potential risks of being at school: Agreed**  Risk of catching virus, given close proximity to large group of adults and other children, many of whom are children of frontline key workers: ***Agreed*** ***and mum is pregnant and wishes to keep family isolating in order to minimise risk***  Staffing capacity may mean the setting cannot safely meet \*\*\*\*\*\*’s needs: ***Agreed***  School routine is significantly different, which is likely to cause confusion and distress for \*\*\*\*\*\* with his SEND: ***Agreed***  Absence of adults who have a relationship with \*\*\*\*\*\*, potentially increasing distress and reducing effectiveness of care: ***Agreed***  Setting has reduced capacity and/or knowledge to positively manage children with complex SEND, including behaviours of concern putting other children and adults at risk: ***Agreed*** | **Potential advantages of being at school: Not Agreed**  Continued routine may reduce confusion and distress to \*\*\*\*\*\*: ***School will not have any of the usual routines in place and this will distress*** \*\*\*\*\*\* ***and trigger potentially aggressive behaviours***  Staff have training on approaches and strategies that support emotional regulation: \*\*\*\*\*\*’s ***needs are specific and extreme and require bespoke, specialist care and not enough staff in school each day, will be trained to a high enough standard to support this***  Protective for families at risk of family breakdown: ***Agreed – therefore, school will offer remote support and open communication in order to mitigate this***  Protects child, siblings or other family members from risk involved in staying at home: ***Agreed – therefore, school will offer remote support and open communication in order to mitigate this***    Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks: ***Not agreed – communication with adults/children that*** \*\*\*\*\*\* ***does not know well, or who do not understand him – causes him great distress*** |

Signed Remotely by SENDCo: **E Hartley-Criddle**

Date: **1.4.2020**