

Risk assessments for children and young people with an Education, Health and Care Plan.

This local guidance has been updated in response to the latest government guidance on safe placement of children and young people with EHC Plans and the temporary changes in law on the EHC needs assessments and plans.

This guidance will be shared with LA Officers, early years providers, schools and colleges, educational psychologists, health services, social care and local parent organisations.

CONTEXT

Conducting a SEND Risk Assessment during the Coronavirus Outbreak

The government has asked Local Authorities to work collaboratively with parents and other key agencies to make a risk assessment to determine whether the CYP with EHC plans will be able to have their needs met at home and be safer there rather than attending an educational setting.

The guidance states that ultimately it is for parents or a young person to decide whether the child or young person should attend school.

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Reasonable Endeavours: Securing or arranging provision in an EHC Plan during the Coronavirus Outbreak

The government has temporarily changed some aspects of the law on EHC needs assessments and plans.

There is acknowledgement that due to the expectation that most children and young people are safe at home during the COVID-19 pandemic restrictions, it may not be possible to make arrangements for the provision (Section F) as currently set out in a child or young person's EHC plan. The government expects the LA, health commissioning bodies and education settings to work together with parents and the child or young person to see what provision can be reasonably be secured or arranged.

This will include consideration of:

- the provision that the EHC plan describes as needed by the individual child or young person, including the provision of health support to meet educational needs
- the availability of those who should usually deliver what is needed
- what can be done to deliver provision differently – alternative arrangements

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>

Croydon's Toolkit for:

Carrying out Risk Assessments for CYP with EHC Plans

Recording Reasonable Endeavours and the Education Offer

This toolkit provides a framework to support the process of making risk assessments about school provision and making reasonable endeavours to meet provision for children and young people with EHC plans.

Many schools have already undertaken risk assessments for children and young people with EHC plans and taken decisions on appropriate provision.

This revised guidance provides a framework to review and update risk assessments that have been completed to date and provide a more detailed record of the educational and welfare offer pupils that should be shared with parents.

It includes:

- Risk assessment – decision making tool
- Reasonable endeavours: record of educational and welfare offer for children remaining at home – *Note, where there are no significant concerns about the education or wellbeing this may be generic.*

The purpose of this risk assessment is to determine whether the CYP with EHC plans will be able to have their needs met at home and be safer there rather than attending an educational setting.

The LA would advise that a risk assessment is also completed for any CYP with SEND without an EHC plan where it is considered that he/she has significant needs or additional vulnerabilities

School staff should consider with the child's parents/cares (and where relevant the allocated social worker) about the following risks across home and school contexts:

- Risks to the CYP, including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Risk assessment: Decision making and reporting tool.

Please delete or expand detail in the prompts below as appropriate

Name of pupil:			
DoB:		Year group;	
Name of educational setting			
Lead person completing RA			
Is CYP receiving support from Social Care?	CP, CIN or LAC? Other?		
How have parents and/or CYP been involved in the risk assessment?			
Advantages of staying at home	Potential risks of staying at home		
<ul style="list-style-type: none"> • CYP is with familiar people at an unsettling time. • Familiar settings and possessions can support with emotional regulation and reduce anxiety. • Reduces risk to the CYP's health or that of family member especially for those with underlying health conditions. • School staff and other health and care professionals involved with child may be able to make alternative arrangements to provide support remotely. 	<ul style="list-style-type: none"> • Behaviour associated with CYP's SEND may affect well-being of all family members • Potential strain to family of having to care for child around the clock without access to respite. • Domestic circumstances may restrict the support that families can provide at home such as access to outdoor space. • Will all the CYP's education, health and care needs be met? • What alternative arrangements can be made to avoid gaps and disruption of support set out in plan? 		
Potential risks of being at school	Potential advantages of being at school		
<ul style="list-style-type: none"> • Heightened risk of infection given close proximity to large group of adults and other CYP, especially where there is increased medical vulnerability. • Reduced staff availability may mean the setting cannot safely meet CYP's needs or that of others. • Reduced access to or absence of familiar adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care. • School routine is significantly different, which is likely to cause confusion and distress for CYP with SEND. • CYP's SEND may mean that they will have difficulty or not able to follow rules of social distancing and personal hygiene 	<ul style="list-style-type: none"> • Continued routine may reduce confusion anxiety and distress to child or young person. • Maintains contact and support with familiar staff • Maintains social contact and reduces risks associated with social isolation • Maintains access to staff with skills and expertise to deliver specialist programmes of support • Access to staff have training on approaches and strategies that support emotional regulation and well being • Provides respite to families supporting children with particularly challenging behaviour concerns or care needs or other home vulnerabilities such as single parent 		

<ul style="list-style-type: none"> Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk 	<p>or family members with mental health issues.</p> <ul style="list-style-type: none"> Protective for families at risk of family breakdown or harm
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Outcome of risk assessment: Decision agreed (delete as required):		
<p>The CYP will continue to attend school The CYP will attend school on a part-time basis (please add details) The CYP has been offered a school placement but parents have decided that they wish their child to remain at home. The CYP will remain at home; the parents are able to meet needs and/or it is safer at home than in school.</p>		
Transport arrangements (if attending school)	Tick	Tick
Does the pupil receive transport assistance from the LA?		
Have you informed the transport department?		
Communication of decision		
Have you informed and shared a copy of this risk assessment with Croydon SEND team by sending to senenquiries@croydon.gov.uk and/or notified the child's EHC Co-ordinator).		
Have you informed Children's Social Care – allocated Social Worker		
How will this risk assessment be reviewed?		

Reasonable endeavours: educational and welfare offer for CYP with EHC plans remaining at home.

Please delete prompts and any sections that are not relevant for the child or young person.

Once completed this record of the educational and welfare offer should be sent to: senequiries@croydon.gov.uk

A copy should be shared with parents and carers.

Name of pupil:	
DoB:	
Name of educational setting	
Name and role of person completing this form	
Date sent to parents.	
How will you keep in touch with parents and carers? Who/how/frequency?	<p><i>The key point of contact is **** and his/her contact details are ****</i></p> <p><i>Contact will be made at least weekly by email/phone/video call/ as agreed by family.</i></p> <p><i>Discussions will include what is going well and what are the challenges.</i></p> <p><i>The school will keep a log of contact with families and follow up on issues that arise.</i></p>
Details of arrangements for home learning?	<p><i>Home learning activities should consider access and availability of IT devices.</i></p> <p><i>What other resources and equipment might be required to support home learning</i></p> <p><i>Are tasks sufficiently differentiated and modified to support access and/or to practice and overlearn key skills linked to individual targets.</i></p> <p><i>Have resources been adapted e.g. use of enlarged print for children with VI?</i></p> <p><i>Have you sought support from EPS / SLT on modifying learning tasks or supporting families in implementing communication activities?</i></p> <p><i>Are expectations realistic, avoiding pressure to complete tasks within deadlines etc.</i></p>
Welfare support?	<p><i>What pastoral support will continue or be offered to support emotional mental health and wellbeing of child or young person and their family e.g.</i></p> <ul style="list-style-type: none"> • <i>Continued access to counselling services</i> • <i>Support from school family support worker or equivalent?</i> • <i>Using Croydon EP service parental advice line</i> • <i>Checking that family are receiving and redeeming food vouchers or other food supplies as applicable.</i>
*Alternative arrangements for provision from other agencies?	<p><i>Details of the reasonable endeavours in place to ensure that aspects of provision set out can continue to be delivered</i></p>

<p>(Section F – education provision)</p> <p><i>Include reference to advice and provision from EP service, speech and language service, occupational therapy service and CAMHS as applicable</i></p>	<p>e.g. Speech and language therapy: How has the delivery of any SLT programme been modified? Has this been agreed with your link therapist? Can child remotely access any 1:1 or group speech and language sessions? Have parents been signposted to resources on your website or local offer to support speech and language activities at home?</p>
<p>Any other arrangements for this pupil not covered in the above? (Section G- Health Provision)</p> <p><i>Include reference to any medical provision e.g. Physiotherapy, School nursing or EDD</i></p>	
<p>Return to school?</p>	<p>What planning and arrangements need to be in place to support a return to school for this child?</p>

****For more advice and guidance on home learning for SEND children and for details of support health and other services are offering please go to the Croydon Local SEND offer:***
<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>