**Individual Risk Assessment form**

**Name of child/young person: John D.O.B.** 40 months

**Activity / area being assessed: Completed by**: (SENCO)

**Date completed:** September 2021  **Review Dates:** Jan 2022 *(good practice to review termly or sooner if changes needed)*

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| **Identified Risk and who is affected, how often and why:** | **Risk rating (low/med/high)** | **What actions/ strategies/enhanced staffing is necessary?** | **Risk after controls****(low/med/high)** |
| **Injury** to peers or practitioners near his chosen play space or in the near vicinity.John is starting to accept others near his play for short periods, he can quickly become upset and hit out if others are too loud, touch his chosen toy. This can progress to John throwing toys/ resources. | **High** | Key person/practitioners to implement the bespoke intervention strategies detailed on Johns provision map to support development of his social communication skills ***(See enhanced support identified on linked EYIF submission provision map).***All practitioners to be aware of and learning and development strategies in place to meet John’s needs ensuring a clear and consistent approach.  ***(Reasonable Adjustment).***All practitioners to be alert to the early indicators that John is becoming overwhelmed or frustrated and how to relieve this for him. ***(Enhanced support within Reasonable Adjustments).***Practitioners to create opportunities to encourage, scaffold, and model, interactions between John and a peer. Be realistic E.g. up to 3 exchanges during 3-5 minutes’ period. E.g. across the sand tray ensuring the close space directly beside him remains clear. ***(Enhanced support within Reasonable Adjustments).***Key person /Practitioners to use bespoke interventions e.g. intensive interaction strategies and objects of reference together with modelling and key word language. ***(See enhanced support identified on linked EYIF submission provision map)*** |  Medium progressing toward Low as John’s social interaction skills progress. |
| **John hurting himself or others by falling, running etc.**John demonstrates limited of danger and often climbs on to tables, units or into the sand/water tray. He will crawl beneath tables and tries to stand up. He focuses on the end point and has been observed to run in front of the bikes during outdoor play and stand on the edge of the upper level of the slide. | **High** | *All practitioners to be aware of learning and development strategies in place to meet John’s needs ensuring a clear and consistent approach.* ***(Reasonable Adjustment).****All practitioners to be aware of John’s positioning in the room / outdoors throughout the session.* ***(Reasonable adjustment).****All practitioners to discourage John from climbing on to or under any areas which may cause him potential harm/danger. Practitioners to introduce ‘John stop’****.*** *Model climbing up steps of indoor / outdoor climbing frame or through play tunnel or into tent etc.*  ‘***We anticipate some flexible levels of enhanced support will be required linked to supporting John’s emotional regulation/ safety (awareness of danger)’.*** | Medium progressing toward low as John’s awareness of others and danger progresses.. |