



SEND and Inclusion Policy

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Main updates since last policy	Clarification around use of SEND resources in class

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1. Introduction

The following Special Educational Needs (SEN) policy for Wessex Primary School (Wessex) has been compiled to work within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. The implementation of this policy is the responsibility of all teaching staff at Wessex and will be monitored by the Headteacher, the SENDCo and the Governing Body.

Wessex has a named SENDCo and a named Governor responsible for SEND. The names of these can be found on our school website.

This policy outlines the purpose, nature, strategies and management for inclusion and the identification, assessment, teaching and learning of pupils with special educational needs and disability (SEND) at Wessex.

This policy will be reviewed annually. The staff at Wessex will use their best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to respond to the four areas of need identified within the Code of Practice (2014):

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health*
- *Sensory / physical*

2. Principles

Wessex Primary School is committed to inclusion with policies and practices that include all learners. We are dedicated to providing a personalised and high-quality education to all of our children. Diversity is valued as a rich resource and we believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, communication and interaction, learning difficulties or social and emotional development, or may relate to factors in their environment, including the learning environment they experience in school. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

3. Definition of Special Educational Needs

According to the Code of Practice (2014), a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disabled children and young people

- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

4. Identification, Assessment and Provision

4.1 Systems of identification, assessment and provision

Wessex implements a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities and needs of all children. When there are concerns that a child is not making satisfactory progress or has other additional needs (such as social, emotional or behavioural), wider discussions and evidence gathering takes place. These may include, but are not limited to:

- Teachers raising their concerns with Senior Leaders and SENDCo, as they arise
- Pupil Progress Meeting discussions
- Formal assessment data
- Observations of children by teachers, Senior Leaders and/or the SENDCo

It should be noted that a wider view of the child is considered and a diagnosis or slow progress and attainment will not automatically mean a child is placed on the SEND register. Where concerns are raised, support and advice are given to the teacher, and the SENDCo and Headteacher may make the decision to place the child on the SEND register.

As these children are monitored in line with their peers, it may be identified that a child no longer needs provision which is ‘additional to and different from’ that of their peers, and therefore the decision may also be made to remove them from the SEN register. As detailed within our principles above, we believe that children may experience difficulties which affect their learning for differing lengths of time and at different times in their school careers. The flexibility of adding and removing children from the SEND register reflects this and aims to ensure children receive the right level of support at the appropriate times.

4.2 External Agency SEND Support

There are occasions when the school needs to seek advice and guidance from other education or health professionals, such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists. The need for involvement from these professionals is identified through the above channels (see 4.1) and will include discussions with parents/carers.

4.3 Education Health and Care Plans

Where there is a continued significant cause for concern, despite a graduated response of support, consideration may be given to make a request to the Local Authority for an Education Health and Care Needs Assessment (EHCNA). A request can be made by the school or parents.

The graduated response of support over a sustained period of time (at least 2 full terms) can include:

- Quality First Teaching strategies with appropriate levels of differentiation and additional support
- SEND Provision through a SEND provision plan
- Advice and guidance from external agencies (where appropriate)

The school will use reports from all professionals involved with the child to complete this request. Before an EHCNA is requested, support should be implemented, embedded, assessed and adapted as part of the graduated response. If the school do decide to make an EHCNA request, information in the request will include:

- Information about the child's progress over time
- Documentation in relationship to the child's special educational needs
- Evidence of the graduated response of support
- Views of the child (where appropriate)
- Views of the parent

The paperwork is submitted to the Local Authority's SEN Panel, who decide whether an EHC needs assessment will be granted or not. In considering whether an assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND.

If an education, health and care needs assessment is granted, then the Local Authority's SEN Panel will request formal advice from all of the professionals involved with the child. It must be noted that agreement to undertake an EHC needs assessment will not always lead to an EHC plan being granted.

If an EHC plan is granted, the Local Authority will then consult with schools to determine the agreed school placement for the child. This includes the local authority SEN Team consulting with schools, including the current school, about whether or not they can offer a place to the child on the basis of whether or not they can meet the needs indicated in the EHC plan.

Once a final EHC plan has been issued, a copy is sent to parents and the school. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The final EHC plan will name the agreed school placement for the child. The SEN Panel will advise the school what additional funding, if any, is being provided to the school to deliver the EHC plan along with advice as to how this might be used. The SEN Panel may make a recommendation as part of the process about a change in school placement for the child in light of their special educational needs and the resources required to support these.

It must be pointed out to parents that not all requests for an education, health and care needs assessment are successful and that not all draft EHC plans are issued as final agreed documents and that this decision will be up to the Local Authority SEN Panel. Where an education, health and care needs assessment or an EHC plan are not agreed, the school will continue to provide support for that child within 'SEN Support' and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate/necessary.

Whilst the Local Authority makes its decision about whether an education, health and care needs assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported within 'SEN Support'.

The production of an EHC plan is organised by the Local Authority which a child is resident in, in close liaison with the school, external agencies involved with the pupil and the pupil's

parents/carers. EHC plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations.

4.4 Children with an Education Health and Care Plan (EHCP)

A child who has an EHCP will continue to have arrangements made and additional support provided as appropriate. Children who have an EHCP will not have a separate support plan as the outcomes (Section E) and provision (Section F) within their EHCP detail their identified needs and support. This is monitored by the SENDCo.

As per government guidance, there will be an Annual Review, undertaken in partnership with the child and their parents, and will take account their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN Officer and other relevant professionals who are working with the child will be invited to attend the annual review meeting. If a pupil makes sufficient progress, an EHC plan may be discontinued by the Local Authority.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT). For pupils eligible for funding through an EHCP, this is also tracked and monitored through the SLT and reviewed annually through the review process within the school and then the SEN case panel. The panel will then identify if the EHC will require any adjustment.

4.5 Provision Plans

Where a child is identified as needing SEND provision (SEND register) strategies are employed to enable the child to progress and will be recorded within a SEND Support Provision Plan or Behaviour/Pastoral Support Plan.

SEND provision plans are typically put in place for children who need additional support with their academic, social and emotional development and will include information about:

- The child's strengths and barriers to learning
- Attendance data
- External professionals involved
- Provision in-class
- The short-term outcomes set for the child and further actions to address these
- Review of progress and next steps towards the outcome(s)

Monitoring of these plans will take place on a termly basis and will be shared with parents/carers. Provision will run concurrently with differentiated curriculum support.

See Appendix 1 for a blank Provision Plan.

Behaviour or Pastoral Support Plans (PSP) are typically put in place for children who need additional support with behavioural, social and emotional needs.

In the first instance, a Behaviour Support Plan may be considered and put in place. This includes information about the behaviours which are being seen within different levels of regulation and strategies to support this (see Appendix 2 for an example of what a plan may look like). The Behaviour Support Plan is a working document which will be amended as needed, as well as having formal review points set and indicated on the document.

After a Behaviour Support Plan is reviewed, amended and re-implemented, it may be deemed necessary to introduce a Pastoral Support Plan (see Appendix 3). This may include information about:

- Why a plan is needed and would be beneficial
- Previous strategies used and their effectiveness
- Strategies which are known to be beneficial and/or aid regulation

- What is working well and not working well for the child
- What the child enjoys
- Triggers for dysregulation and/or behaviours that challenge and how these present
- Targets
- Strategies
- Measure of progress
- Review dates

Monitoring of both these plans will take place on an agreed timeline and will be shared with parents/carers. Provision will run concurrently with differentiated curriculum support. At the formal review points for each plan, it may be deemed necessary to:

- Close the Behaviour/Pastoral Support Plan.
- Make amendments and set a new date for a formal review.
- Continue with the plan as is and set a new date for a formal review.

See Appendix 2 for what a Behaviour Plan may look like and Appendix 3 for a blank Pastoral Support Plan.

Risk assessments may be put in place alongside a PSP when deemed necessary to ensure the safety of pupils and/or staff. See Appendix 3 for a template risk assessment; variations of this may be used to best meet the needs of the child.

4.6 SEND Resources

Sometimes the use of a SEND Resource can be beneficial to a child. These include (but are not limited to): wobble cushions, ear defenders, 'chewies' and attention resources (aka fiddle toys).

The use of these resources is typically recommended by a therapeutic professional and named within a therapy support plan. However, teachers or the SENDCo may also use their professional judgement to deem these would be beneficial, and a resource may be trialled or implemented.

If a parent/carer wishes to send in such a resource, this should first be discussed and agreed with the class teacher. If necessary, the class teacher may consult with the SENDCo for advice.

Once these discussions have taken place, the use of a singular SEND resource is considered part of reasonable adjustments at Wessex Primary School. The child does not need external professional input or for this to be documented in a formal provision plan, however it will be documented internally. However, if a child requires multiple SEND resources to effectively access the classroom and learning, the school will consider putting them on the SEND register and writing a provision plan.

Attention resources (aka fiddle toys) should be small, hand-held, silent and children should not have more than one attention resource available on their table. If the use of said resource becomes distracting to the child or disruptive to the learning of others, the teacher may use their judgement to remove this item. The child will be supported to use an alternative resource to meet their need.

Wessex Primary believe that it is important for children to not build dependency on these resources but instead develop self-awareness of when a resource is helpful to them and when it is not needed. Therefore, the use of any SEND resources will be monitored closely by the class teacher. The resource will only be used whilst they are having a positive impact on the child and may be limited to certain times or activities when it has maximum impact.

4.7 Social Inclusion

Wessex Primary School seeks to provide social inclusion by means of an effective PSHE policy. Children are respected and their views are considered and taken into account. The PSHE curriculum includes issues of disability, difference and valuing diversity. In addition, the following strategies are used where appropriate:

- Modified curriculum
- Revised timetable arrangements within school
- Individual support
- Home school link book/diary
- Use of Redwood quiet room at lunchtime
- Personal targets
- Circle Time
- Contact with external agencies

4.8 Emotional Support

There are a number of interventions available to children in school which provides support at an emotional/mental well-being level. These currently include:

<ul style="list-style-type: none"> • Emotional Learning Support Assistant (ELSA) sessions: 	For children with identified needs
<ul style="list-style-type: none"> • Specific group work: 	These include social skills, self-esteem, mindfulness, anger management and transition support
<ul style="list-style-type: none"> • Mental Health Support Team (MHST) sessions: 	The Mental Health Support Team can work with parents of identified children to support specific emotional needs in the home environment.

4.9 Links with Other Schools/Transition Arrangements

Children joining the school will follow identification, access and assessment procedures. Concerns about particular needs will be brought to the attention of the SENDCo. Foundation Stage 2 staff will meet with previous setting staff prior to children starting school and, where necessary, the SENDCo will be involved. Teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue, the SENDCo will be involved. Relevant SEND information will be forwarded to the next school.

The summer term is used to prepare all the children for their transition into their new year groups for the following academic year. All children spend part of a morning in their September classes meeting their peers, the staff and become familiar with their classroom environment. Prior to this transition morning, identified children will have a personalised transition plan, and will receive a transition booklet, which includes pictures of the staff and the classroom environment. They may also have several planned visits to their September classroom setting prior to and after the transition morning,

5. Roles and Responsibilities at Wessex in relation to SEND

5.1 SENDCo and Arrangements for co-ordinating SEND provision

- Oversee the day-to-day operation of the school's SEND policy
- Ensure equality of opportunity for, and endeavour to eliminate prejudice/discrimination against, children with SEND
- Attend progress meetings, analyse data and meet teachers regularly to monitor the progress of children with SEND
- Continually track and monitor the progress of the children, assist the teachers in identifying needs as they arise and provide support, as early as possible, and in line with the school's Assessment Policy
- Assist teachers in implementing and reviewing SEND Provision Plans, Pastoral Support Plans and EHCP provision, twice a year or more frequently if required, in line with Parent Consultation Evenings.
- Guide and advise teachers in using targets arising from progress meetings and reviews to inform and support whole class planning and teaching styles

- Monitor the quality and effectiveness of provision for pupils with SEND through classroom observation together with the Headteacher/SLT
- Liaise with and advise fellow teachers on matters involving inclusion and SEND
- Make regular visits to classrooms to monitor the progress of children on the SEND Register
- Encourage support staff to extend their CPD and provide appropriate in-house and external CPD opportunities for TAs
- Contribute to the in-service training of staff
- Co-ordinate and develop school-based strategies for the identification and review of children with SEND
- Monitor planning for SEND and support curriculum planning
- Co-ordinate provision for children with SEND
- Oversee the records of all children with SEND
- Oversee additional support for children with SEND
- Share long term planning and Action Plan for SEND with the Headteacher and Governing Body
- Communicate with parents/carers of children with SEND and include parents/carers at every stage in the plans to meet their child's additional needs
- Where appropriate, include children in the planning and in any decision making that affects them
- Build and maintain a resource bank of relevant and suitable materials. Identify current spending priorities and be responsible for the budget allocated to SEND
- Liaise with local schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaise with external agencies including the LA's support, health and social services and voluntary bodies
- Prepare reports for SLT and the Governing Body
- Meet with the SEND governor to discuss Inclusion and current SEND concerns.
- Maintain an up-to-date knowledge of local and national initiatives by attending relevant courses and cluster group meetings
- Liaise with a number of outside agencies and provide opportunities for teachers to plan and review alongside these specialist services. Inform parents/carers if any outside agency is involved and provide details of these groups as appropriate. These agencies include:
 - Educational Psychology Service
 - RBWM Teaching and Support Service – including the Behaviour Support SEMH (Social Emotional and Mental Health) Team
 - SALT – Speech and Language Therapy team
 - C.A.M.H.S.
 - RBWM Healthy Minds Hub
 - RBWM ASD Team (SHINE)
 - Social Care
 - Education Welfare Service
 - NHS and School Nurse
 - Community Paediatrician
 - NHS Physiotherapy /Occupational Therapy
 - MHST – Mental Health Support Team
 - Voluntary Organisations – Family Friends/ABC To Read

5.2. The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all

teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special

educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

5.3. The role of the Headteacher and Senior Leadership Team

- Provide strategic direction and development for SEND
- Support CPD for all staff
- Ensure high quality teaching is delivered with appropriate differentiation
- Ensure interventions are evidence based, appropriate and effective
- Encourage strong partnerships between staff and parents
- Provide support for the SENDCo in monitoring the impact of SEN provision.

5.4. The role of the class teachers

- Seek out advice and guidance if further support is required for their own CPD and/or provision for children
- Plan, teach and monitor the attainment and progress of all pupils
- Adapt lesson delivery for pupils of SEND as appropriate
- Write, review and implement SEND support plans (with support from the SENDCo where required)
- Use the 'graduated approach' which includes a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEND, and to monitor the progress of those already identified as having SEND
- Monitor the impact of class teaching, differentiation and other provision, including interventions and additional support within class
- Have a commitment to CPD
- Liaise with other staff (support staff and SENDCo)
- Ensure the effective deployment of support staff
- Monitor the effectiveness of support staff within the classroom
- Communicate with parents of SEND pupils

5.5. The role of support staff (TAs and HLTAs)

- Be appropriately trained with a good knowledge of SEN
- Have a commitment to CPD
- Focus the support for pupils on their learning, development and ultimate independence
- Provide appropriate support in class
- Deliver evidence-based interventions (with support from the class teacher and SENDCo)
- Liaise with other staff (Teacher and SENDCo).

6. Access Arrangements

6.1. Access to Information

All children requiring information in formats other than print, are provided with information according to their needs. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by organising peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through adult scribing or using a laptop.

Wessex Primary School uses a range of assessment procedures within lessons (such as role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

6.2. Access to the Environment (See also School Accessibility Plan)

Wessex Primary School is a single site school, with Foundation Stage 2 /Key Stage 1 and Key Stage 2 buildings that are joined by a reception block. The school is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which is suitable for wheelchair access and provision.

Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently a washing machine available within school. There are 2 wheelchair accessible toilets for children and adults in the Key Stage 1 and 2 areas. There are safety arrangements in place to provide good learning environment beneficial to all children particularly Hearing-Impaired pupils. Our classrooms are acoustically treated, for instance visual stroke fire alarm input for Hearing Impaired pupils.

6.3. Admission Arrangements

Children with SEND are considered for admission to the school on exactly the same basis as for children without additional educational needs. In Foundation Stage 2 (FS2) classes, pupils are normally allocated to each class by age and gender to ensure that there is parity between both classes. Children who are identified prior to joining our school as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to FS2 is largely on a full-time basis. These arrangements are flexible to cater for individual needs. Prior to starting school, parents/carers of children with a diagnosis or an EHCP agreed or pending, will be invited to discuss the provision that can be made to meet their identified needs.

Where a child already has an EHCP, the Local Authority will consult with the school regarding placement. Consideration will be given to the provision needed to support the child and whether Wessex can offer the best opportunities for the individual.

This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance, but such agreements will not be used as a condition of entry.

6.4 Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to solve attendance problems wherever possible, recognising any particular needs of individuals or groups.

6.5 Working with Disabled Parents / Carers

Wessex Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. large print, e-mail etc.

6.6 Extra-curricular Activities

At Wessex Primary school, we provide a range of enrichment activities. We aim to ensure all activities, including day and residential trips are inclusive or all children regardless of difficulty or disability. We provide additional support for individual children as required.

7. Dealing with Complaints

If a parent wishes to complain about the SEND provision or policy, they should, in the first instance, raise it with the class teacher or SENDCo who will try to resolve the issue. If the issue cannot be resolved or a parent is not satisfied with the response, the school's has a complaints policy and procedure. This can be found on the school's website or available via the school office.

For more detailed information on the School's approach to SEND please see the SEND information report.

8. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

We ensure that staff are aware of this fact and include this within our safeguarding training.

Appendix 1



Wessex Primary - Provision Plan



NAME

Class:	
Attendance:	Academic 22-23: Autumn 23-24: Spring 23-24: Summer 23-24:
Diagnoses:	

External Input:		
Occupational Therapist (OT)	Educational Psychologist (EP)	ELSA
Physiotherapist	Paediatrician	SHINE
Speech and Language Therapist (SALT)	CAHMS	Other:

Areas of strength:
Barriers to learning:

Provision in class:

Outcome	Actions	Progress and next steps

Behaviour Support Plan

Child:

Year/Class:

Teacher:

Target:

Behaviours	Strategies
	Pre-emptive/teaching strategies
	Actions to take when behaviour escalates
	Heightened dysregulation
	Re-regulating

This is a working document and will be amended as necessary.

Date written:

Next formal review date: W.C.

Pastoral Support Plan

Initial information

Child:

Teacher:

Reason for PSP:
Supporting facts for the PSP <i>(what do we know about the pupil that gives school staff confidence that a PSP might be successful?)</i>
Previous school interventions/strategies and their effectiveness:
Where are things going well? What successes have there been?
What does the child enjoy?
Regulating activities for the child include:
Where are things not going well at the moment?
Triggers (for anxiety/dysregulation/behaviours that challenge):
How do dysregulation/behaviours that challenge present:
How can parents/carers help?
How can school help?
Signed by:



Pastoral Support Plan

Child:	Teacher:	Date:	Review:
Target	Strategies How will we support NAME to work towards this target? Who will support NAME with this target?		Measure of progress What does success look like in small and large steps? What do we want to see?
Signed by:			

Wessex Primary School	
Risk Assessment	
Version:	
Last reviewed:	
Last edited:	

Item	Identified risk	Action	Scoring of risk*			
			<table border="1"> <tr> <td>H</td> <td>M</td> <td>L</td> </tr> </table>	H	M	L
H	M	L				



Challenging Behaviour Risk Assessment Wessex Primary School



Name of pupil:

Risk Assessment completed by:

- Reason for Risk Assessment:
- ✗ prior to admission/on starting at school /initial assessment
 - ✓ In response to staff concerns
 - ✓ following a series of incidents
 - ✗ following a major incident

Summary and dates of incidents involving injury

Date	Staff/pupils injured? State nature of injury sustained.	Was it reported as an incident / accident to the Local Authority?	Was the incident Reportable under RIDDOR?	Were restrictive physical interventions used?

Version history:

Date – Risk Assessment created

Types of behaviour causing concern

Previous Hazard/Behaviour Give brief description	Frequency H – hourly D – daily W – weekly M – monthly I - infrequently	Likelihood of behaviours presenting (L) (1 – 5)	Impact of behaviours (I) (1-5)	Risk Rating (L x I)	Pre-emptive measures to reduce hazard to prevent further escalation	Reactive steps if >10 risk hazards / behaviours happen
Disruption in class						
Violence/Physical Aggression						

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Unsafe behaviour						

Non-compliance						

Current Behaviour	Target	Proactive Steps	Reactive Steps	Current levels of success / evaluation

Triggers/reasons given for behaviour

✓	Frustration	✓	Conflict		Gender issues
✓	Non preferred activity		Change to routine	✓	Adults working with other pupils
✓	Anxiety		Learned behaviour		Regularly reading social stories
✓	Regular staff absent	✓	Inappropriate response to challenge		Specific lessons
✓	Expectations firm	✓	Pressure / demands		

Flash points/high risk situations/times of the day

	On arrival at school		When told of a change to routine	✓	Non – preferred lessons
	Morning lessons	✓	Afternoon lessons		Out of school activities
✓	Breaktime play		Lunchtime play		Eating meals
✓	Transitions around school e.g. after break/lunch		Unstructured sessions		Other

Adults to whom behaviour is most likely to be exhibited

	All staff		Women		Men
✓	Familiar staff		Senior leaders		Visitors
	Specific ethnic groupings		Unfamiliar staff		Members of the public
	Other		Other		Other

Peers to whom behaviour is most likely to be exhibited

✓	All peers		Girls		Boys
	Younger peers		Older peers	✓	Familiar peers
	Specific ethnic groupings		Unfamiliar peers		Other

Control methods to reduce the risks

✓	Increased staffing ratios	✓	Individual timetable	✓	Special seating arrangement
	Special arrangements at the start of the day		Special arrangements at the end of the day - Harmony RTT	✓	Behaviour management plan / risk management plan

✓	Restriction of school-based activities		Restriction of out of school based activities	✓	Special arrangements to start the afternoon sessions
	Other		Reduced time table		SEMH coach

Reactive interventions

	Removal of peer group	✓	Change of staff	✓	Removal of child through instruction / direction
	Removal of child through physical intervention		Physical intervention	✓	Internal exclusion
	Suspension		Part time timetable		Other