

Student support overview

Risk Assessment Briefing

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Helen Maddison-Neill

Inclusion Lead (StSP/SpLD)

Ensure students needs are met

Talk, listen and advise

Signpost to services

Meet to discuss ongoing support and placement requirements



Helen Maddison-Neill

Inclusion Leader

Primary PG/UG

QTS Programmes

maddisoh@edgehill.ac.uk



What should students do if they feel they have an undiagnosed need?

*Contact their PAT or e-mail:
maddisoh@edgehill.ac.uk*



Inclusion Team

InclusionTeam@edgehill.ac.uk

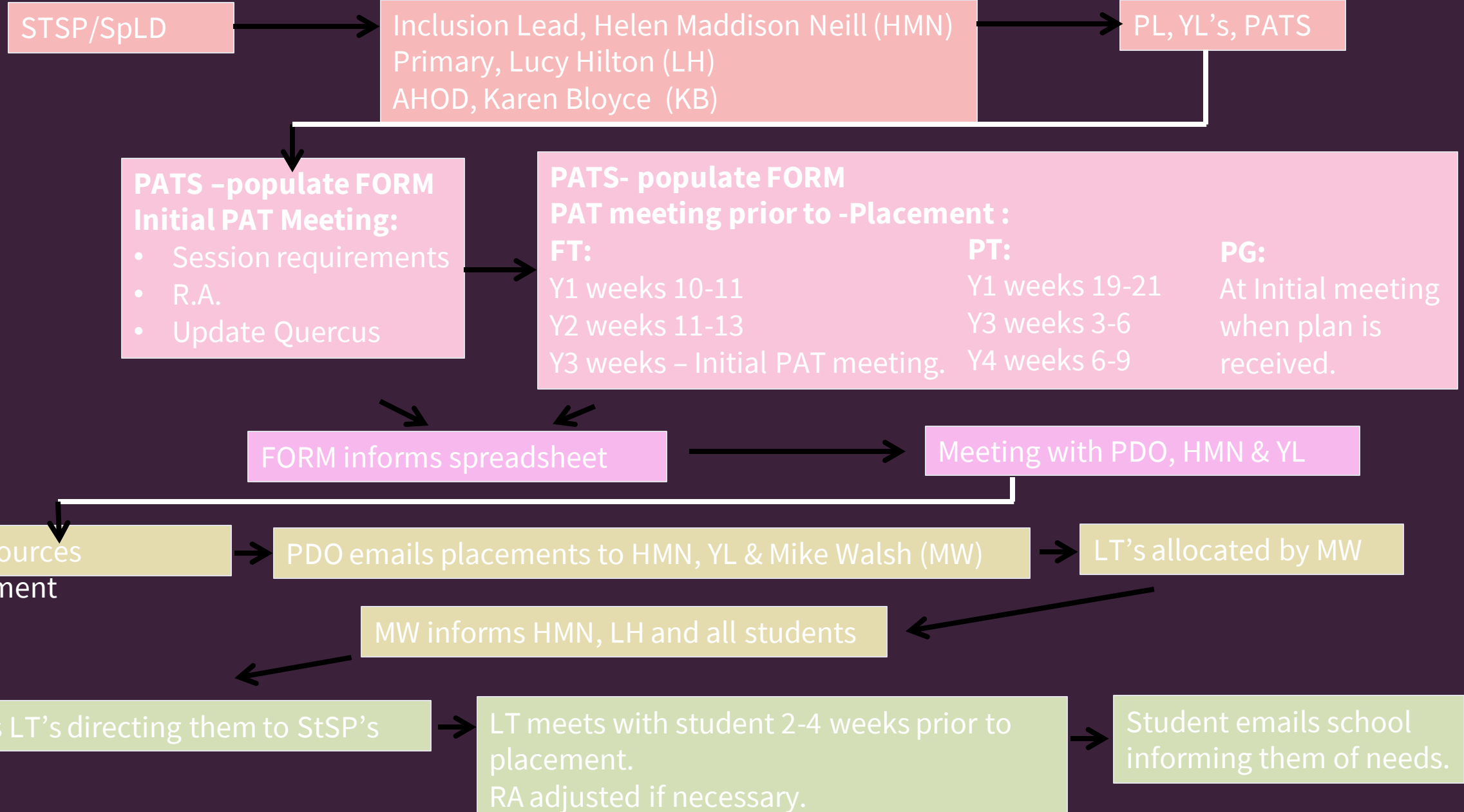
- ♦ ASD, Aspergers
- ♦ Visual/hearing
- ♦ Mobility
- ♦ Medical
- ♦ Mental health
- ♦ Other –epilepsy, asthma, hearts conditions, diabetes, ME/CFS, cancer.

SpLD Team

SpLD@edgehill.ac.uk

- ♦ Dyslexia/dyscalculia
- ♦ Processing issues
- ♦ Dyspraxia
- ♦ ADD
- ♦ ADHD
- ♦ Irlen syndrome

Inclusion and Student Support Process



Link Tutor Role

1. Mike Walsh allocates student to LT in advance of Professional practice

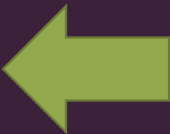


2. LT e-mails student within 48 hours to arrange meeting in person or on teams.



3. LT looks on Workdrive at student support plan to identify specific assessed need :

Work Drive/Access Work Drive/Staffshare1 or Y-Drive: FOE - Primary Childhood Education - Student Support Plans - ITE programmes- Year group



4. LT meets with student prior to placement to discuss needs, update Risk Assessment (RA), if one is in place (see RA folder:


Work Drive/Access Work Drive/Staffshare1 or Y-Drive: FOE - Primary Childhood Education - Student Support Plans - ITE programmes-Risk Assessments



Risk Assessments

Why do we carry out Risk assessments (RA)?

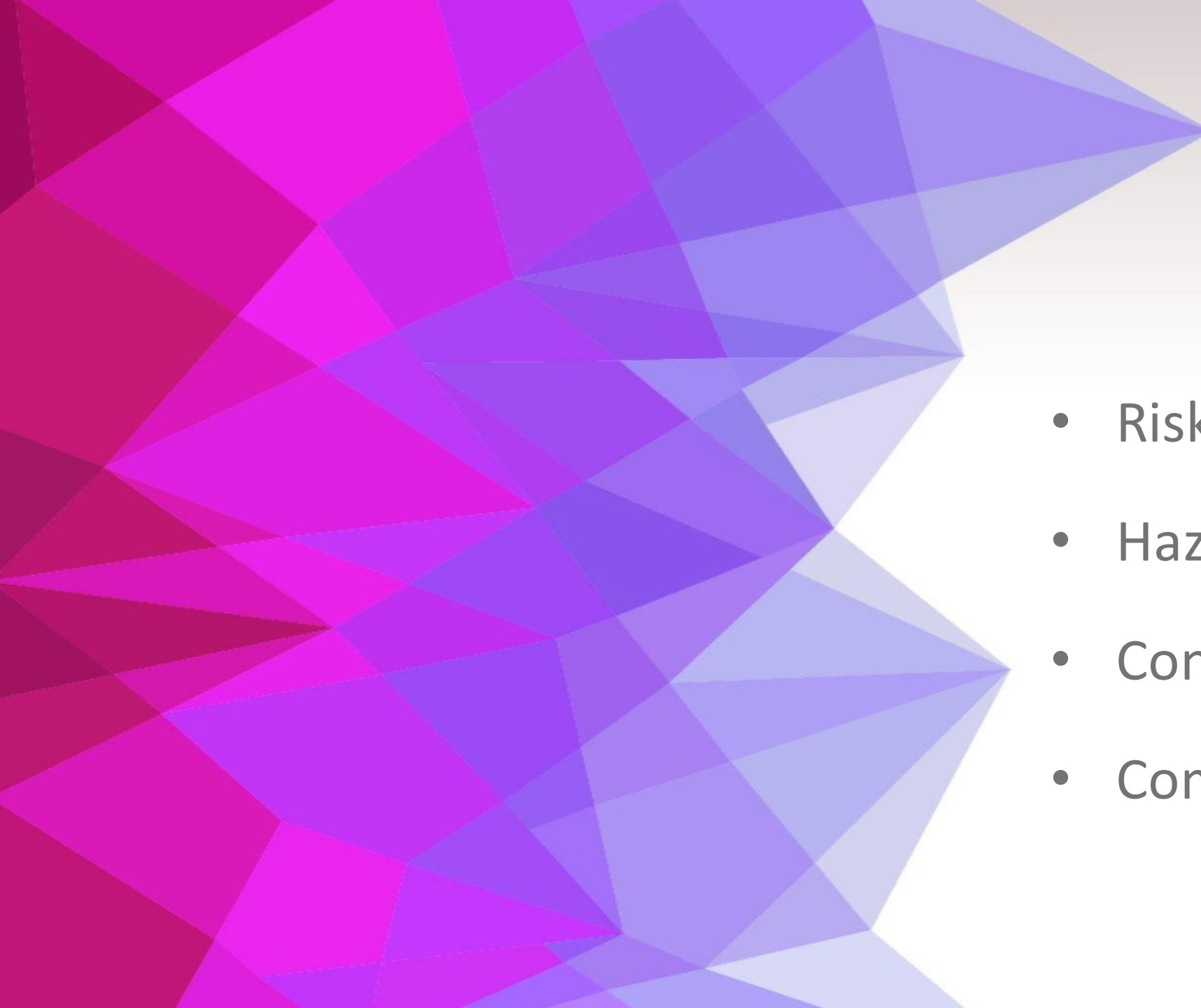
- **Legal**
- **Financial**
- **Protection**



Edge Hill's approach to managing RA:

Process - 5 steps

- Identify the hazard
- Decide who might be harmed and why
- Evaluate the risks and decide on precautions
- Record the significant findings
- Review the Risk Assessment



What do the areas mean?

- Risk
- Hazard
- Control measures
- Competent person

Risk Assessment Template

Task To Be Assessed:	Student attending professional practice.		
Assessor Name:	M.Jones		
Reference Number:			
Number Of People Exposed:	Student: Joe Bloggs, 30 children plus 2 staff members	Assessment Date:	1.5.23.
People Exposed (Staff / Student / Visitor):	30 children aged between 8-9 years, school colleagues, parents.		
Department:	Primary	Location Of Activity:	Primary School (Including classroom, playground, office, hall, dining room, staff room)
Activity Description: (Please give a description of the activity you are risk-assessing, including times, number of people, and current controls where applicable)	How the medical/ assessed need/ condition requires managing daily in the placement environment.		

Hazard Checklist – use this to identify the hazards to be considered:

N.B. The list is not exhaustive as other hazards may be identified and additional options can be found in the Risk Assessment Guidance for Biology and Media.

Situational	Tick	Physical / Chemical	Tick	Environmental	Tick
Slip, trip, fall		Harmful substances		Temperature	
Fall from height		Electrical (shock, burns, fire, arcing, explosion etc)		Weather	
Lone Working	X	Biological agents		Extreme locations (mountains, mud	

Risk Assessment Template

Edge Hill
University

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- Work Drive
- Access Work Drive
- Staffshare1
- FOE
- Primary Childhood Education
- Student Support Plans
- 2023-24
- ITE programmes
- Risk Assessment
- Year group folders

Risk Matrix

Risk Matrix

		CONSEQUENCE				
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
LIKELIHOOD	1 Rare	1 NO ACTION	2 NO ACTION	3 MONITOR	4 MONITOR	5 MONITOR
	2 Unlikely	2 NO ACTION	4 MONITOR	6 MONITOR	8 ACTION	10 ACTION
	3 Possible	3 MONITOR	6 MONITOR	9 ACTION	12 ACTION	15 URGENT ACTION
	4 Likely	4 MONITOR	8 ACTION	12 ACTION	16 URGENT ACTION	20 STOP
	5 Almost Certain	5 MONITOR	10 ACTION	15 URGENT ACTION	20 STOP	20 STOP

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	5 Almost Certain	5 MONITOR	10 ACTION	15 URGENT ACTION	20 STOP	20 STOP

Risk = Likelihood x Consequence

Likelihood:

- 1 Rare - this will probably never happen
- 2 Unlikely - do not expect it to happen / recur but it is possible it may do so
- 3 Possible - might happen or recur occasionally
- 4 Likely - will probably happen / recur but it is not a persistent issue
- 5 Almost Certain - will undoubtedly happen / recur, possibly frequently

Risk Matrix

Consequence:

- 1 Insignificant – no or minimal injury / insignificant damage to equipment or property
- 2 Minor – minor damage to property, or minor injury or illness requiring minimal medical intervention
- 3 Moderate - injury requiring medical assistance and could result in time off work, damage to property requiring repair
- 4 Major – major injury or damage to property, leading to prolonged time off work, increased time in hospital, and likely prosecution
- 5 Critical – incident leading to multiple permanent injuries, irreversible health effects, or death. Permanent loss of facility, or persecution

Risk Factor / Residual Risk Factor:

- NO ACTION (1-2): No further action, but ensure controls are maintained and reviewed
- MONITOR (3-6): Look to improve at next review or if there is a significant change
- ACTION (8-12): Improve within a specified timescale
- URGENT ACTION (15-16): Take immediate action and stop activity if necessary; maintain existing controls rigorously
- STOP (20-25): Stop activity immediately

Health & Safety - Risk Assessment

Health and
Safety Training



This course is to help provide understanding of risk assessments and why they are needed. Ideal for promoting the need for risk assessments in the workplace with simple and clear training.

Training package to be completed:

- Home page
- Health, safety and Environment
- (Black icon) – Health and Safety Training
- **Risk Assessment**