

Hunsley Primary

Special Educational Needs and Disabilities (SEND) Policy

This policy is applicable to Hunsley Primary Version 4.0

Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Name and Title of Author: Lucy Hudson, Headteacher, Hunsley Primary

Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
Implementation Date:	Autumn 2025
Review Date:	Summer 2026
Target Audience:	All Staff, Parents, Pupils, Community users, Stakeholders
Linked Documents:	<p>1) SEND Code of Practice 0-25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>2) The statutory guidance ‘Supporting Pupils at school with medical conditions’, published 2014 and updated August 2017. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 and the associated Trust Policy, Version 1</p> <p>3) Section 100 of the Children and Families Act 2014, which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions.</p>

	<ul style="list-style-type: none"> 4) The school's and Trust's suite of safeguarding policies available on the school website. 5) Hunsley Primary Annual SEND Report 6) Hunsley Primary Access, Inclusion and Diversity Plan 7) The Education Alliance Health and Safety Policy 8) Hunsley Primary Asthma Policy 9) Trust Intimate Care Policy and school's procedures
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Special Educational Needs and Disabilities (SEND) Policy

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1) Key Contacts

TEAL

The Education Alliance Trust Director of Inclusion and Contact Number

Paul Grimes – The Hub School – 01482 304200

The Education Alliance Trust SENCo and Contact Number:

Faye Warren Based at Driffield School - 01377 253631

Hunsley Primary

Hunsley Primary Headteacher/Senior SENCO and Inclusion Lead / LAC Lead - Contact Number:

Lucy Hudson enquiries@hunsleyprimary.org.uk – 01483 330883

Hunsley Primary SENCo - Contact Number:

Julie Boyes Assistant Headteacher, SENCO and Designated Safeguarding Lead /
Mental Health Lead

enquiries@hunsleyprimary.org.uk – 01482 330883

Hunsley Primary Inclusion Lead - Contact Number:

Rachel Cheeseman Assistant Headteacher

enquiries@hunsleyprimary.org.uk - 01482 330883

Hunsley Primary SEND Local Governor – Designated Looked-after Child and Disadvantaged Child

Mrs Elizabeth Russell – enquiries@hunsleyprimary.org.uk

Hunsley Primary Safeguarding Local Governor

Mrs Helena Webster (Chair) – enquiries@hunsleyprimary.org.uk

2) Policy Statement

2i) The Education Alliance Multi-Academy Trust (MAT) Vision

The Trust has educational excellence at its heart and is committed to improving the lives of **all** students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

The Trust is committed to supporting schools in the Yorkshire and Humber region to come together to form collaborative partnership clusters to develop a shared method of working that helps schools develop local solutions which ensure **every** student, irrespective of need, receives the best education and has high aspirations for their own future. SEND forms part of a wider inclusion brief bringing a more coordinated approach to a wide range of support initiatives under the four broad areas of need:

- **Cognition and learning**
- **Communication and interaction**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

2ii) Trust Aims and Objectives

The Trust policy together with individual school procedures will enable primary and secondary schools in the Trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development. We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever their needs, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child within the Trust is of the greatest importance and this requires:

- The students to be at the centre of initiatives to improve attainment and progression
- An environment where Trust staff can collaborate to improve the quality of provision
- The open exchange of information and the sharing of expertise across the Trust and within partnership clusters

2iii) Trust Values

The values of the Trust are integral to supporting students with a SEND and will provide:

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no “one size fits all” approach to support
- An Inspiring and challenging environment for students, generating a life-long love of learning
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement
- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

- The sharing of good practice within an appropriate and continuous cycle of continued professional development (CPD)

2iv) Trust Expectations

All schools within the Trust will publish on their website a SEND Information Report in compliance with the SEND Code of Practice 2014 (6.79) and this report will be updated annually at the start of the new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.” Code of Practice 1.24

The Trust policy sits with the individual school’s SEND procedures incorporating:

- Identification of need
- The Graduated Response
- Internal / external support provision
- Accessibility
- Monitoring and Evaluation
- Home / school links
- Trust links
- Contact points

3) Definitions

“A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.” Code of Practice, 2014

Children identified as having a SEN fall into one of two categories:

- **SEN Support - K**

These students require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.

- **Education Health Care Plans (EHCPs) - E**

A minority of students will have a statutory document of special educational need which sets out the need and the arrangements to support that student in school. The EHCP is a legal document and the school must follow its guidance.

4) Roles and Responsibilities

Headteacher and School Leaders:

- Must display the policy clearly on the school website for parents and other stakeholders to read
- Must ensure that all staff in school have access to and understand the policy.
- Must ensure a responsible person oversees the assessment of individual pupils' needs and make sure that all staff likely to teach pupils with special needs are fully aware of those needs
- Must ensure that parents / carers are informed and involved in SEND provision for their child and that their voice and the voice of the child are heard in the provision and review of support.
- Must ensure the above information informs school self-evaluation processes.
- Must ensure that all staff are trained to deliver highest standards of teaching and learning for all pupils, in accordance with the Code of Practice.
- Must ensure that standards of provision are monitored and evaluated to ensure best practice in SEND provision is maintained.
- Must ensure that external agencies and professionals are fully involved in the processes where appropriate and that appropriate expertise is sought where needed.

Staff:

- Must read and adhere to the policy
- Must meet the expectations upon all staff to offer Quality First Teaching in Wave 1 which meets the needs of all pupils.
- Must engage in professional development which enhances their understanding and expertise regarding the Areas of Need and how to identify special educational needs.

Local Governors have a legal duty to:

- Must ensure that the school has a SEND Policy and that it is regularly reviewed every year
- Must report on how the school's SEND policy is being implemented and how resources are allocated in the governing board's Annual SEND Report
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for the policy (e.g. Headteacher) and that the SEND Code of Practice is followed
- Should, with the headteacher, decide the school's general policy and approach to meeting pupils' special educational needs and oversee the school's work so that pupils with special educational needs have the opportunity to participate as fully as possible in all aspects of school life
- Must ensure that the effectiveness of the Policy is regularly monitored and that this is reported to the Hunsley Primary Local Governing Body by a dedicated link governor

5) Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

6) Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
 - Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
 - Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world

- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

7) Hunsley Primary Systems, Procedures and Processes

7i) Identification of Need – In transition to school

Typically, identification occurs through routine teaching and learning assessment activities and data collections, visits to the feeder pre-schools, transitional review meetings (where appropriate), pupil induction days and through parents' progress evenings

For pupils transferring from out of catchment, mid-term or joining the school after Reception, information is requested from parents, pupil, external agencies (if applicable) and the previous school

Once a child with known needs has transferred to school, we will put in place the appropriate support, as detailed below

7ii) Identification of Need – In-school needs arising

Identification also occurs through any necessary additional testing (deemed necessary through discussion with classroom teachers, leaders and parents). This situation may arise, where Quality First Teaching (QFT) approaches are not helping the child to progress and other considerations of need are arising. This is the start of the school's 'Graduated Response' to a child's needs.

7iii) The Graduated Response

Where a concern is raised about a pupil in class the first step is for the class teacher to assess the pupil's needs in that area and implement an appropriate action over a finite period of time, for example an intervention or a catch-up session which might run daily for a half term. When the allotted period of time is complete, progress will be reviewed. The teacher's response should follow the following structure:

QFT is the expectation that most issues can be resolved by the teacher applying an appropriate support strategy in class, which will support the child to make progress.

7iv) Plan, Do Review – a Graduated Response to SEND

If the problem remains unresolved after appropriate support strategies and QFT have been tried, then the teacher will seek the advice of the SENDCo / Inclusion Lead who will work collaboratively with the teacher to explore other forms of support and to explore the child's needs in terms of SEND. The child's needs are identified by their class teacher, alongside the school SENDCo, through a range of assessments and observations.

These assessments should include:

- asking parents and the child or young person for their views
- undertaking additional assessments (e.g. screeners for dyslexia) and tracking progress

- talking to teachers or other professionals who work with the child.

7v) 'Plan'

Once assessments are carried out and support is agreed to be needed, an **Individual Support Plan** will be drafted. It sets out to:

- describe the child's needs
- set out the outcomes to achieve
- include the SMART (specific, measurable, achievable, realistic, and timebound) targets for the child
- list the teaching strategies that will support them. School refers closely to the **Local Authority Ordinarily Available Inclusive Provision** guide: this is a detailed document which outlines examples of the support and approaches that we expect to be available for local children with special educational needs and disabilities (SEND).

It must also explain:

- what SEND support the child will receive
- who will provide it
- the expected outcomes
- when progress will be checked.

We involve parents, carers and the children in agreeing what support is needed and what it should achieve.

The Individual Support Plan (ISP) is shared with parents and carers, who might also choose to share it with the child, depending on the context, and all teachers and support staff who work with the child will also be included in this circulation of the ISP.

The school will often seek further advice, as well as appropriate interventions, from external professionals to help provide further support for a child.

7vi) SEND Support (K)

- All pupils given intervention support, from a Teaching Assistant for example, have ongoing and assessments to assess the progress they have made
- Additionally, there are whole school data collections following periods of standardised assessment and the progress of the SEND Support (K) and EHCP (E) pupils is closely monitored by teachers and school leaders to ensure these pupils are reaching their full potential.
- SEND support plans (Individual Support Plans) track a child's progress through their support and intervention with SMART targets. These are located on and updated through Insight, the school's online assessment and reporting tool.

7vii) 'Do'

The implementation of support is overseen by the Assistant Headteacher (DSL & SENCO) and the Assistant Headteacher (Inclusion), working closely with the teaching team, including any teaching assistants or specialist staff involved. They manage the day-to-day work of the TAs to coordinate provision for SEND; advise the teaching staff on a graduated response to pupil needs; liaise with external agencies and parents;

coordinate transitional arrangements; maintain records and monitor the progress and attainment of all SEND pupils. Once the agreed SEND support is put in place for a child, it operates in cycles of 'Plan, Do and Review'. Where a child is placed on the SEND register, parents and carers will be informed.

7viii) 'Review'

The plan says when the SEND support will be reviewed. This is often half-termly or termly, depending on needs. The school team and parents/carers review the child's support and decide:

- the SEN support is working well
- the outcomes have been, or are being, achieved
- new outcomes need to be set
- the support should continue or if a different type of support is needed.

After at least three cycles of 'Plan, Do, Review' it may be appropriate for the school to apply for an Education, Health and Care Plan (EHCPs) for a child whose needs cannot fully be met in school through School Support. For further information about EHCPs, the SEND pages of the East Riding Local Offer detail what this entails: [LINK](#)

7ix) EHCP Reviews (E)

- An annual review of an EHCP is carried out in accordance with statutory arrangements and the Local Authority processes.
- Support arrangements are discussed with parents and the pupil (as appropriate) to ensure resources are being used to maximum effect.
- Pupils with EHCPs also have an Individual Support Plan which is reviewed three times per year by teaching staff and the SENCO. This plan enables the greater outcomes of the EHCP to be 'broken down' into shorter term, SMART targets too.

7x) Examples of school-based support provision

- In-class support
- Small group work
- Literacy intervention
- Numeracy intervention
- Reading Support
- SALT therapy sessions (for all aspects of SALT)
- Computer-based sessions for dyslexic pupils or those with literacy needs, e.g. Lexia
- IT resources (apps, programs, laptops & tablets)
- Lunchtime clubs (supervised)
- Social Skills groups
- Personal care
- Physiotherapy
- EAL programmes (EAL – English as an additional language)
- External Assessment concessions

7xi) Examples of External Support

The schools of the Trust work routinely with the following agencies:

- Educational Psychology (including the Communication and Interaction Specialist team)
- Specialist paediatric nursing teams, e.g. epilepsy
- SALT (Speech & language Therapy)
- SAPTS (Sensory and Physical Teaching Service)
- CAMHS (Child & Adolescent Mental Health Service)
- YFSS (Youth & Family Support Service)
- Social Services
- Physiotherapy / Occupational Therapy
- NHS neurodiversity assessment team
- NHS Sensory Processing team
- Dyslexia Sparks

7xii) Reasonable Adjustments and Access

Many reasonable adjustments are low-cost and involve simple changes in how things are done, rather than requiring expensive equipment or extra staff.

For example, where a child has:

- **Mobility needs**, the school is arranged across a ground floor setting.
- **Visual needs**, and they require adjusted font size or colour of paper, this can be accommodated with advice from SAPTs
- **Severe sensory needs**, their school uniform can be adapted, with discussion with the SENCO.

Reasonable adjustments are also possible for assessments, including formal assessments. These are called **access arrangements** and may include:

- giving extra time to complete the assessment
- using assistive technology
- taking rest breaks
- working in a separate room.

The school applies for access arrangements in line with the Department for Education annual assessment guidance and this is always discussed as part of a child's Individual Support Plan.

7xiii) Physical Access at Hunsley Primary

- All areas of the buildings on site have ground floor classroom access and further access adaptations are offered where necessary, e.g. ramps for access
- Classroom adaptations are offered where necessary, e.g. height adjustable tables placed in appropriate classrooms.
- The school sets out its accessibility in the Access, Inclusion and Diversity Plan

7xiv) Staff Training and Specialisms

School leaders instigate training provision based on the needs of the children which arise, and also the needs of the staff team as required. Training is provided either on a whole school or individual staff level, to ensure that the team is suitably trained, prepared and also refreshed in a cycle, to deliver the best care and teaching possible.

Learning support provision and interventions as detailed in the Provision Map are delivered by Hunsley Primary teaching staff including support staff (e.g. TAs), to ensure that the best possible level of expertise and educational support is on offer to each pupil.

Where a child has additional physical, sensory or health needs which are supported by their EHCP or by SEND Support, staff will be given additional training in line with the school's Supporting Pupils with Medical Conditions Policy, to be able to deliver and provide a high level of care specific to the child's needs.

The school uses appropriate external professionals to deliver training; for example:

- The Humberside Speech and Language Therapy NHS team
- The Sensory and Physical Teaching Service (SAPTS)
- The East Rising Educational Psychology team

7xv) Further Support for Families of Children with SEND

- Parents' Progress evenings
- Consultation Events
- Induction evenings – 'Meet the Teacher'
- ParentLearn workshops
- Home / school reading schemes
- Individual Support Plan review meetings (Progress reviews)
- Annual EHCP reviews
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and use of the planner are on-going. Parents are encouraged to contact the school if they have any concerns; usually the first point of contact is either the SENDCo or the pupil's class teacher

7xvi) Hunsley Primary Partnership Links

- Half termly meeting of all Trust SENDCos
- Trust level support from the Director of Inclusion and designated Trust SENCO
- Trust level annual school SEND audits, carried out by the Director of Inclusion
- The transition process for SEND pupils begins in the summer prior to Reception with a transitional review and individual transitional arrangements are made as required.
- In Y6 there are additional Induction Days and other informal activities arranged for identified pupils, which precedes the main induction day to secondary. For some pupils a series of visits may be needed to help with the adjustment to secondary school. Arrangements are personalised as necessary.

8) Monitoring of Compliance with and Effectiveness of the Policy

The Local Governing Body of Hunsley Primary has a legal responsibility to ensure that this school policy and procedure is implemented fairly, consistently and objectively.

The Headteacher of Hunsley Primary is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

9) Review

This policy will be reviewed annually.

Hunsley Primary

Individual Health Care Plan

Name of child		Child's Photo
Year and Class		
Date of Birth		
Medical diagnosis/condition		
Date		
Review Date		

Family Contact Information

Name	
Relationship to child	
Telephone - work	
Telephone - mobile	
Telephone - home	

Further Contact Information

Name	
Relationship to child	
Telephone - work	
Telephone - mobile	
Telephone - home	

Clinic / Hospital contact / Health Care Professional

Name	
Telephone number	

GP

Name	
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Telephone number	
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ALLERGIES

Describe medical needs & symptoms / Daily care requirements and interventions

Parent/Carer to provide information about symptoms and treatments and a copy of any allergy action plan that the child has.

Know Triggers & Symptoms

Treatment

Follow up care

ASTHMA

Know Triggers & Symptoms

Treatment

To be completed by school

Location of inhaler / spacer* in school (*where required)

Stored safely by staff within close proximity to child at all times.

Instructions for use of the reliever inhaler in school (please tick all appropriate statements)

- ☐ My child does **not** understand the proper use of his/her inhaler and requires help to administer
- ☐ My child understands the proper use of his/her asthma medication and, **in my opinion**, can use their inhaler independently.
- ☐ I give consent for school to support my child in using their inhaler, should this be required in a medical emergency.

School 'Salbutamol' Emergency Inhalers

Since October 2014, the Human Medicines Regulations 2014 have allowed schools to keep 'Salbutamol' inhalers for use in emergencies. The Regulations stipulate the very limited situations in which a school should utilise this emergency reserve. **The inhalers will only be used in an emergency for pupils with**

an existing diagnosis of asthma or those children prescribed an inhaler as a reliever medication, if the pupil's own prescribed inhaler is not accessible or malfunctions.

Hunsley Primary has three Salbutamol CFC Free 100mcg inhalers for emergency administration.

☐ I give my consent for school to use the emergency 'Salbutamol' inhaler, in accordance with the Human Medicines Regulations, 2014, if my child's own prescribed inhaler is not available or malfunctions.

Permissions and Responsibilities

I give permission for school personnel to share this information with all school staff, follow this plan and administer my child's prescribed asthma medication.

If necessary, I also give permission for the school to contact our GP/School Nurse and in the case of an emergency, this plan may be passed to medical professionals.

I assume full responsibility for providing the school with prescribed medication and delivery devices. I approve this Asthma Care Plan for my child and agree to update school as necessary with any changes to information relevant to this plan.

SIGNS OF ASTHMA ATTACK¹

- Persistent cough (when at rest)
- A wheezing sound coming from the chest (when at rest)
- Difficulty breathing (the child could be breathing fast and with effort, using all accessory muscles in upper body)
- Nasal flaring
- Unable to talk or complete sentences – some children will go very quiet
- May try to tell you that their chest 'feels tight' (younger children may express this as tummy ache)

NB Not all symptoms need to be present for a child to be having an asthma attack

IF A CHILD PRESENTS WITH ANY OF THE FOLLOWING – CALL AN AMBULANCE IMMEDIATELY AND COMMENCE ASTHMA ATTACK PROCEDURE WITHOUT DELAY

- Appears exhausted
- Has blue/white tinge around lips
- Is going blue
- Has collapsed

WHAT TO DO IN THE EVENT OF AN ASTHMA ATTACK

- Keep calm and reassure child
- Encourage the child to sit up and slightly forward
- Use the child's own inhaler – if not available, use emergency inhaler (prior consent from parent must be documented)
- Remain with the child while the inhaler and spacer are brought to them.

IMMEDIATELY HELP THE CHILD TO TAKE TWO SEPARATE PUFFS OF SALBUTAMOL VIA THE SPACER



If there is no immediate improvement, continue to give
TWO PUFFS AT A TIME EVERY TWO MINUTES, UP TO A MAXIMUM OF 10 PUFFS



IMPROVEMENT

Stay calm and reassure the child. Stay with the child until they feel better. The child can return to school activities when they feel better.

Document medication given. Dose may be repeated if symptoms return. However, if this is within 4 hours, contact parents as



NO IMPROVEMENT

If the child does not feel better or you are worried at **ANYTIME** before you have reached 10 puffs, **CALL 999 FOR AN AMBULANCE**

¹ With reference to the East Riding School Medicines training and documentation. The information in this flowchart is taken from the Department of Health *Guidance on the use of emergency salbutamol inhalers in schools (March 2015)*



<https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools>

If an ambulance does not arrive in 10 minutes **GIVE ANOTHER 10 PUFFS IN THE**

Follow up care

ADDITIONAL INFORMATION

Who is responsible in an emergency
Paediatric First Aiders – give names of PFA's in class Mrs Hudson – Headteacher Mrs Hitchin - Administrator

Photo

Name – Individual Support Plan

Start Date:

Date of Birth:

Class:

**HUNSLEY
PRIMARY**
inspire · aspire

This is me!

- What people like about me and what I can do well?
- What is important to me now and in the future?
- How best to support me?

Strengths and Support

- What do people like and admire about this child?
- What is important to this child?
- How can this child be best supported?

Description of Need

Linked assessments and referrals/Areas of need/History

- Cognition & learning (C&L)
Communication & interaction (C&I)
Social, emotional & mental health (SEMH)
- Sensory & physical (S&P)
Attendance and access
EAL

Term 1 Autumn: 2025-26

Target	Provision	Review
SMART		
SMART		
SMART		

Review:

What is working well?

What is not working yet?

What progress is being made towards the outcomes?

Next steps and changes to provision?

Parent Comments /Feedback

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SENCO Comments / Next Steps to Provision

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Term 2 Spring: 2025-26

Target	Provision	Review
SMART		
SMART		
SMART		

Review:

What is working well?

What is not working yet?

What progress is being made towards the outcomes?

Next steps and changes to provision?

Parent Comments /Feedback

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SENCO Comments / Next Steps to Provision

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Hunsley Primary Individual Pupil Risk Assessment

Pupil Name:		Decide who may be harmed (insert ✓) and add relevant details:			
		Individual pupil			
Date of Birth:		Other pupils			
Class:		Staff			
House Team / Key Worker:		Visitors (adults)			
Reasons for Risk Assessment:		Other agencies involved with pupil:			
Hazards Identified	Initial Risk Rating	Existing Control Measures (select all that are in place)	✓	Further Actions / Comments	Residual Risk Rating H/M/L

Risk Rating Guidance: H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.					
Date of Assessment:		Carried out by:		Signature:	
Risk Assessment Review – to be carried out at agreed intervals					
Other Hazards Identified in Review	Additional Control Measures to be Put in Place following the Review				
Date of Review:		Carried out by:		Signature:	
Review Notes:					
As appropriate, other relevant risk assessments or safeguarding documents, e.g. <i>Intimate Care agreement</i>					