



“Live, Laugh, Learn”

SIMPLY SENSORY RISK ASSESSMENT POLICY

September 2021 - 2022

Reviewed: September 2021

Next Review Date: September 2022

This policy document should be read in conjunction with Simply Sensory's Health and Safety Policy as required and where risk assessments are outlined in the Behaviour and Educational visits policies.

1. Introduction:

Documented Risk Assessments are a requirement under the Management of Health and Safety at Work Requirements 1999. Simply Sensory is required to assess the risks to health and safety of workers and any others who may be affected by the work carried out for the purpose of identifying measures needing to be taken to comply with other legislation. Carrying out these written assessments will help identify all the protective and preventive measures that must be taken to comply with the regulations.

It is the responsibility of Simply Sensory Management to ensure that risk assessments are in place. They can complete the assessments themselves, or instruct other staff to undertake them.

Simply Sensory will follow the Health and Safety Executive's 5 stage approach to Risk Assessments:

Step 1 – Identify the hazards.

Step 2 – Identify who might be harmed and degree of severity.

Step 3 – Evaluate the risks and decide on precautions.

Step 4 – Record and implement findings.

Step 5 – Review assessment and update if necessary.

Copies of the individual learners home environments and completed before Simply Sensory Commence working with the learner in their home. These should be in date and signed by the Assessor and the responsible person undertaking the tasks. Risk assessments will be reviewed regularly or as the needs of the learner changes. All staff working within the home should have access to these documents with copies available to Health and Safety, Designated Safeguarding Lead (DSL) who will ensure they are available for inspection by the HSE, and the outside inspectors as required.

Risk assessments should be reviewed and revised as follows:

Environmental site risk assessments should be reviewed annually or sooner if circumstances change.

When there is reason to suspect the assessment is no longer valid. This may become apparent through accidents and near misses, safety complaints, ill-health trends, or the employer may become aware that a relevant piece of legislation has fallen out of date.

When there has been a significant change in the matters to which the assessment relates, such as the introduction of new work equipment, changes in management personnel, and a change in the learners' needs.

Educational Visits:

Before any educational visit a detailed risk assessment is completed by Simply Sensory management. This will be shared with and agreed to by any staff member supporting the visit. All significant findings should be recorded and brought to the attention of relevant personnel, with signatures provided as evidence that the information has been read and received by those undertaking the tasks or specific staff that are supporting pupils on off-site activities.

Simply Sensory have the following Risk Assessments in place:

Risk Assessment templates in

Fire Risks are detailed in each pupils home RA

Risk Assessments for individual pupils and their home environment

All the above have specific templates that will assist in the completion of the task; these need to be signed off by Simply Sensory Management DSL

2. Other Types of Risk Assessment

Generic Risk Assessments are acceptable where activities/processes/operations are consistent across the workplace. However, these must be adapted, as appropriate, to consider particular individuals and specific issues relating to the environment.

Dynamic Risk Assessments are constant, on the spot assessments of the situation/task that are not written down. These should not be relied on completely for a task, as there is no written evidence of the control measures in place. Dynamic risk assessments alone will not be accepted by the HSE in any accident investigation. However they can be noted in a full Risk Assessment as an on-going assessment of the risk or reference outlined set procedures and practices adopted in the environment.

Educational visit assessments need to be individually planned for every visit and specific considerations will include the needs of the pupils, staff ratios, environmental factors and choice of activity in relation to the individual or group of the pupil/pupils Social Emotional and Mental Health (SEMH) difficulties.

Nature of Risk Assessments:

Assessments identify significant risks and prescribe remedial action, i.e. risk control measures.

Thorough risk assessment we resolve to answer such questions as the following:

What hazards are we faced with?

Who might be affected?

How can the risks be reduced to an acceptable level?

Can effective measures be implemented now?

If not, what contingency plans will serve us best for the time being?

Pastoral:

The focus of our pastoral care is to ensure that each pupil becomes a confident, articulate young adult capable of keeping him/herself safe whether at home or outside the home.

Safeguarding:

Our Safeguarding Policies and training for all staff form the core of our Child Protection Risk management. Safe recruitment policies and procedures ensure that the Simply Sensory is not exposed to the risk of employing staff who are barred from working with children, or who

are not allowed to work in the UK.

Sensory behaviours risk assessments:

Our learners have individual sensory needs which may impact on their everyday life and behaviours. To support these Simply Sensory produce and follow:

One Page Sensory Profiles with sensory aversions and preferences listed

CASP (Consistent Approaches to Support Pupil Plan).

These plans ensure that staff working with the child have a greater understanding of the pupils individual needs and sensory behaviours and give a consistent and appropriate response to support them.

Attached are the following black assessments templates:

1. Behaviour Concern Form
2. Physical Intervention log
3. One Page Sensory Profile
4. CASP
5. Home Tuition Risk Assessment
6. Educational Visit Risk Assessment



Behaviour Concern Form

Pupil name:	Date of concern:
Name of person making concern:	People present:

Brief description of concern/behaviour observed and possible triggers

Response to situation /action taken:

Future action/support:

Date for Next Review:

/ /

one-page sensory profile

Over responsive senses - this means for these senses my sensory cup is small and it only takes a very small amount of stimuli to distress and upset me – sensory overload.

My vision sense - I see things stronger
I do not like:
 visual clutter
 visual movement
 bright sunlight
 prolonged eye contact and facial expressions can over stimulate me

My hearing sense – I hear things louder
I do not like:
 unfamiliar noises
 I cannot cope with more than one person talking to me at once
 being bombard with too much information etc
 background noise can be distracting

Under responsive senses – this means for these senses I have a big sensory cup that needs filling with lots of sensory input and activities – I will seek these to regulate myself and make sense of the world but once I am regulated, I may then become overstimulated a change of activity will help me.

My tactile sense of touch – I feel things differently
 I show little or no response to pain
 I am unaware of messiness
 I rub and bite my skin
 I need to touch everything
 I touch too forcefully
 I use my mouth to investigate
 I play with my bodily fluids

My vestibular sense for balance – I need lots of movement
 I cannot sit still
 I need movement in order to function
 I need intense movement experiences
 I like to circuit my environment

My sense of taste – I taste things differently
 I taste and eat everything
 I mouth everything
 I put inappropriate things in **mouth**

My proprioceptive sense of strength and movement – I need movement to function
 I am not aware of my own strength – I may use too much force
 I may not feel pain
 I like to bang my legs, arms and head on different surfaces
 I cannot grade my movements
 I like to lean on different surfaces

My Sense of smell – I smell things stronger
 I smell everything including people
 I like the smell of my body odours.



Simply Sensory

Training and Support

Creating The Building Blocks For Learning

CONSISTENT APPROACHES to SUPPORTING PUPILS

Name	Someone
Date of Plan	

Sensory Preferences

Deep massage
 Water play with varied temperatures
 Clapping
 Vestibular and proprioception – bouncing, bike riding, spinning, being pushed in his chair, sand play, kicking and gross motor movement
 Likes to be on his feet – aware of support required –will use you to pull up.
 Music – avoid prolonged chaotic sound stimulation
 Time on the floor

Sensory Aversions

Under stimulated vestibular and proprioception
 Sitting in chair for long periods – restricted mobility opportunities

Sensory Deficits

Blindness – cataracts on both eyes
 Hearing – hearing aids in both ears (though prefers not to have them in)
 Hyposensitive to tactile, vestibular, proprioception & auditory
 Hypersensitive to gustatory

Triggers:
 Remaining in chair too long – banging own head, shouting, tearful

Escalation:
 Self-injury by increased severity of banging own head, kicks himself in the groin, banging feet, changes in tone of shouting.

Recovery:
 Becomes withdrawn and tired

Afterwards:
 Get out of chair if not on feed. If this is not possible, offer alternative sensory experiences.

Responses:
 To get out of chair or if on feed: undue foot straps, play music and place near source of fresh air.
 Offer sensory stimulation

Responses:
 Put on helmet, ensure feet are unstrapped and take to quiet area.
 Offer sensory input.

Responses:
 Remove helmet.
 Deep massage – press shoulders and knees and possibly head.

Responses:
 Vestibular and proprioception



HOME TUTORING RISK ASSESSMENT::

Establishment: **Simply Sensory Training and Support** Name: Helen Dillon Julie
 Cowpe-Stephens Date of assessment:
 The following assessment relates to the risks observed by working with a specific learner within their own home.

Prior to starting the session it is essential that we have a dialogue with parents/carers/nurses to ensure we are aware of any changes in the pupils' health/mental health/medical changes/sensory behaviours and physical wellbeing so that we can adapt our sessions accordingly.

ASSESSMENT OF SPECIFIC SIGNIFICANT HAZARDS:

Hazard/Activity	Persons at risk	Risk	Control measures in use	Residual risk rating H/M/L	Further Action Required Yes No

ASSESSMENT CARRIED OUT BY (NAME):
 DATE:

SIGNED:



EDUCATIONAL VISIT RISK ASSESSMENT:

Establishment: Simply Sensory Training and Support	Name: Helen Dillon Julie
Cowpe-Stephens	Date of visit:
Description of the location and nature of visit/activity:	

ASSESSMENT OF SPECIFIC SIGNIFICANT HAZARDS:

Hazard/Activity	Persons at risk	Risk	Control measures in use	Residual risk rating H/M/L	Further Action Required Yes No

ASSESSMENT CARRIED OUT BY (NAME):
 DATE:

SIGNED: