

## **Guidance for completing the EHCP Risk Assessment Summary Form**

The EHCP Risk Assessment Summary Form should be used to summarise the risk assessment undertaken by the school and current provision for pupils with EHCPs.

Please complete one row on the spreadsheet for each child with an EHCP on the school's role.

### **EHCP Risk Assessment completed? Y/N**

The DfE Guidance on Vulnerable Children is as follows:

*Do all children and young people with an EHC plan need to continue at school?*

*Many children and young people with EHC plans can safely remain at home. Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and **make a risk assessment for each child or young person**. Local authorities and education settings should decide together who is best placed to undertake the risk assessment, noting that the **duty to ensure provision remains with the local authority**.*

DfE guidance on Risk Assessments is as follows:

*A risk assessment for a child or young person will need to balance a number of different risks, including:*

- *the potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions*
- *the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily e.g. in the home or online*
- *the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite*
- *the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered*
- *any out-of-school or college risk or vulnerability. For example, a child or young person becoming involved in dangerous behaviour or situations or requiring support from a social worker. This applies to those whose needs are best met in educational settings, particularly in order to stop a care placement breakdown*

*Risk assessments should consider which children and young people with EHC plans may benefit more from remaining at school or college than at home.*

*This is most likely to be the case where:*

- *a child or young person is receiving personal care or healthcare at their school or college which cannot be replicated at home (for example, many pupils and students in residential settings); or*
- *it is not sustainable for parents or carers to meet their child's needs full-time for an extended period (for example, those attending day settings whose parents meet their personal care, mobility or other needs in evenings and weekends, but where this would not be sustainable full-time); or*
- *the child or young person would face other risks out of school or college (for example, if it is more feasible for them to follow social distancing and good hygiene practices within the routine and familiarity of their school or college day, or where their behaviour would put them at other risks out of school or college); or*

- *children and young people whose condition prevents or inhibits self-regulation and whose behaviours cannot be supported or managed by parents or carers at home; or where this would place a risk to other siblings or family members*

*In these or similar circumstances, the risk assessment might determine that the benefits to the child or young person from continuing to attend their educational setting are greater than being at home.*

*Many other children and young people with EHC plans can safely be supported at home. This could be for various reasons, including because:*

- *they do not need irreplaceable care or health provision*
- *the services they most need can be moved from their educational setting into their home*
- *their parents can meet their needs full-time*
- *they are able to follow hygiene and social distancing practices at home*
- *due to their health vulnerabilities, they are safer in the more stringent social distancing environment of their home*

## **Reviews and Updates of Risk Assessments**

Risk assessments should be 'dynamic' and updated in the light of changing circumstances, taking into account views and concerns of parents/carers.

Summary Information will be requested fortnightly but schools should inform the Local Authority sooner if any risk assessments move into Priority for Action 1.

## **NHS Clinical Commissioning Group dynamic support register**

Please note Government Guidance on Risk Assessments states that if a child or young person has a learning difficulty, autism or both, you should ensure, with the agreement of the family, that the child is identified on the NHS Clinical Commissioning Group dynamic support register if the risk assessment deems a child or young person is safer at home

## **Priority for Further Action**

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|------------|---|
| Priority 1 | CYP is accessing little or none of the provision detailed in the EHCP. CYP welfare concerns increased due to lack of access to the provision. Concerns regarding parental/carers compliance with the school / setting offer of provision. |
| Priority 2 | Child/young person is accessing parts of the provision detailed in the EHC Plan within the home with school/ setting support and guidance   |
| Priority 3 | Child/young person is accessing parts of provision as detailed in EHC Plan through attendance at school/setting.  |

## **Current Provision**

Describe the current provision being made for the child or young person.

Examples of current provision include:

- Pupil attending school or agreed provision on a regular basis.
- Parents/carers can support the needs of the child at home and provision is in place so the child or young person can continue to progress via distance learning.
- Parents and carers have chosen for their child or young person not to go to school or college because of the outbreak, so temporarily they have agreed not to access education at the setting for their child to which the plan entitles them
- Details of support services the child/ young person is accessing, including names & job title of professionals involved. Describe how services are currently supporting the child/ young person.
- Details of partner agency contribution e.g. Health and Social Care, which support the education, health and care needs of the child/young person as detailed in the EHC Plan. Include the name & job title of any other Health or Social Care professional involved.
- Equipment or services have been moved into a child or young person's home
- The child/ young person has an Individual Health Care Plan (IHCP) in place and this is being implemented.

## **Safeguarding**

If you have safeguarding concerns about any child/young person, including if you are unable to make contact with child/young person and/or parents/carers, please continue to follow your school, college or setting's safeguarding procedures.