

Risk Assessment

PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGED PUPILS WITH SOCIAL EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

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 provisions recognised by the council as reserved for pupils with ALN and pupils admitted to the provisions would be in addition to the admission number of each school. Admission to the provisions would be via a special admission panel of the council and all placement decisions will be predicated on the expectation that schools have exhausted their own resources in meeting the needs of these pupils.

The reasons for the proposal

3. The establishment of two provisions for primary aged pupils who experience Social and Emotional Behavioural Difficulties (SEBD) has been identified as an essential provision within a new delivery model of a continuum of support for pupils with SEBD.
4. It is proposed to establish a learning support centre at Crynallt Primary school and a primary inclusion and assessment centre at Coedffranc Primary school.
5. 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

¹ First iteration: 120717; Second iteration: 050917; Third iteration: 241017

meet the needs of vulnerable children and young people and to ensure the best possible outcomes.

6. In March 2017, Cabinet approved scoping discussions with head teachers and chairs of governors over the establishment of a specialist provision for primary age pupils with SEBD.
7. Following a positive response to the discussions and the identification of host schools, a proposal is being presented to the Education, Skills and Culture Cabinet Board for Members' consideration and approval.
8. The proposed provision at Coedffranc Primary School will provide a period of assessment for pupils with SEBD for up to 12 primary aged pupils. Specialist staff will develop and implement support packages for pupils with the aim of reintegrating children into mainstream school.
9. At Crynallt Primary School it is intended to establish a learning support centre for pupils with SEBD for up to 12 pupils. This provision will be for pupils in receipt of a Statement of SEN and who require longer term provision.
10. Both facilities will be managed by the schools and be under the schools' governance.
11. Pupils at the proposed provisions will benefit from being taught by specialist staff, experienced in working with pupils with more complex SEBD needs. Mainstream schools will further develop capacity to plan and provide for pupils presenting with these needs.
12. The provisions will alleviate the current pressure to address demand for places for pupils with more complex needs, avoiding potential costly out of county placements and allowing opportunities for children to access learning within their local community.
13. The proposal seeks to complement the specialist provision and support already available within the County Borough.

Risks associated with the proposal

14. The potential risks associated with the proposal comprise the Council's reputation, educational standards, and service delivery.
15. Potential risk areas in implementing the proposal include:
 - educational outcomes for pupils are not improved
 - integration at a provision is unsuccessful
 - re-integration to base school is unsuccessful
 - negative response from parents of host schools
 - discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - staff with appropriate skills and expertise not available
 - increased governance and staff responsibilities
 - increased home to school travel time for some pupil leading to poor attendance.
 - Welsh language development not supported
 - early intervention does not prevent the need for further support at a later stage
16. 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
 - early intervention for younger pupils, reducing the risk of more costly support at a later stage
 - host schools indirectly benefit from specialist staff on site
 - mainstream schools benefit from increased support and training in order to improve skills and build capacity

Estyn's response to consultation

17. Specifically on the assessment of risk Estyn notes that the Council has undertaken a risk assessment and identified appropriate actions to mitigate the risks and that Council considers all risks in relation to the establishment of both the LRC (Crynallt) and PIAC (Coedffranc) to be low or medium.

Risk assessment

18. The proposal is supported by the inclusive approach to education at both schools and the goodwill towards hosting an SEN facility. Combined with the specialist skills and expertise of the staff to be appointed to work at the provisions and the targeted planned actions, identified risks can be suitably mitigated.
19. The consultation with stakeholders has delivered positive responses to the proposal. In light of this, the risk of a negative response from the school communities has been reassessed as low risk/green.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend - Up - Down - No change
1	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	Spring 2018 onwards	- SSIP team - EDIS - School leadership - Support for Inclusion		
2	Integration at provision 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	Spring 2018 onwards	- SSIP team - School leadership - Support for Inclusion		
3	Re-integration to base school is unsuccessful	2	5	Medium Risk	2	Expertise shared with mainstream schools, support from staff at PIAC/LSC and inclusion teams for mainstream school staff to ease re integration; planned implementation programme for reintegration specific to individual pupils;	Spring 2018 onwards	- School leadership - PIAC/LSC staff - Leadership of mainstream base school - Support for Inclusion		
4	Negative response from parents of host schools	1	4	Low risk	1	Consultation meetings. Effective communication with parents	Autumn 2017	- School leadership - SSIP - Support for Inclusion	Positive response from schools	Up
5	Discrimination against protected characteristics resulting in a negative impact on one or more protected groups	2	4	Medium risk	2	EIA mitigation. Inclusive ethos and practices. Appropriate support and challenge	Spring 2018 onwards	- School leadership - Support for inclusion - ELLLS - PIAC/LSC staff		

6	Staff with appropriate skills and expertise not available	2	5	Medium risk	1	Identification, appointment and training of staff	Spring 2018	<ul style="list-style-type: none"> - School leadership - Support for inclusion - ELLLS 		
7	Increased home to school travel time for some pupil leading to poor attendance.	2	4	Medium Risk	4	Inclusive ethos and practices. Safe travel routes to school supported by school travel plans and the Council's school transport policy. Schools are relatively centrally located within NPT CBC	Spring 2018 onwards	<ul style="list-style-type: none"> - School leadership - Support for inclusion - ELLLS - PIAC/LSC staff 		
8	Welsh language development not supported	1	3	Low risk	4	Welsh will be taught in line with the national curriculum guidelines for an English-medium school. Suitable support to be made available for Welsh first language pupils.	Spring 2018 onwards	<ul style="list-style-type: none"> - School leadership - Support for inclusion - ELLLS - staff - School staff 		
9	Increased governance and staff responsibilities	1	3	Low risk	4	Although a specialist provision at the school will mean additional responsibilities, the availability of a wider pool of staff expertise will benefit the school (pupils and staff) as a whole with specialist skills and knowledge more readily accessible.	Spring 2018 onwards	<ul style="list-style-type: none"> - School leadership - Support for inclusion - ELLLS - PIAC/LSC staff 		

10	Early intervention does not prevent the need for further support at a later stage	2	4	Medium risk	4	Provision staffed with experienced and skilful staff and expertise shared with mainstream schools to build capacity	Spring 2018 onwards	<ul style="list-style-type: none"> - School leadership - Support for inclusion - ELLS - PIAC/LSC staff 		
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