

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) & INCLUSION POLICY

This policy is applicable to all pupils, staff and parents of The Wellington Academy.

## DOCUMENT CONTROL

<b>Responsible position:</b>	<b>Approved by:</b>
Special Educational Needs Co-Ordinator	Local Governing Body (LGB)
<b>Version number:</b>	<b>Date approved:</b>
8.0	July 2021
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2 years	March 2023

## RELATED POLICIES AND DOCUMENTS

Policy Name	Date Issued
Safeguarding & Child Protection Policy	September 2014
Disability Statement & Equality Policy	September 2014
Equal Opportunities Policy	September 2014
SEND Code of Practice: 0-25 years	September 2014
Early Years Guide to the 0-25 SEND code of conduct	September 2014
National Minimum Standards – Appendix 2/18	January 2013
Wiltshire Education Offer	September 2014

## REVISION RECORD

Date	Version	Revision Description
Sept 2009	1.0	Written in line with current legislation and policies
June 2013	2.0	Amended in line with updated legislation acts and policies
Sept 2014	3.0	Updated for MAT purposes
December 2014	4.00	Updated for Boarding Purposes
January 2015	5.0	Reviewed for Nursery purposes
February 2017	6.0	Update

## **1. PHILOSOPHY AND DEFINITION**

The new SEND code of practice 2014, makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high-quality teaching, appropriately differentiated for individual students, is the first step in responding to possible special educational needs. For students that need special educational provision the code sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist).

From September 1<sup>st</sup> 2014, the categories of School Action and School Action Plus will no longer apply and will be replaced with only two categories of need, SEND Support and Educational Health and Care Plans. The new approach is designed to ensure support is focused on individual need and personal outcomes rather than classifications.

Schools may continue to review the support given to students on the old School Action or School Action Plus in light of the changes during the next school year from September 1<sup>st</sup> 2014 until January 1<sup>st</sup> 2015.

From 1st September 2014 the RWBAT expects the Academies to use the new system in the identification, support and review of all students. The school census in January 2015 will not distinguish between School Action and School Action Plus, schools will simply be asked to record students as receiving SEND Support or as having an Education Health and Care Plan.

All students attending academies and nursery within the Trust are entitled to support for their physical, sensory and learning needs enabling them to develop skills, knowledge and understanding to their full potential and maximum personal benefit.

Children in The Nest will have arrangements in place to support with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised-identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. The Early Years Foundation Stage (EYFS) follows the Early Years Guide to the 0-25 SEND code of conduct as well as SEND code of practice: 0-25 SEND code of conduct.

### **Principles**

We believe that:

- All students are entitled to a broad and balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods.
- Students are entitled to equal access the EYFS curriculum, national curriculum and Academy enrichment programme.
- Students' learning happens alongside their physical, emotional, social, moral and spiritual development.
- Through quality first teaching, all teachers working for the Trust are responsible for meeting the needs of the students they teach.
- The Board of Directors have responsibility for ensuring the Academy implements its Special Education Needs and Disabilities policy.
- The Trust takes account of the Equality Act 2010.

## **Inclusion**

Principles of inclusive education:

- Inclusion is a process by which the academy, local authorities and others develop their cultures, policies and practices to include students.
- With the right strategies and support all students with Special Educational Needs and Disabilities can successfully be included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and students.
- The interests of all students must be safeguarded.
- Academy's, local authorities and others should seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every student all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the student from being included successfully at a later stage.

## **2. ROLES AND RESPONSIBILITIES**

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The SENDCo is responsible to the Deputy Head for Personal Development, Safety and Welfare, Headteacher or The Nest Manager in each setting. Their responsibilities include: (SEN code of practice)

- The day to day operation of the Trust's Special Educational Needs and Disabilities Policy.
- Drawing up a strategic plan for the development of SEND provision at each Academy or Nursery.
- Writing the School Information Report (Local Offer) and ensuring that it is accessible to parents on the school website, along with links to the Wiltshire Local Offer.
- Supporting quality first teaching in the classrooms for all pupils with SEND.
- The deployment of support staff.
- Liaising with and advising fellow teachers and The Nest staff.
- Initial assessment and diagnosis of students including liaison with primary feeder schools.
- Advising and arranging INSET with regard to SEND issues.
- Taking the lead in managing provision for students in Key Stage 3 and 4.
- Updating and overseeing the records of all students with Special Educational Needs and Disabilities.
- Supporting students, parents and staff to complete One Page Profiles where necessary.
- Supporting staff to complete and review the Wiltshire Graduated Response to SEND support documents.
- Supporting staff to write SEND Support Plans or an Education Health and Care Plan working in partnership with parents of students with Special Educational Needs and Disabilities.
- Liaising with external agencies including the educational psychology service, and other support agencies, medical and social services and voluntary bodies.
- Arranging and chairing the annual review of students with Education Health and Care Plans and those with SEND Support Plans.
- Involve parents in a more structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide.
- Working with parents to agree and review the outcomes the support is intended to achieve.
- Making referrals for an Education and Health Care Plan (EHCP) and providing sufficient evidence.
- Making additional arrangements for SEND students taking SATs and GCSE examinations with subject teachers and Examinations Officer.
- Monitoring the progress of students in terms of the development of basic skills.

- Monitoring the progress of students across the curriculum using evidence that comes from the half termly data tracking.
- Risk assessments for SEND students who are considered high risk using the risk matrix.

### **The Role of the Early Years SENCo**

#### **The Nest SENCo is Clare Robertson**

- Monitoring progress of Children in relation to the Early Years Foundation Stage.
- Liaising with The Nest Key Persons about their Key Children who may need extra support.
- Invite and support multi-agency meetings.
- Work with the parents to agree and review outcomes that are best for the child.
- After gaining permission from the parents, visit previous settings to help a smooth transition for the child.
- Update and oversee all records and keep up to date with all reviews and plans that have been put into place.
- Ensure the parents are kept informed at all stages and permission has been given by the parents for staff to liaise with other organisations.
- To be transparent to all, on what we can provide to the child and the parents as a setting.
- Arrange staff development courses which will help the individual child.
- Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given to the Early Years: guide to the 0-25 SEND code of practice.
- Support the inclusion of everyone in all activities and provide resources which support inclusion.
- Value everyone's opinion and remember to always use the voice of the child.
- Support staff with the writing up with SEN plans, My Support Plans, One Page Profile and Educational Health Plans.
- Ensure all children fulfil their full potential with a holistic approach.

### **The Role of the Governing Body**

It is the role of each Academy's local governing body to be up to date and knowledgeable about the SEND provisions available, including how funding, equipment and personnel resources are deployed. The nominated Governor for SEND will be shown on each Academy website and updated annually, along with each Academies individual School Information Report. It is their role as governors to ensure that the SEND provision is an integral part of the Academy Development Plan and that the quality of the SEND provision is continually monitored.

### **The Role of the Support Staff**

- To take responsibility for supporting named students with identified special educational needs and disabilities or students with Education Health and Care Plan.
- To support the students in class and/or withdraw in order to meet their learning targets.
- To keep accurate records of each student's progress using the recording devices provided by the SENDCo.
- To liaise with the SENDCo.
- To be active in seeking further training provided by the Trust.
- To be available to contribute to the Annual Education Health Care Plan review.

### **The Role of Boarding Staff**

- To take responsibility for supporting named students with special educational needs or disabilities, who reside in the boarding house.
- To support the students as necessary in their day to day living.
- To liaise with the SENDCo accordingly in order to provide the best possible support for the student.

### **The Role of The Nest Key Person.**

#### **All below bullet points must be coordinated with The Nest Manager**

- Recognise each child's individual needs through gathering information from parents and others involved with the child.
- Plan, provide or help parents to obtain any additional help or support for any specialised needs.
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities.
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies.
- Share any information received and assessments made by The Nest, to the parents and outside agencies.
- Help the parents in seeking any help they or the child may need.
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed.
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of The Nest day according to their individual needs and abilities.
- Ensure that all children learn and develop to the best of their ability.
- Encourage children to value and respect others.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

### **3. STAFFING PROVISION**

All staff have responsibility for meeting SEND needs in the classroom/setting but will receive full support from the SENDCo and the teaching assistants. This includes advice and updates.

### **4. RESOURCE ALLOCATION**

The Special Needs Department at The Wellington Academy has its own budget to be managed by the SENDCo. This is used to assist the raising of student's skills, ensuring access to the curriculum and taking account of individual needs.

Resources include:

- Staff expertise and time.
- Wide range of books, materials and tasks to suit students of differing abilities. Reading books have been especially chosen to be at the interest level and reading level of those on the SEND registers.
- A range of information technology facilities including laptops, computers and individual learning support programs.
- Library provision which reflects the needs of students with additional educational needs.

## **5. ADMISSIONS**

Students with special educational needs or disabilities but without Education Health and Care Plans and SEND Support Plans are treated as fairly as all other applicants for admission. *'Admission authorities must consider applications from parents of student with additional educational needs but with no statements on the basis of the school's published criteria'* (SEN Code of Practice).

The policy and guidelines for admissions of all students is outlined in the Trust's schedules for both Admissions and Special Educational Needs and Disabilities.

Prior to admission parents of SEND students are given time to share information and concerns regarding the transition with the Special Educational Needs and Disabilities Co-ordinator SENDCo, this allows necessary resources and arrangements to be put in place. Parents have opportunities for appointments with the SENDCo at parent's evenings or at any other mutually convenient time.

Parents of children transitioning from any nursery setting into the Primary Academy who have a child with SEND are offered the opportunity to have a specific transition meeting and a carefully planned individual approach to induction and starting school.

## **6. COMMUNICATION**

The SENDCo will meet regularly with members of the Personalised Learning team to discuss the progress of named students in relation to their SEND Support plans and progress.

The SEND register is updated termly and staff have access to this. One-page profiles are produced and distributed to staff and parents and are reviewed at Parents Evenings.

The Nest Manager will meet with Wellington Primary staff to discuss the transition of all children going to school, also to communicate with any other settings which The Nest children will be attending.

## **7. EXPERTISE AND TRAINING**

The Trust has a commitment to continuous staff training and development with regard to meeting the individual needs of all students within the nursery or classroom and through statemented support. We are committed to maintaining and improving the level of staff expertise in this area.

Each setting within the Trust will have its own SENDCo, who has or is working towards a nationally recognised accreditation for SEND.

All staff are made aware of their responsibilities towards students with special educational needs and disabilities whether or not students have an Education Health and Care Plan. All staff have access to this policy, the register of SEND, SEND Support Plans and guidance booklets for meeting the needs of a variety of learning, sensory and behavioural difficulties.

The SENDCo and other staff keep up to date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs and Disabilities literature
- Regular access to SEND websites (eg. SENDCo Forum,)
- Informal Advice from external agencies
- Accredited training

## **8. IDENTIFICATION, ASSESSMENT AND REVIEW**

Students with Special Educational Needs are identified as early as possible through close contact with feeder pre-schools, schools and parents.

For Primary Academies, a system of passing on records from feeder pre-schools is in place or from any school a child may transition in from during the year. The SENDCo or HLTA for transition will visit any pre-school along with the EYFS phase leader prior to a child with SEND joining.

For Secondary Academies a system of passing on records from primary schools is in place and the SENDCo visits the primary school prior to Year 6 students joining any Secondary Academy.

Clear procedures for identification are:

- Previous teaching records
- Current teaching records
- Key worker observations/Learning Journey
- 2 year old check
- Health visitor records
- Baseline profile scores
- Year 1 Phonic scores
- Key Stage SAT's results
- Teaching assessments and observations
- Information from parents
- Staff discussions with SENDCo and other colleagues
- Detailed monitoring and SEND Support plan and Education Health and Care Plan reviews
- Specialist expertise
- Opportunities for students and parents to be involved
- Frequent and detailed reviews of progress
- Academic concerns referral forms

The Trust follows the guidelines within the Children and Families Act 2014 and the new 0 to 25 Special Educational Needs and Disabilities Code of Practice. This outlines a model of action and intervention to help students who have SEND. This approach recognises that there is a continuum of SEND and where necessary, increasing specialist expertise will be brought to bear on difficulties that students may be experiencing.

The Trust, in line with requirements of the Special Educational Needs and Disability Code of Practice, take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies.
- An agreement about the interventions and support needed and the expected impact on progress and a date for review.
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken.
- A review of the effectiveness of the support and its impact on the child's progress by the key person, class teachers, SENDCo, teaching assistants, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support.
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENDCo, the child's parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment.

Other identifying factors make include:

- Little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the Trust's standard behavioural management techniques.
- Has emotional, sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If the help given through the Trust's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

### **Transition Arrangements**

The general procedures for receiving and transferring students in and out of each academy or The Nest is in line with the agreed Admissions policy.

In support for these arrangements the following additional information and documentation is provided by the SENDCo to the receiving school/setting for students with SEND:

- Review of SEND Support Plan and Education Health and Care Plan
- CAF
- Assessment details
- Reports
- Outside agency reports

For students with statements or an Education Health and Care Plan, an annual review will take place every year. For students in Year 9, advice and guidance will be given during the options process, and 11 during annual reviews a transition review will take place. The Education Health and Care Plan review aims to give recommendations as to the type of provision the student will require in future years. The student's statement can then be amended appropriately.

### **9. PROVISION WITHIN RWBAT**

Each setting within the Trust, will ensure that the Local Authority Local Offer and the individual setting provision School Information Report (Local Offer) is accessible to parents via the website or available in paper copy upon request.

### **10. EXTERNAL SUPPORT**

The Trust has an NHS nurse who comes in once a week, and primary and secondary counsellors to whom references are made. Similarly contact is made with the Social Services Department and Education Welfare Service as appropriate. The Trust also work with the following services provided centrally by the Local Authority and the Health Authority.

- SSENS services – including Education Psychology and Behaviour Support Service
- Health visitors
- NHS School Nurse service
- Hearing Impairment Services
- Autistic Outreach Team
- Speech Therapy

- Physiotherapy
- Occupational Therapy
- CAMHS
- EMTAS

### **11. FACILITIES AND PHYSICAL ACCESS**

Improvements to facilities and physical access are on-going in each Whole School Improvement Plan.

Wellington Eagles Primary Academy is a brand new build with full DDA regulations. However, the Trust will ensure that each setting has, if possible:

- Ramps
- Disabled toilet
- IT facilities
- Lift
- Personalised Learning Rooms equipped with specialist resources

### **12. EVALUATION OF SEND PROVISION**

The evaluation is on-going and reported to the Local Governing Body annually. Analysis of SEND student performance data:

- Valued added using P levels
- Improvement in reading and spelling scores
- Number of exclusions
- SEND attendance
- Number of students moving up, down or off SEND register
- Lesson observations
- Feedback from teachers, support staff, parents and student
- Minutes of key SEND meetings
- Evidence of impact of SEND training for all staff
- Learning walks
- Student voice

### **13. PARENT PARTNERSHIP**

All staff will actively work with parents of students with Special Education Needs and Disabilities to enable and empower as per the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

This also includes the addition of the Early Years: guide to the 0-25 SEND code of practice.

Many parents have welcomed the changes the new law brings, particularly the greater focus on personal goals, increased family involvement and improved rights and protections for young people in further education and training. Therefore, the Trust policy is to always ensure that parents must always be informed when a key worker or teacher first identifies that a student has concerns about potential special educational needs or disabilities.

The Trust endeavours to communicate positively with parents by:

- Using parental knowledge
- Focus on the student's strengths as well as areas of weakness
- Recognise the personal and emotional investment of parents
- Ensure parents understand the procedures
- Respect differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have
- Recognise the need for flexibility in the timing and structure of meetings

## **Early help assessment/CAF**

We believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way. In our nursery we use the Common Assessment Framework (CAF).

## **Early Support**

Where children have disabilities, we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: <http://councilfordisabledchildren.org.uk/earlysupport>

The Trust will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

## **14. COMPLAINTS**

As an Academy Trust we believe that the Special Educational Needs and Disabilities of students are best met when there is effective collaboration and communications between the Academy, other agencies, families and students. We aim to foster good working relations with all these groups especially parents.

### **Procedures at each Academy**

- If a parent is not satisfied with the SEND arrangements for their child, the problem should first be discussed with the tutor or class teacher. A meeting at a mutually convenient time is arranged. The SENDCo is informed.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, and the SENDCo.
- In some cases it may be necessary to involve the Heads of Curriculum/ Deputy Head for Personal Development, Safety and Welfare/Headteacher/Nursery Manager
- Parents are given the opportunity to speak to the nominated SEND Governor.
- If Parents are still not happy with the result of these meetings, then the Trust Complaints Procedure must be used.

## APPENDIX A

# **Risk Assessment for Students with Special Educational Needs**

### Inclusion Statement

Inclusion is about attitudes and values, not just organisation and practice. Effective inclusion is based on core values of entitlement, equality, partnership and diversity.

RWBATs Inclusion statement underpins everything we do, from the organisation of school provision to the delivery of services and school improvement. It sets out clearly the expectations we set both educational settings and us.

The Trust recognises and expects all children and young people to be equally valued regardless of age, gender, ethnic origin, religious belief, care status, impairment, sexuality, attainment, or social economic background.

The Trust expects the majority of children and young people to receive an appropriate education in their Academy and local community.

The Trust promotes inclusive practice, through planned and systematic changes in culture, policies and practice.

#### 1. **Who** is responsible?

It is the responsibility of the Headteacher and Local Governors to ensure that the appropriate Risk Assessments are carried out. In many cases the task will be delegated to the SENDCo or Early Years SENDco for Vulnerable Students. Teaching Assistants can help and advice.

For some students with very specific or complex needs it may be necessary to ask for more specialist advice from:

- Educational Psychologists
- Children and Adolescents Mental Health Team
- The Premises Manager

#### 2. **Why** do we need to carry out a Risk Assessment?

We have a duty of care for the health and safety of members of staff, those within our care and anyone else who might be affected by our actions. A risk assessment will help The Trust to plan and make suitable arrangements to meet the pupil's needs safely. The requirement to carry out assessments of risk presented in work activities was introduced as part of the Management of Health and Safety at Work Regulations 1999.

If there is any accident or incident involving staff or pupil, the school and Local Authority will need to show that the school has taken 'reasonable steps' to prevent harm. A copy of the risk assessment must be retained on file as good evidence of this.

### **When should we carry out a Risk Assessment?**

In order to avoid unnecessary inconvenience, for any individual pupil with special educational needs or disabilities, you should make a Risk Assessment as soon as you know they will be joining the setting/school. This should include a preliminary assessment to ensure that we can meet the needs within the Trust. The assessment will need to be reviewed and updated in response to any significant change or as the student moves to a new year group.

Sometimes it will be necessary to carry out a Risk Assessment for a pupil already at each setting. This may be because difficulties become apparent or because the pupil has a deteriorating condition. Alternatively, a student may have a temporary difficulty following an accident or surgery.

1. How do you carry out a Risk Assessment?

A Risk Assessment involves:

- Identifying potential hazards presented by the environments or activities.
- Considering how those hazards will affect the person concerned.
- Evaluating the risks and deciding whether existing arrangements are adequate or more should be done.
- Recording significant findings.
- Reviewing your assessment regularly or following changes.

If you have not carried out a Risk Assessment before, you may wish to ask the SENDCo to help you. It is helpful to think through a typical school day including arrival and departure, walking around the school as you do so and looking out for potential hazards. Wherever possible, involve the pupil and their parent/carer in the assessment.

Think about:

- Arrival arrangements
- The site entrances
- Mobility around the school
- Delivery of the national curriculum (especially practical subjects and PE)
- Interaction with peers and the effect on other students
- Supervision ratios and method
- Equipment (compatibility, purchase, storage, use, maintenance, disposal)
- Manual handling of the student
- The need for medication or medical procedures
- Fire drill and emergency evacuation of the premises
- Departure arrangements
- Emergency protocol
- The outdoor curriculum
- Enrichment activities and clubs
- School trips (additional to any generic school trip Risk Assessment)
- Physical features of the school which may affect the student
- Other areas specific to the student (sensitivities and triggers)

Try to identify each possible area of difficulty and the steps that need to be taken to ensure the safety of the individual student and potential impact on other students and staff especially the possibility of violence and aggression occurring.

It is strongly advised that only up-to-date trained adults should push students in wheelchairs around the school site or on school excursions.

Should existing plans not cover the needs of any student, then they should have a Personal Emergency Evacuation Plan (PEEP) drawn up. These must be discussed and agreed with the responsible person on site. Some children may need a Positive Handling Plan (PHP) drawn up.

## 2. Educational Visits

The 2001 SEN and Disability Act, 2010 Equality Act and the 2014 Children and Families Act, made it clear that schools must not discriminate against students because of their Special Needs. The Trust must make 'reasonable adjustments' to enable children to access all aspects of the wider curriculum.

The Trust must ensure that all educational visits are appropriately assessed for risk and properly planned. If a visit is planned which involves a student with SEND, an individual Risk Assessment must be carried out as part of the initial planning. It is important to contact all outside agencies beforehand to allow for any adjustments that may be required.

## 3. Insurance Claims

If, despite all your planning and precautions, there is an accident or incident, make sure that you complete the appropriate incident forms, as The Trust will be asked to show that we have acted reasonably. Your detailed Risk Assessment will be clear evidence of this.

## Appendix B

### Checklist for including mobility impaired students on a trip

Task	Yes/No
Have you undertaken a pre-visit check to ensure that the venue is accessible and has accessible toilets and facilities?	
How many additional staff do you need to take to ensure the mobility impaired student is safe?	
Have you checked if medication is required and who is trained to administer it?	
Have you ensured that you are not charging other students extra to cover the additional costs of extra staff or specialist transport?	
Can the student get onto a standard coach?	
If the student can use a standard seat is the coach fitted with adequate seat belt for the students' needs?	
If a coach with alternative access is required is one available on the date you want it? (you will need to book well in advance).	
If the student is required to travel in their wheelchair have you checked that the chair has been 'crash tested'? if you are unsure check with Wiltshire Passenger Transport Unit.	
Have you undertaken a Manual Handling Risk assessment for taking the student on this trip? This assessment is for the staff's safety as well as the student.	
Is a portable hoist required or any other specialist equipment? If the parents cannot loan you it, contact the SSENS Service.	
If the trip is residential, have you sufficient staff to ensure staff who support the student are not required to be on duty all day if they have had to be up in the night?	
Have you checked that the activities you will do on the trip are all accessible?	
If not have alternate activities been planned for a small group?	
For a student with a disability this may be their first overnight stay away from home. Have you put in place producers to ensure both parents and student feel secure?	

**APPENDIX C**  
**RISK MATRIX**

Very High(v)	4	8	12	16
High(h)	3	6	9	12
Medium(m)	2	4	6	8
Low(l)	1	2	3	4
Impact Likelihood	Unlikely (u)	Possible (p)	Likely (l)	Very Likely(v)



**Risk Assessment for:**

**Nature of Difficulties:**

Child's Name:

Activity/Task:

HAZARD	POSSIBLE MEANS OF OVERCOMING PROBLEM	ASSOCIATED ISSUES	ACTIONS DECIDED	DATE OF ACTION

COMPLETED BY:..... DATE:..... APPROVED BY:..... DATE: .....