



achieving  
for children



Kingston  
Clinical Commissioning Group



Richmond  
Clinical Commissioning Group

# Collaborative Risk Assessment and confirmation of provision (template letter)

Dear Parent/Carer (Name)

Regarding (child's name)

As required by government advice, the school has collaborated with you and your child or young person, if appropriate, and conducted a risk assessment regarding access to a place in school during the Coronavirus related restrictions. The government advises us to consider the following:

*'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. They will need to consider a number of different risks to each individual, including:*

- *the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required*
- *the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting*
- *the ability of the individual's parents or home to ensure their health and care needs can be met safely*
- *the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered'*

The school must also consider whether or not parents are key workers or the child has a social worker.

The risk assessment for your child is as follows (CYP = child / young person):

(Items in the boxes below are for schools to use as prompts and delete or expand as needed)

<b>Advantages of staying at home</b>	<b>Risks of staying at home</b>
<p>Minimizes risk to the CYP's health, especially for those with underlying health conditions.</p> <p>CYP is with familiar people at an unsettling time. Familiar settings and possessions can support with emotional regulation</p> <p>School staff and other health and care professionals involved with child may be able to provide remote support.</p>	<p>Will the CYP's care needs be met? What needs to change so that they can be?</p> <p>Strain to the family of caring for a child 24/7</p> <p>Potential risk to siblings and parents, if CYP has behaviours of concern.</p>
<b>Risks of being at school</b>	<b>Advantages of being in school</b>
<p>Risk of catching the virus, given close proximity to a large group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Staffing capacity may mean the setting cannot safely meet CYP's needs.</p> <p>School routine is significantly different, which is likely to cause confusion and distress for CYP with SEND.</p> <p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>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>	<p>Continued routine may reduce confusion and distress to child.</p> <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Protective for families at risk of family breakdown.</p> <p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks</p>

As a result of this risk assessment:

- Your child will be offered a place at school every day
- Your child will be offered a part-time or respite place at school (insert details here)
- Your child will not be offered a place at school at this time

This risk assessment will be reviewed regularly in collaboration with parents and child or young person. If you would like the school to consider additional information in its risk assessment then please contact ([senco@example.school.org](mailto:senco@example.school.org)) to discuss.

For children not currently offered a school place or offered a part time or short break place the school will make reasonable endeavours to provide provision in the EHCP in the following ways. The Local Authority and the Clinical Commissioning Group have worked with the school to confirm how EHCP provision will be made at this time, this letter is confirmation of the provision that your child will receive during this period of Covid until 30 June. This is detailed below: **delete those not applicable**

- Stay in touch each week (by email/telephone/video call) and ensure that differentiated home learning activities advice and planning are provided.
- Loan the following resources or equipment \_\_\_\_\_
- Enlarged /braille materials
- Offer live video learning sessions (state frequency)
- Regular learning review sessions with LSA/SENCO/class teacher...(state frequency)
- Advice via video call, telephone or email from the following external specialist(s) (EP/SaLT/OT/Specialist teacher/LA adviser/medical or mental health professional) (state frequency)
- Advice sheet/telephone consultation from speech and language or occupational therapist
- Counselling or CBT via phone or online by mental health worker
- Other \_\_\_\_\_

Any other specified provision as set out in your child or young person's EHC plan will not be delivered at this time due to Covid 19.

You could also look at the home learning resources and ideas listed here:

[https://kr.afcinform.org.uk/local\\_offer](https://kr.afcinform.org.uk/local_offer)

Signed (School)

Dated

**Addendum:**

**Additional advice on risk assessment of children with special educational needs:**

'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.'

(from:

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#legal-context>)

## **Disagreement**

If the child or young person and/or their parents disagree on the decision reached as a result of the risk assessment please contact [sendteamsas@achievingforchildren.org.uk](mailto:sendteamsas@achievingforchildren.org.uk). A multi professional panel representing the local authority and clinical commissioning group will then review the risk assessment and advise on a decision.

## **Support for parents**

Parents may like to seek support from SENDIASS. SENDIASS provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. They can be contacted here:

Kingston Office: Moor Lane Centre Moor Lane, Chessington, KT9 2AA

Richmond Office: 20 Windham Road Richmond, London, TW9 2HP

Phone: 020 3793 9596

Email: [RichmondKingston@kids.org.uk](mailto:RichmondKingston@kids.org.uk)

### Framework - Securing or arranging provision in an EHC plan under the modified s42 duty

The framework acknowledges that what constitutes reasonable endeavours will vary according to the needs of each child and young person and the specific local context. In deciding what provision would be required, it might be appropriate to consider the following.

- the provision that the EHC plan describes as needed by the individual child or young person
- the availability of those who should usually deliver what is needed
- what can be done to deliver provision differently?

What?	Securing something different to the provision stated in the plan, for example in relation to availability of staff, availability of technology and any significant risk that may cause harm
Where?	Location where provision is to be provided may be altered, for example early years provider, school, college, community setting, home or clinic
How?	Frequency and timing of provision may be altered or modified in the light of available staff and risks that may cause harm
When?	Method of delivery may be altered, for example virtual rather than face-to-face and smaller rather than larger groups for teaching (where this can be done following the guidance on reducing transmission of coronavirus (COVID-19))
By whom?	Changes to the person delivering the provision, for example a learning assistant under virtual supervision rather than a specialist therapist or teacher

## Covid19 -Risk Assessment for a child with an EHC Plan where there are different perspectives.

School/education setting undertakes collaborative risk assessment in line with government guidance for vulnerable children, using a risk assessment template provided.



Parental views are taken into consideration to inform the final decision, and final decision is made. Final decision is communicated to parents/carers through school and formal consent/agreement is obtained.



If in dispute, or disagreeing about whether the child is safest and best looked after at home, or at school, escalate to LA at [sendteamsas@achievingforchildren.org.uk](mailto:sendteamsas@achievingforchildren.org.uk)



This will be taken forward by the Head of Service SEND to be discussed at a SEND panel, notifying the Designated Clinical Officer, HoS Disabled Children's Team, Lead School Improvement Officer SEND and Associate Director SEND.



The Risk assessment will then be taken to a SEND Panel to review the risk assessments undertaken by school (where outcome is in dispute) and makes a final decision. If a panel is not taking place that week, there will be a virtual panel held to review the risk assessment.

Panel members are from Health, Education and Social Care.



Decisions are fed back to the school/education setting and parents and advice will be provided on particular issues identified to mitigate risk and ensure the child is safe and needs are met.