

Template

0 – 25 Specialist Teaching And Support Service

How to write a risk assessment.

Why?

- This is a template to support the assessment of hazards in order to reduce the risks for children with SEND.

You will need:

To read the help sheet 'Writing an Individual Risk Assessment'.

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Individual risk assessment for: Joe Bloggs	Date of birth:
Staff completing the risk assessment: xxxx (SENCO) xxxx (EY SCIL TEAM)	Class: Nursery
Parent / Guardian contributing to the risk assessment:	Date of risk assessment:

What are the hazards? Observe and note things that may cause harm.	Who might be harmed and how? What harm could happen? How likely is it to happen? How severe is the risk?	What are you doing already? What is already in place to prevent harm?	What else can be done? What else can be put in place to prevent harm?	How will you put the risk assessment into action? Who needs to take action? When is the action needed by?
Head butting (sudden or the repeated movement of head towards practitioners/ peers or furniture)	High Risk Joe at risk of injury to head, face or body; possible distress or escalation of behaviour. Practitioners – risk of facial injury, bruising or being	Staff are aware of triggers and early signs of distress. Close supervision during high-risk times (e.g. transitions, group times). Calm, consistent responses from practitioners.	Support staff with appropriate experience and specialised training to address complex, individualised needs. Identify and mitigate specific triggers, such as	Share the risk assessment with all staff working with the Joe. Ensure strategies are used consistently across the setting.

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	<p>knocked over while supporting or intervening.</p> <p>Peers – risk of being hit if they are in close proximity during an incident.</p>	<p>Clear space created around the Joe when behaviour begins.</p> <p>Positive behaviour strategies used such as distraction, redirection, reassurance.</p>	<p>(noise, frustration, waiting, transitions).</p> <p>Use visual supports (objects of reference).</p> <p>Provide a quiet/calming space for regulation.</p> <p>Increase staff support at known trigger times.</p> <p>Access to appropriate resources and appropriately trained staff.</p> <p>Staff trained in co-regulation approaches to support emotional regulation</p>	<p>Allocate clear staff responsibilities during incidents.</p> <p>Monitor and review incidents regularly to assess effectiveness.</p> <p>Communicate and work in partnership with parents/carers.</p> <p>Update the assessment as Joe’s needs or behaviour change.</p> <p>Provide staff training/support where required.</p>
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			<p>Appropriately trained staff to support deescalation of instances.</p> <p>Use protective positioning and safe distancing techniques.</p>	
<ul style="list-style-type: none"> Removal of shoes and socks (removing footwear during nursery sessions and refusal to put back on) 	<p>High Risk</p> <p>Joe risk of slipping, tripping, cuts, splinters, or injury to feet; increased risk during outdoor play or movement activities.</p> <p>Practitioners – risk of injury when intervening or redirecting; potential hygiene concerns when handling footwear.</p>	<p>Joe is closely supervised, especially during transitions and active play. Staff prompt and encourage footwear to be worn appropriately. Shoes and socks are returned promptly when removed. Clear floor space maintained to reduce trip hazards.</p>	<p>Support staff with appropriate experience and specialised training to address complex, individualised needs. Complete a Sensory Profile and implement strategies in provision. Identify triggers for removing footwear (sensory discomfort, transitions, frustration).</p>	<p>Share the risk assessment with all staff working with Joe. Ensure strategies are used consistently across the setting. Monitor and review incidents regularly. Work in partnership with parents/carers to maintain consistency. Update the risk assessment as needed</p>

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	<p>Peers – risk of tripping over loose footwear or accidental contact during close play.</p>	<p>Footwear checks carried out before outdoor play. Behaviour is recorded and monitored to identify patterns or triggers. Parents/carers are informed and updated.</p>	<p>Use comfortable, well-fitting footwear agreed with parents/carers. Provide sensory alternatives (foot fidgets, textured mats in designated areas). Use visual prompts or reminders showing “shoes on” times. Offer planned movement or sensory breaks. Increase staff support during known trigger times. Teach and reinforce clear expectations in a calm and consistent manner.</p>	<p>based on observations and progress. Provide staff with guidance and reassurance on managing the behaviour safely.</p>
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<p>No awareness of danger (limited understanding of personal safety and environmental risks)</p>	<p>High Risk</p> <p>Joe, risk of injury due to unsafe actions (e.g. climbing, running into spaces, touching unsafe items, not responding to warnings).</p> <p>Practitioners – risk of injury when intervening quickly to prevent harm.</p> <p>Peers – risk of accidental injury if the child’s actions impact others.</p>	<p>Close supervision at all times, particularly during transitions and outdoor play.</p> <p>Physical environment checked regularly to remove or reduce hazards.</p> <p>Staff positioned strategically to monitor and respond quickly.</p> <p>Consistent verbal reminders and modelling of safe behaviour.</p> <p>Incident recording and monitoring to identify patterns or high-risk times.</p>	<p>Appropriately trained staff to develop a personalised safety support plan.</p> <p>Use visual supports (symbols, photos, stop/go signs).</p> <p>Access to appropriate resources and appropriately trained staff.</p> <p>Teach safety skills through play, repetition and modelling.</p> <p>Use clear boundaries (floor markings, barriers, defined play areas).</p> <p>Provide one-to-one support during higher-risk activities with appropriately trained staff.</p>	<p>Share the risk assessment with all staff working with the Joe.</p> <p>Ensure consistent approaches from all practitioners.</p> <p>Assign clear supervision roles, especially at key times.</p> <p>Review and update the assessment regularly.</p> <p>Work closely with parents/carers to reinforce safety awareness.</p> <p>Provide staff with guidance and support to manage risks confidently.</p>
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			Review room layout to reduce access to high-risk areas.	
Throwing resources	<p>High Risk</p> <p>Joe – risk of injury from tripping, dropping objects on himself, or escalating behaviour.</p> <p>Practitioners – risk of being hit or injured during intervention.</p> <p>Peers – risk of being hit by thrown objects, frightened, or physically hurt.</p>	<p>Staff are aware of triggers that may lead to throwing. Close supervision during high-risk times, such as transitions or group activities.</p> <p>Clear rules and expectations about safe handling of resources are in place.</p> <p>Calm, consistent responses when incidents occur.</p> <p>Safe spaces maintained, removing hazardous items when necessary.</p>	<p>Appropriately experienced, specifically trained support staff to meet complex individualised needs to Identify and reduce specific triggers (frustration, attention-seeking, sensory needs). Provide alternative ways to express feelings, e.g. stress balls, soft objects to throw safely. Use visual cues or reminders about safe behaviour.</p>	<p>Share the plan with all staff working with the Joe. Ensure consistent strategies are used across all activities. Maintain close supervision and clear staff responsibilities. Regularly review incidents and effectiveness of strategies. Work closely with parents/carers to reinforce safe behaviours at home and school.</p>

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			<p>Offer structured choices and clear boundaries during play.</p> <p>Teach and reinforce appropriate handling of resources.</p> <p>Increase staff support during times when throwing is more likely.</p> <p>Staff appropriately trained to support co-regulation strategies.</p>	<p>Provide staff with guidance and training to manage the behaviour safely.</p>
<p>Pre-verbal not using language to communicate.</p>	<p>High Risk</p> <p>Joe struggles to express needs, pain, or emotions; he experiences frustration.</p> <p>Practitioners – risk of misunderstanding Joe’s needs, leading to stress or</p>	<p>Using non-verbal communication strategies (gestures, signs, picture cards).</p> <p>Observing and interpreting the Joe’s cues carefully.</p>	<p>Appropriately experienced, specifically trained support staff to meet complex individualised needs to develop a communication support plan.</p>	<p>Share the plan and strategies with all staff working with the Joe.</p> <p>Ensure consistent use of communication supports across the setting.</p>

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	<p>difficulty managing situations safely.</p> <p>Peers – potential for misunderstandings or conflicts during play due to inability to communicate effectively.</p>	<p>Providing structured routines and clear visual prompts.</p> <p>Close supervision to respond to needs quickly.</p> <p>Staff are aware of triggers for frustration and respond calmly.</p> <p>Recording incidents or patterns of behaviour for monitoring and support.</p>	<p>Use of intensive interaction techniques.</p> <p>Introduce alternative communication (AAC), e.g Makaton.</p> <p>Provide opportunities for turn-taking and choice-making using visual supports.</p> <p>Offer small group or 1:1 support to reduce frustration.</p> <p>Provide staff training on non-verbal communication strategies.</p> <p>Work with speech and language therapists for targeted support.</p>	<p>Monitor Joe’s responses and adapt strategies as needed.</p> <p>Review the assessment regularly with staff and parents/carers.</p> <p>Provide guidance and training to staff to increase confidence in supporting the child.</p>
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<p>Smearing and playing with contents of nappy.</p>	<p>Joe – risk of infection, illness, skin irritation, and distress; potential ingestion or contact with eyes, mouth, or open skin.</p> <p>Practitioners – risk of exposure to bodily fluids, infection, and injury when intervening.</p> <p>Peers – risk of exposure to infection or contamination of the environment.</p>	<p>Joe is currently on a modified timetable, therefore the need to change him has not arisen.</p> <p>He is closely supervised as he will put his hands down his trouser and into his nappy.</p> <p>Once in nursery for a longer time:</p> <p>Close supervision, particularly during nappy checks and changes.</p> <p>Regular nappy checks to reduce time the child is in a soiled nappy.</p> <p>Immediate response to incidents following</p>	<p>Appropriately experienced, specifically trained support staff to meet complex individualised needs to Identify triggers (sensory seeking, discomfort, communication difficulties).</p> <p>Increase frequency of nappy checks.</p> <p>Provide appropriate sensory alternatives (playdough, sensory toys, messy play in a controlled way).</p> <p>Use clothing adaptations (e.g. all-in-one clothing, back-fastening vests)</p>	<p>Share the risk assessment and procedures with all staff working with the child.</p> <p>Ensure consistent responses across the setting.</p> <p>Follow strict infection control and hygiene policies at all times.</p> <p>Monitor and review incidents regularly to assess patterns and effectiveness.</p> <p>Work closely in partnership with parents/carers to ensure consistency.</p> <p>Update the risk assessment as the child's</p>
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		<p>infection control procedures.</p> <p>Use of appropriate PPE (gloves, aprons).</p> <p>Thorough cleaning and sanitising of the child, staff, and environment.</p> <p>Calm, non-reactive responses to avoid reinforcing the behaviour.</p>	<p>where appropriate and agreed with parents.</p> <p>Introduce visual routines around nappy changing.</p> <p>Work with health professionals (health visitor, paediatrician, occupational therapist).</p> <p>Reinforce hygiene routines in a developmentally appropriate way.</p>	<p>needs and behaviour change.</p>
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Are there any hazards which could have a high risk of harm or severity? Ask for support from a senior leader to further assess the risk.

Joe is currently accessing a modified timetable. He presents with significant social communication, interaction needs and experiences the nursery environment as highly stimulating, which impacts his ability to regulate, particularly during busy periods. He has difficulty tolerating peers in close proximity and within his personal space. His sensory needs, including the removal of shoes and socks, alongside behaviours such as charging and head-butting when dysregulated, place him at a high risk of injury to himself and others.

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- Joe will benefit from a total communication environment, where staff are highly skilled and experienced in developing communication, interaction, and social understanding skills, including the use of appropriate communication aids and strategies.
- Joe requires a highly skilled staff team who can effectively support the development of his play skills, peer interactions, and social relationships.
- Joe needs a bespoke, individualised curriculum that builds upon his special interests, enabling him to generalise and apply his skills across a range of contexts and for different purposes.
- Joe requires a high staff-to-pupil ratio to ensure his safety, emotional regulation, and consistent access to provision throughout the school day.

When will you review the risk assessment?

Add notes as things change and develop. Have a formal review if there are any significant changes for the child e.g. moving year group.