

Risk Assessment

Proposal to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School

Context

1. This risk assessment¹ has been carried out in line with the Council's Risk Management Policy 2015.
2. Implementing the proposal will result in the establishment of a provision recognised by the Council as reserved for pupils with ALN/SEN and although it is in a mainstream school the pupils who are admitted to the SENC are in addition to the admission number of the school. Admission to the SENC will be via a special admission panel of the Council and all placement decisions will be predicated on the expectation of pupils securing a successful return to their base school.

The reasons for the proposal

3. The establishment of a SENC has been identified as an essential provision within a new delivery model of a continuum of support for pupils with Social and Emotional Behavioural Difficulties, (SEBD).
4. The Council has identified, as a priority, the need to establish a consistent approach in all schools to improve provision for aspects of wellbeing and behaviour, in order to reduce the number and length of exclusions and reliance on home tuition. The new wellbeing and behaviour continuum will ensure that schools and the Council work in partnership to focus on prevention and early intervention in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.
5. The SENC will provide a period of assessment for pupils at the secondary phase of education to identify barriers to learning, create bespoke packages of support and plan for successful reintegration back into mainstream school. Pupils will benefit

¹ First iteration: 18.05.16 (rvg)

from being taught by specialist staff, highly experienced in working with pupils with social, emotional and behavioural difficulties, whilst mainstream schools will also gain further capacity to plan and provide for pupils presenting with these needs.

6. The provision will alleviate the current pressure to address demand for places for pupils externalising their needs, avoiding costly out of county placements and allowing opportunities for young people to access learning within their local community.
7. Protocols have been developed to ensure that pupils remain on roll and retain contact with their base school; a key principle of a pupil's placement. However, it is likely to be the case that a small number of children may require transition to another specialist provision within the LA. The assessment period will ensure appropriate placement where needs can be best met.
8. The proposal seeks to complement the type of specialist provision and support already available at Ysgol Hendrefelin's assessment facility for secondary age pupils.
9. The Council is required by legislation to make arrangements for the provision of suitable full-time or part-time education for those children and young people of compulsory school age who, by reason of illness, exclusion from school or otherwise, are unable to attend a mainstream school. Some of these pupils also exhibit specialist needs, such as SEBD and ASD.
10. However, the Council is seeking to address aspects of their education provision that could be improved including increased prospects for re-integration into a mainstream school setting
11. The assessment of the needs of pupils admitted to the school can be met within the skill set of the staffing employed to work at the SENC. As necessary, additional training will be provided to ensure staff appointed have the specialist skills to meet the needs of pupils and the requirements of the assessment and reintegration processes.

Risks associated with the proposal

12. The potential risks associated with the proposal comprise the

Council's reputation, educational standards, and service delivery.

13. Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- integration at SENEC is unsuccessful
- re-integration to base school is unsuccessful

14. Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:

- opportunities for a pupils to access specialist staff and support
- more pupils being educated in mainstream schools
- more efficient and effective use of resources, and savings from economies of scale
- host school indirectly benefits from specialist staff on site
- staff with greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options

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15. Given that the proposal builds on the experience, skills and expertise that currently exist at a school; the specialist support at the SENEC and the application of specific 'entry' and 'exit' criteria, the potential effects of identified risks will be mitigated by implementation of the proposal.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk (Lxl)	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend - Up - Down - No
1	Educational outcomes for pupils are not improved	1	5	Low risk	4	Implementation of proposal combined with appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	- SSIP team - EDIS - Leadership CSC - Support for Inclusion	13.1.17	No change
2	Integration at SENC is unsuccessful	2	5	Medium risk	2	Provision staffed with experienced and skilful staff able to provide for individual pupil needs, combined with appropriate support from inclusion team	Sept 2018	- SSIP team - Leadership CSC - Support for Inclusion	13.1.17	No change
3	Re-integration to base school is unsuccessful	2	5	Medium Risk	2	Expertise shared with mainstream schools, support from staff at SENC and inclusion teams for mainstream school staff to ease re integration; planned implementation programme for reintegration specific to individual pupils;	Sept 2018	- Leadership CSC - SENC staff - Leadership of mainstream base school - Support for Inclusion	13.1.17	No change