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

**Name of Pupil**: \*\*\*\*\*\*\* (EHCP, Vulnerable & SW involvement)

**Year Group**: 5

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

**Decision for Schooling**: **Offer Full Time School Care (Currently self-isolating)**

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| **Advantages of staying at home: Not Agreed**  Minimizes risk to the \*\*\*\*\*\*’s health, especially for those with underlying health conditions: ***Agreed***  \*\*\*\*\*\* is with familiar people at an unsettling time: \*\*\*\*\*\* has ***trusted relationships with staff at WP***  School staff and other health and care professionals involved with \*\*\*\*\*\* may be able to provide remote support: ***Agreed – but parents are struggling to manage this for themselves, even with remote support available and are not communicating with school or social care effectively or consistently*** | **Potential risks of staying at home: Agreed**  Will \*\*\*\*\*\*’s care needs be met? ***Not proven and evidenced poor home and personal hygiene management (food, clothing and toileting)***    What needs to change so that they can be? ***Daily communication between home and school maintained and weekly with social care as a minimum,*** \*\*\*\*\*\* ***in school as much as possible***  Strain to family of having to care for \*\*\*\*\*\* around the clock: ***Agreed. But parents not admitting to struggling and mum’s mental health is a concern***  Potential risk to siblings and parents, if \*\*\*\*\*\* has behaviours of concern: ***Agreed*** |
| **Potential risks of being at school: Not 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***  Staffing capacity may mean the setting cannot safely meet \*\*\*\*\*\*’s needs: ***Potentially, but \*\*\*\*\*\*’s behaviours usually triggered by work avoidance and current climate in school is one of fun and care, rather than learning***  School routine is significantly different, which is likely to cause confusion and distress for \*\*\*\*\*\*: ***Not agreed***  Absence of adults who have a relationship with \*\*\*\*\*\*, potentially increasing distress and reducing effectiveness of care: ***Not agreed, generally \*\*\*\*\*\* gets on with most adults when he is calm***  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, but school feel they can offer a stable and caring environment for \*\*\*\*\*\* to try*** | **Potential advantages of being at school: Agreed**  Continued routine may reduce confusion and distress to \*\*\*\*\*\*: ***Agreed***  Staff have training on approaches and strategies that support emotional regulation: ***At the level required for*** \*\*\*\*\*\* ***- Agreed***  Protective for families at risk of family breakdown: ***Agreed***  Protects child, siblings or other family members from risk involved in staying at home: ***Agreed***    Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks: ***Agreed*** |

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

Date: **1.4.2020**