



Adventure Wellbeing School

Health and Safety Policy

Document Reference	Health and Safety Policy
Publication Date	January 2026
Review Date	September 2026
Executive Headteacher	Emma Colley
Head of School	Danielle Doyle

Contents

1. Introduction

- 1.1 Purpose of the Policy
- 1.2 Scope of the Policy
- 1.3 Health and Safety Principles

2. Roles and Responsibilities

- 2.1 Proprietors
- 2.2 Head of School
- 2.3 School Business Manager (SBM)
- 2.4 Teaching and Support Staff
- 2.5 Contractors and Visitors
- 2.6 Pupils

3. Risk Management and Assessment

- 3.1 Risk Assessments
- 3.2 Identifying Hazards
- 3.3 Dynamic Risk Assessments
- 3.4 Reporting Risks

4. Health and Safety Training

- 4.1 Initial Induction Training
- 4.2 Ongoing Training and Professional Development
- 4.3 Specific Training for SEND Support

5. Curriculum and Activity Safety

- 5.1 Curriculum Activity Risk Assessments
- 5.2 Safe Use of Equipment
- 5.3 Extracurricular Activities and Off-Site Learning
- 5.4 Behavioural Safety During Activities
- 5.5 Swimming Lessons and Water Safety

6. Physical Environment Safety

- 6.1 Safe School Design and Layout
- 6.2 Regular Maintenance and Safety Inspections
- 6.3 Fire Safety and Emergency Procedures
- 6.4 Accessibility in Emergency Situations
- 6.5 Hygiene and Sanitation
- 6.6 Safe Arrival and Departure Procedures

7. Mental and Emotional Well-being

- 7.1 Emotional and Behavioural Support
- 7.2 Staff Training on Mental Health
- 7.3 Mental Health Resources
- 7.4 Safeguarding Emotional Well-being
- 7.5 Supporting Transitions and Changes

8. Training and Development

- 8.1 Initial Staff Induction
- 8.2 Ongoing Professional Development
- 8.3 External Training and Partnerships
- 8.4 Training for Support Staff and Volunteers
- 8.5 Evaluation of Training Effectiveness

9. Monitoring, Reviewing, and Continuous Improvement

- 9.1 Regular Health and Safety Audits
- 9.2 Incident Reporting and Review
- 9.3 Reviewing Policies and Procedures
- 9.4 Continuous Improvement Culture

Appendices

- Appendix A: Compliance with Health and Safety Regulations
 - 1 Remote and Online Learning Contingency
 - 2 Outdoor Learning and Physical Activities
 - 3 Managing Hazardous Substances (COSHH)
 - 4 Electrical Safety
 - 5 Lone Working and After-Hours Safety
 - 6 First Aid and Medical Emergencies
 - 7 Fire Safety and Emergency Evacuations
 - 8 Site Security and Visitor Management
 - 9 Water Hygiene Management
 - 10 Managing Stress and Well-being
- Appendix B: Additional Health and Safety Considerations
 - 1 Health and Safety at Work Act 1974
 - 2 Management of Health and Safety at Work Regulations 1999
 - 3 Control of Substances Hazardous to Health (COSHH)
 - 4 Manual Handling Operations Regulations 1992
 - 5 Workplace (Health, Safety, and Welfare) Regulations 1992
 - 6 Education (Independent School Standards) Regulations 2014
 - 7 First Aid Regulations
 - 8 Fire Safety Regulations
 - 9 Equality Act 2010 (Disability Provisions)
 - 10 Safeguarding and Keeping Children Safe in Education (KCSIE)

1. Introduction

Adventure Wellbeing School for Special Educational Needs and Disabilities (SEND) is committed to providing a safe and supportive environment where all children, including those with SEND, can thrive academically and personally. This Health and Safety Policy outlines the school's approach to prioritising all pupils' physical, emotional, and cognitive well-being, with specific attention given to the unique needs of SEND children.

At Adventure Wellbeing School, we recognise that children with special educational needs and disabilities require tailored safety, health, and well-being strategies. This policy incorporates national health and safety guidelines, including the Health and Safety at Work Act 1974 and other relevant regulations, while adapting these principles to meet the specific needs of SEND pupils.

Our approach is to ensure that every child can engage fully in school life, with appropriate risk assessments and interventions to prevent harm. All staff, including teaching and non-teaching personnel, must follow these guidelines to ensure a safe learning environment for all children.

Legal Framework and Compliance

This policy complies with UK health and safety legislation, including the Health and Safety at Work Act 1974, the Education Act 2002, and the Equality Act 2010. The school is committed to meeting the Health and Safety Executive (HSE) requirements and all local authority directives regarding SEND pupils.

Core Principles

- The safety and welfare of pupils, staff, and visitors are paramount.
- Risk assessments will be conducted regularly, with particular attention given to the specific needs of SEND children, including sensory impairments, mobility issues, and emotional vulnerabilities.
- All staff members are trained to identify and manage health and safety risks, with ongoing professional development provided in areas relevant to SEND pupils.
- The school will work closely with parents, carers, and external agencies to ensure that health and safety procedures align with the best practices for supporting SEND children.
- Emergency procedures, including fire safety, evacuation plans, and first aid, will be regularly updated and tailored to the needs of SEND pupils, ensuring that their safety is prioritised in any crisis.

Commitment to SEND Health and Safety

At Adventure Wellbeing School, we are acutely aware that children with SEND often face unique challenges that require a proactive and empathetic approach to health and safety. This policy reflects our commitment to adapting school environments, teaching methods, and support systems to minimise risks and ensure a safe, inclusive environment for all pupils.

2. Roles and Responsibilities

At Adventure Wellbeing School for SEND children, clearly defined roles and responsibilities are essential to ensuring the health, safety, and well-being of all pupils, staff, and visitors. Each member of the school community plays a critical part in upholding these standards, particularly in meeting the unique needs of SEND children. This section outlines the specific duties of school leadership, teaching and non-teaching staff, health and safety officers, and the wider school community.

2.1 The Proprietors

The proprietors of Adventure Wellbeing School hold ultimate responsibility for health and safety within the institution. Their role includes:

- Ensuring that the Health and Safety Policy is consistently reviewed and updated to reflect changes in legislation or school operations, particularly those affecting SEND pupils.

- Providing adequate resources, including financial and human resources, to support the effective implementation of health and safety measures.
- Overseeing risk management processes to ensure that the specific needs of SEND pupils are identified and addressed, including physical, sensory, emotional, and cognitive requirements.
- Monitor compliance with the Health and Safety Policy and take corrective actions where necessary.

In the context of SEND, proprietors must ensure that additional provisions are made for pupils with mobility challenges, sensory impairments, or other specific needs. This includes funding for specialised equipment, access to healthcare professionals, and staff training in SEND-specific health and safety practices.

2.2 The Headteacher

The Headteacher of Adventure Wellbeing School is responsible for the day-to-day management of health and safety within the school. Key responsibilities include:

- Implement the Health and Safety Policy in alignment with the needs of SEND children and ensure all staff are aware of their obligations.
- Ensuring that the necessary training is provided for staff, emphasising the skills required to support SEND pupils effectively in a safe environment.
- Conduct regular reviews of health and safety practices, focusing on accommodations for SEND pupils. This includes ensuring that evacuation procedures, medical care, and risk assessments are tailored to their specific needs.
- Liaising with external health and safety consultants to address any risks that may arise, particularly those related to SEND pupils' physical and emotional well-being.
- Ensuring that parents and carers are actively involved in discussions about health and safety measures that affect their children, particularly for pupils with significant or complex SEND needs.

2.3 Health and Safety Officer

The Health and Safety Officer plays a pivotal role in ensuring the safety of the entire school environment. Their specific responsibilities include:

- Regularly conducting risk assessments across the school environment, focusing on areas where SEND pupils may be at heightened risk. These assessments should cover physical spaces, equipment, learning materials, and activities that may pose risks to SEND pupils with particular vulnerabilities.
- Ensuring safety measures are in place for off-site activities, including transportation for SEND pupils. Particular attention should be given to those requiring assistance or specialised equipment.
- Maintaining up-to-date records of all incidents, accidents, or near misses, especially those involving SEND pupils, and ensuring appropriate follow-up actions are taken.
- Developing and implementing emergency response procedures that account for the diverse needs of SEND pupils, ensuring that all safety measures are inclusive and practicable for children with varying abilities.
- Coordinating with teachers, teaching assistants, and administrative staff to ensure that all health and safety procedures are understood and correctly implemented.

2.4 SENCO (Special Educational Needs Coordinator)

The SENCO has a crucial role in ensuring that health and safety provisions meet the specific needs of SEND pupils. Their responsibilities include:

- Working with the Health and Safety Officer to ensure that risk assessments take into account the individual needs of each SEND pupil, ensuring that all necessary accommodations are made.
- Liaising with external healthcare providers, therapists, and local authorities to ensure SEND pupils can access the necessary medical and therapeutic support in the school environment.
- Ensuring staff receive specialised training on SEND pupils' medical, physical, and emotional needs, including managing emergencies such as seizures, allergic reactions, or behavioural crises.

- Developing Individual Health Plans (IHPs) for SEND pupils with significant health needs, ensuring that these plans are regularly reviewed and updated in consultation with parents, healthcare providers, and teaching staff.
- Providing advice and support to teachers and support staff on implementing appropriate health and safety measures in the classroom, including strategies for managing challenging behaviour and reducing stress for SEND pupils.

2.5 Teaching and Support Staff

Teaching and support staff are at the forefront of ensuring that Adventure Wellbeing School's health and safety measures are implemented effectively daily. Their responsibilities include:

- Conducting daily checks of classroom and learning spaces to ensure they are safe and accessible for all pupils, particularly those with SEND. This includes ensuring that classrooms are free from obstacles that impede mobility or pose a hazard to pupils with sensory impairments.
- Following Individual Educational Plans (IEPs) for pupils with specific health needs, ensuring that all medical instructions are followed and emergency protocols are understood.
- Reporting any health and safety concerns to the Headteacher or Health and Safety Officer, particularly those related to SEND pupils who may be at higher risk in specific environments or activities.
- Ensuring that pupils understand health and safety rules in a way that is accessible, using visual aids, clear instructions, and differentiated communication strategies where necessary.
- Managing behaviour in the classroom per the school's Behaviour Policy, ensuring that any behavioural incidents are managed to keep the child and their peers safe. This is particularly important for SEND pupils who struggle with emotional regulation or communication.
- Participating in ongoing training to stay updated on health and safety procedures, particularly those relevant to SEND children, such as safe handling, first aid, and managing sensory overload.

2.6 Parents and Carers

Parents and carers play a critical role in supporting the health and safety of SEND children in school. Their responsibilities include:

- Informing the school of any specific health or safety concerns related to their child, such as allergies, mobility issues, or behavioural triggers, so that appropriate accommodations can be made.
- Collaborating with the school in developing Individual Educational Plans (IEPs) for pupils with significant medical needs, ensuring that the plans are accurate and current.
- Supporting the school's health and safety policies by reinforcing safety rules and procedures at home, ensuring that children understand the importance of following safety protocols at school and in their personal lives.
- Attending regular meetings to review their child's health and safety needs, including discussing risk assessments, accommodations, and emergency procedures.

2.7 External Agencies

Adventure Wellbeing School works closely with various external agencies to ensure the safety and well-being of SEND children. These agencies include healthcare professionals, local authorities, and emergency services. Their roles include:

- Providing expert advice and support in developing health and safety procedures that cater to the specific needs of SEND pupils, particularly in areas such as medical care, behavioural support, and emergency response.
- Conducting audits and inspections to ensure the school's health and safety measures comply with current legislation and best practices for SEND pupils.
- Offering specialised staff training, particularly in manual handling, administering medication, and managing medical emergencies related to SEND conditions.

3. Risk Assessment

Risk assessments are crucial to Adventure Wellbeing School's health and safety policy. They identify potential hazards, evaluate their associated risks, and implement measures to control or eliminate them. These assessments ensure the school environment is safe for all pupils, staff, and visitors.

3.1 General Principles of Risk Assessment

The school conducts regular risk assessments to address the safety of the physical, emotional, and cognitive environment for all pupils, including those with SEND. The process of risk assessment involves the following steps:

- **Identify Hazards:** Hazards are anything that can cause harm. For SEND pupils, these may include physical hazards (e.g., unsafe equipment, obstacles in pathways), emotional risks (e.g., bullying, emotional distress), or sensory triggers (e.g., excessive noise, bright lighting).
- **Evaluate Risks:** After identifying the hazards, the next step is to assess the likelihood of these hazards causing harm and the severity of the potential damage. SEND pupils may be more susceptible to certain risks due to mobility challenges, sensory sensitivities, or cognitive difficulties.
- **Implement Controls:** Once risks are identified and evaluated, the school controls or eliminates them. This may involve physically modifying the environment, adjusting teaching practices, or providing additional support to individual pupils.
- **Monitor and Review:** Risk assessments are not static. They are reviewed regularly and updated whenever significant changes exist in the school environment, the pupil population, or external factors, such as new legislation. In the case of SEND pupils, risk assessments are frequently updated to reflect changes in their needs or circumstances.

3.2 Specific Risks for SEND Pupils

SEND pupils face specific risks that must be addressed through detailed and individualised risk assessments. Some of these risks include:

- **Physical Safety:** Many SEND pupils have mobility issues that require the school to make accommodations for safe movement around the premises. Risk assessments ensure that pathways are clear of obstacles, ramps are in place, and pupils can access mobility aids if necessary. For pupils with visual impairments, risks related to uneven surfaces or inadequate signage are carefully assessed and mitigated.
- **Sensory Sensitivities:** Pupils with sensory processing disorders may experience heightened sensitivities to noise, light, and other environmental stimuli. Risk assessments consider these sensitivities by identifying potential triggers in the classroom and school environment. Strategies such as providing noise-cancelling headphones, adjusting lighting, or offering quiet spaces are implemented to reduce the likelihood of sensory overload.
- **Emotional Well-being:** Emotional safety is just as important as physical safety for SEND pupils, particularly those with autism, ADHD, or emotional and behavioural disorders. Risk assessments for emotional well-being focus on identifying potential stressors or triggers, such as changes in routine, social interactions, or academic pressure. Staff are trained to provide emotional support, and individual behaviour management plans are implemented for pupils who need them.
- **Health and Medical Risks:** Many SEND pupils have underlying health conditions that require careful management in the school environment. Risk assessments ensure the school is prepared to address medical emergencies like seizures, allergic reactions, or asthma attacks. Pupils with specific medical needs have Individual Health Plans (IHPs) that outline the necessary steps for managing their condition in school.

3.3 Risk Assessments for Activities and Learning Spaces

The safety of pupils extends beyond the general school environment to include specific activities, learning spaces, and extracurricular events. Each of these areas is subject to a detailed risk assessment process.

- **Classroom Safety:** Risk assessments are conducted in every classroom to ensure that the layout and resources are safe and accessible for SEND pupils. This includes checking for hazards such as loose cables, unstable furniture, or sharp objects that could pose a risk to pupils with mobility or cognitive challenges. Additionally, classrooms are assessed for

sensory appropriateness, ensuring they are conducive to learning without overwhelming pupils with sensory sensitivities.

- **Physical Activities:** Physical education (PE) and other activities requiring movement present unique risks for SEND pupils, particularly those with physical disabilities or coordination difficulties. Risk assessments for these activities include evaluating equipment suitability, ensuring adequate supervision, and providing alternative exercises for pupils who cannot fully participate in traditional PE activities. Teachers and support staff are trained to assist pupils with physical activities while ensuring their safety.
- **Outdoor Spaces:** Playground safety is a high priority, especially for SEND pupils with impaired motor skills or unaware of their surroundings. Risk assessments are conducted regularly to ensure that outdoor play areas are free from hazards, such as broken equipment or uneven surfaces. Special attention is given to supervising pupils who may require assistance navigating these spaces safely.
- **Off-Site Visits and Educational Trips:** Off-site visits, including field trips or excursions, require comprehensive risk assessments, particularly when SEND pupils are involved. These assessments include evaluating transportation arrangements, accessibility at the destination, and any specific health or safety needs that SEND pupils may have. SEND pupils may require additional support or equipment during these trips, and the school ensures adequate planning is in place to manage these risks.
- **Use of Equipment:** Many SEND pupils use specialised equipment, such as communication devices, mobility aids, or assistive technology. Risk assessments ensure that these devices are used safely and staff are trained. For example, communication devices may need to be charged and maintained regularly, while mobility aids should be inspected for wear and tear to prevent accidents.

3.4 Individual Risk Assessments for SEND Pupils

In addition to general risk assessments, Adventure Wellbeing School conducts individualised risk assessments for SEND pupils with specific health, safety, or behavioural needs. These assessments are carried out with parents, healthcare providers, and external specialists.

- **Behavioural Risk Assessments:** For pupils with behavioural disorders, such as autism or ADHD, individualised risk assessments help identify triggers that may lead to challenging behaviours. These assessments outline strategies for managing behaviour to keep the pupil and their peers safe. For example, when feeling overwhelmed, pupils may be given access to sensory rooms or quiet spaces.
- **Medical Risk Assessments:** Pupils with chronic health conditions or disabilities that require ongoing medical attention have individual risk assessments that outline procedures for managing their health in the school environment. This includes ensuring staff are trained to administer medication, use specialised equipment, or respond to medical emergencies.
- **Emergency Response Plans:** When a pupil has a life-threatening condition, such as severe allergies or epilepsy, the school creates an emergency response plan as part of the individual risk assessment. This plan outlines the steps to take in the event of a medical emergency and ensures that staff are prepared to act quickly and effectively.

3.5 Involvement of Parents and External Agencies

Parents and carers play a vital role in risk assessment, particularly for SEND pupils with complex needs. The school works closely with families to ensure that all relevant information is gathered and that risk assessments reflect each pupil's individual needs. External agencies, such as healthcare providers or local authorities, may also be consulted to provide expert advice on managing specific risks.

3.6 Monitoring and Reviewing Risk Assessments

Risk assessments are not a one-time activity. They are living documents that are reviewed and updated regularly. This is particularly important for SEND pupils, whose needs may change. Regular reviews ensure that the school remains responsive to new challenges and that safety measures remain effective.

4. Accident and Incident Reporting

Accident and incident reporting is critical to maintaining a safe and secure environment at Adventure Wellbeing School. This process helps ensure that health and safety measures are continuously improved and adapted to meet the specific needs of these pupils.

4.1 Definitions

Before detailing the reporting procedures, it is essential to understand the different types of incidents that must be reported:

- **Accident:** Any unintended event that results in injury, illness, or harm to a pupil, staff member, or visitor.
- **Incident:** Any event that has the potential to cause harm, even if no actual injury occurred. This includes near misses.
- **Near Miss:** An event that could have resulted in an accident but did not, due to either chance or intervention.
- **Dangerous Occurrence:** Specific reportable events, as defined by the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), which have the potential to cause significant harm.

4.2 Reporting Procedures for SEND Pupils

At Adventure Wellbeing School, any accident or incident involving a SEND pupil must be handled with particular care. Due to their vulnerabilities, SEND pupils may be at higher risk for certain accidents, such as falls, behavioural incidents, or medical emergencies. All staff members must know the proper procedures for reporting accidents and incidents.

Immediate Actions

- **First Aid:** In the event of an accident, the priority is to ensure the child's immediate safety. Trained first-aid staff should administer care as needed. For pupils with known medical conditions, such as epilepsy or severe allergies, the procedures outlined in their Individual Educational Plans (IEPs) must be followed.
- **Secure the Area:** If the accident occurred due to a hazardous condition, such as broken equipment or unsafe flooring, the area should be secured and made safe before resuming activities. Staff should ensure that other pupils, particularly those with sensory sensitivities or mobility challenges, are not exposed to further risk.
- **Notify Senior Staff:** Any accident or incident involving a SEND pupil must be reported immediately to a senior staff member, typically the Headteacher or the designated Health and Safety Officer. Emergency services should be contacted immediately if the incident involves a medical emergency.

Accident Reporting Forms

All accidents, including those involving near misses, must be documented using the school's Accident and Incident Report Form. This form records the following key details:

- Date and time of the accident or incident
- Location where the accident occurred
- Name and details of the injured or affected individual(s)
- A description of the accident or incident, including how it occurred
- Any immediate action taken (e.g., first aid, securing the area)
- Names of witnesses (if applicable)
- Recommendations for preventing future occurrences

For SEND pupils, additional details may need to be recorded, such as any specific vulnerabilities or medical conditions that may have contributed to the incident. For example, if a child with a sensory processing disorder becomes overwhelmed and injures themselves as a result, this should be noted in the report.

Near Miss Reporting

While often overlooked, near misses are critically important for preventing future accidents. A near miss is an event that did not result in injury but had the potential to do so. Examples of near misses for SEND pupils might include situations where a mobility aid malfunctioned but did not cause a fall or a pupil with a visual impairment narrowly avoided tripping on an obstruction.

All near misses must be reported and investigated in the same way as actual accidents. By addressing the causes of near misses, the school can implement preventive measures to reduce the likelihood of similar events in the future. Staff should be encouraged to report all near misses, no matter how minor they may seem.

4.3 Incident Reporting and Investigation

In addition to accidents, other incidents that may affect the safety and well-being of pupils and staff must also be reported. These include:

- **Behavioural Incidents:** If a pupil with behavioural difficulties causes harm to themselves or others, this must be documented and reviewed. Behavioural incidents can range from mild disruptions to severe aggression and may require immediate intervention. The incident report should detail any triggers, such as routine or sensory overload changes, and outline strategies for preventing future occurrences.
- **Medical Emergencies:** The school has procedures in place to manage emergencies for pupils with known health conditions, such as epilepsy or severe allergies. These procedures must be followed carefully, and the event must be reported using the school's incident reporting system.
- **Bullying or Emotional Distress:** Incidents of bullying, harassment, or emotional distress are particularly relevant for SEND pupils, who may be more vulnerable to these issues. Such incidents must be reported and addressed promptly to ensure the emotional well-being of the pupils involved.

4.4 Investigating Accidents and Incidents

Once an accident or incident is reported, the Health and Safety Officer, in collaboration with relevant staff, is responsible for investigating. The purpose of the investigation is to:

- Determine the cause of the accident or incident
- Identify any contributing factors, such as environmental hazards or inadequate supervision
- Assess the effectiveness of existing safety measures
- Recommend actions to prevent recurrence

The investigation may involve additional steps for accidents involving SEND pupils, such as consulting with healthcare providers or reviewing Individual Educational Plans (IEPs). The investigation should consider whether the pupil's specific needs were adequately accounted for and whether adjustments to their learning environment or care are necessary.

Involvement of External Agencies

In severe incidents, the school may need to involve external agencies, such as healthcare providers, therapists, or local authorities. The Health and Safety Executive (HSE) must be informed when an incident is reportable under RIDDOR. Incidents involving safeguarding concerns should also be reported to the appropriate authorities, following the school's Safeguarding Policy.

4.5 Communication with Parents and Carers

Parents and carers must immediately be informed of any accidents or incidents involving their child. A phone call or written note may suffice for minor accidents, such as a scraped knee or a bump. However, for more severe incidents, such as a medical emergency or significant behavioural episode, parents should be contacted immediately by phone and provided with a full explanation of the situation.

Parents should be involved in the investigation and review process for pupils with complex needs or medical conditions to ensure appropriate changes to the pupil's care plan. If a pupil's Individual Educational Plan (IEP) needs to be updated as a result of the incident, this should be done in consultation with the parents and relevant healthcare providers.

4.6 Learning from Incidents

Accident and incident reporting is about documenting what has happened and learning from these events to prevent future harm. Adventure Wellbeing School is committed to a culture of continuous improvement in health and safety practices. After each incident is investigated, the findings are reviewed by senior staff, and any necessary changes to policies, procedures, or risk assessments are implemented.

Regular Review of Incident Data

The Health and Safety Officer regularly reviews accident and incident data to identify patterns or recurring issues. For example, suppose multiple incidents occur in a particular area of the school, such as the playground or sensory room. In that case, this may indicate a need for additional supervision or equipment upgrades. Similarly, suppose a particular group of pupils, such as those with mobility impairments, is disproportionately affected by accidents. In that case, the school may need to reassess the physical environment and make further accommodations.

4.7 Record Keeping

The school maintains detailed records of all accidents, incidents, and near misses. These records are kept for a minimum of three years in accordance with legal requirements and reviewed regularly to ensure the school complies with health and safety regulations. For incidents involving SEND pupils, records may also include documentation related to Individual Educational Plans (IEPs) and any adjustments made to accommodate the pupil's needs.

5. Curriculum and Activity Safety

At Adventure Wellbeing School, ensuring SEND pupils' safety during curriculum-based activities and extracurricular events is a top priority. The school recognises that many SEND pupils require additional accommodations and supervision during activities, both in the classroom and during off-site learning opportunities.

5.1 Curriculum Activity Risk Assessments

Every curriculum-based activity, whether conducted in the classroom or another part of the school, requires a thorough risk assessment. SEND pupils' assessments are tailored to reflect their individual needs and vulnerabilities. This includes considering pupils' physical and cognitive abilities and minimising any risks associated with the learning environment, resources, or activities.

Physical Education (PE)

Physical education is crucial to the curriculum, promoting physical health and well-being. However, for many SEND pupils, traditional PE activities can present challenges. Risk assessments for PE lessons include:

- **Assessing Mobility Needs:** Pupils with mobility impairments may require modifications to activities or additional support to participate safely. This might involve using specialised equipment, such as adapted sports gear or mobility aids.
- **Supervision and Assistance:** Teaching assistants or additional staff may be needed to provide one-on-one support for pupils who require help with coordination, balance, or movement.
- **Alternative Activities:** Alternative activities should be provided for pupils who cannot participate in standard PE lessons due to physical limitations. These activities should be safe and inclusive and promote physical well-being while accommodating pupils' abilities.

Science and Technology Lessons

Science and technology lessons often involve practical activities with inherent risks, such as using tools, chemicals, or heat. These risks may be heightened for SEND pupils due to cognitive, sensory, or physical challenges.

- **Safety Equipment:** All pupils, including those with SEND, must be provided with appropriate safety equipment, such as goggles, gloves, and lab coats, where required. Risk assessments ensure that equipment is suitable for each pupil's individual needs.
- **Supervised Handling of Materials:** Some SEND pupils may need additional supervision when handling potentially hazardous materials or tools. Teachers and teaching assistants must monitor pupils closely during practical activities to prevent accidents or injuries.
- **Adapted Instructions:** For pupils with learning or communication difficulties, instructions should be delivered in a way that is accessible, using visual aids, clear step-by-step guidance, and differentiated instruction. This ensures that pupils fully understand how to engage safely in practical activities.

5.2 Safe Use of Equipment

Pupils with SEND often require specialised equipment to participate in learning activities. This equipment can range from communication devices and sensory aids to mobility equipment and adapted classroom tools. Safely using such equipment is essential to prevent accidents and ensure pupils can engage fully in the curriculum.

Assistive Technology

Many SEND pupils use assistive technology to support their learning, communication, and physical needs. Risk assessments ensure this technology is used safely and appropriately in the classroom. Teachers and support staff must be trained to operate and maintain the devices, ensuring they are in good working order and do not pose a hazard.

- **Regular Maintenance:** Assistive devices such as communication aids, laptops, and other technological equipment must be regularly checked for functionality. Faulty equipment can pose risks to pupils, including electrical hazards or communication breakdowns.
- **Supervised Use:** Some devices, particularly those involving movement or sensory stimulation, may need to be used under supervision to ensure their safety.

Classroom Layout and Accessibility

The layout of classrooms plays a significant role in the safety of SEND pupils. Classrooms must be arranged to allow for safe movement, particularly for pupils with mobility impairments or visual impairments.

- **Clear Pathways:** Classrooms should have clear pathways free from obstacles, ensuring pupils with mobility aids, such as wheelchairs or walking frames, can move safely between desks and other areas.
- **Accessible Resources:** Materials and resources should be positioned at accessible heights for all pupils, particularly those with physical impairments. Resources should be well-lit and clearly labelled for pupils with visual impairments to prevent confusion or accidents.

5.3 Extracurricular Activities and Off-Site Learning

Adventure Wellbeing School is committed to providing SEND pupils access to various extracurricular activities and off-site learning opportunities, such as field trips, cultural sites, and sporting events. These activities offer valuable educational experiences but require careful planning to ensure the safety of SEND pupils.

Risk Assessments for Off-Site Activities

Any off-site activity involving SEND pupils requires a comprehensive risk assessment to address the specific challenges that may arise during transportation, venue accessibility, and participation in activities. The following factors are considered:

- **Transportation:** For off-site trips, the school ensures that transportation arrangements are suitable for pupils with mobility issues or other physical impairments. This may involve booking wheelchair-accessible vehicles or providing additional staff to assist with boarding and disembarking.
- **Venue Accessibility:** Before any off-site visit, the venue is assessed for accessibility. This includes checking for ramps, lifts, accessible restrooms, and other necessary facilities to ensure that all pupils can participate in the trip.
- **Supervision Ratios:** SEND pupils often require a higher staff-to-pupil ratio for supervision during off-site activities. This ensures they receive the support they need to participate safely and fully in the activities.
- **Emergency Plans:** Before the trip, emergency plans are put in place for pupils with medical conditions or disabilities. Staff are trained to handle emergencies, such as administering medication or responding to seizures.

Inclusion in Extracurricular Activities

The school encourages SEND pupils to participate in all extracurricular activities, including after-school clubs, sports, and social events. To ensure that these activities are safe and inclusive, the following measures are implemented:

- **Adaptation of Activities:** Extracurricular activities are adapted to meet the needs of SEND pupils. For example, sporting events may include alternative games or modified rules to accommodate pupils with physical disabilities.
- **Additional Support:** Where necessary, additional staff or volunteers are provided to offer one-on-one support for SEND pupils during extracurricular activities, ensuring their safety and full participation.

5.4 Behavioural Safety During Activities

For some SEND pupils, managing behaviour during school activities can be a challenge. Behavioural risk assessments are conducted to identify potential triggers or stressors that could lead to disruptive or unsafe behaviour during activities.

- **Behaviour Management Plans:** Individualised behaviour management plans are developed and implemented during all activities for pupils with behavioural difficulties, ensuring that staff are prepared to respond to any issues that arise.
- **Quiet Spaces:** During activities that might cause sensory overload or stress, such as loud group activities, quiet spaces are available where pupils can retreat to calm down if needed. These spaces are monitored by trained staff to ensure that pupils can regulate their emotions in a safe environment.

5.5 Swimming Lessons and Water Safety

As part of the summer term curriculum, Adventure Wellbeing School will provide swimming lessons for pupils, including those with Special Educational Needs and Disabilities (SEND). The school will hire a portable pool and qualified swimming instructors to teach these lessons on school premises. Swimming is an important life skill, and the school is committed to ensuring pupils can participate safely in this activity while considering their unique needs.

Portable Pool Setup and Safety

The portable pool will be set up on school grounds by a professional company specialising in safe and accessible pool installations. Key safety measures include:

- **Pool Location and Security:** The pool will be located in a secure area with fencing or barriers to prevent unsupervised access. The area will be restricted to authorised staff and pupils during swimming lessons.
- **Water Quality and Maintenance:** Qualified technicians will regularly check and maintain the pool to ensure the water meets health and safety standards. This includes monitoring pH, chlorine, and temperature to provide a safe swimming environment for all pupils.
- **Supervision and Staffing:** In addition to the qualified swimming instructors hired by the school, trained staff members from the school will be present during swimming lessons to provide additional support to pupils, especially those with mobility issues or sensory sensitivities.

Qualified Instructors and Safety Protocols

The swimming lessons will be taught by qualified swimming instructors with experience working with SEND pupils. Instructors will:

- **Risk Assessments:** Conduct risk assessments prior to the start of each lesson, considering each pupil's specific needs. This includes assessing physical abilities, water confidence, and medical conditions requiring special attention.
- **Personalised Instruction:** Provide individualised support to pupils as needed, ensuring all children feel comfortable and safe in the water. Instructors will use gradual immersion techniques and gentle encouragement for pupils who may be anxious or unfamiliar with swimming.
- **Safety Equipment:** Ensure that all pupils use appropriate flotation devices or swimming aids as needed. Depending on the pupil's comfort and skill level in the water, these may include arm bands, flotation belts, or pool noodles.
- **Lifeguard Presence:** A certified lifeguard will be present during all swimming lessons to ensure that safety protocols are followed and to respond to emergencies.

SEND-Specific Considerations

Swimming can particularly benefit SEND pupils, offering sensory stimulation and physical exercise. However, it also presents unique challenges, which the school addresses through tailored support:

- **Additional Supervision for Pupils with Mobility Needs:** Pupils with physical disabilities may require assistance entering and exiting the pool. The portable pool will be equipped with appropriate access features, such as ramps or pool lifts, to ensure safe and dignified entry and exit for pupils using wheelchairs or mobility aids.
- **Sensory-Friendly Environment:** Accommodations will be made to create a calming environment for pupils with sensory processing issues. This may include reducing noise levels, ensuring the water temperature is comfortable, and providing quiet spaces for pupils needing a break during lessons.
- **Medical Conditions and Safety:** For pupils with medical conditions such as epilepsy or severe allergies, IEPs will be followed during swimming lessons. Staff will be trained to respond to medical emergencies, and all necessary medical equipment (e.g., inhalers and epinephrine injectors) will be kept close at hand during lessons.

Emergency Procedures

The safety of pupils during swimming lessons is of the highest priority. The following emergency procedures will be in place:

- **Immediate Evacuation:** In the event of an emergency, such as a medical issue or a pool-related accident, the pool area will be immediately evacuated, and the necessary first aid or medical support will be provided.
- **First Aid and Lifeguard Response:** The certified lifeguard present at all lessons is trained to handle water-related emergencies, including performing CPR if needed. In addition, school staff who are trained in first aid will be on-site to provide support.
- **Emergency Services:** In a severe medical emergency, the school will contact emergency services and follow the procedures outlined in the pupil's IEP.

6. Physical Environment Safety

At Adventure Wellbeing School, the physical environment is designed and maintained to ensure the safety and well-being of our pupils. This section outlines the key elements of physical environment safety, addressing the unique requirements of SEND pupils, including accessibility adaptations, emergency procedures, and regular inspections to maintain a safe and secure environment.

6.1 Safe School Design and Layout

The design and layout of the school play a crucial role in ensuring the safety of all pupils. Specific adjustments and accommodations are necessary for SEND pupils, particularly those with physical, sensory, or cognitive impairments to ensure they can navigate the school safely and comfortably.

Accessibility

Ensuring that the school is fully accessible to all pupils is a priority. This includes physical access for pupils with mobility impairments and sensory adaptations for pupils with visual or hearing impairments. Key accessibility features include:

- **Ramps and Elevators:** The school has ramps and elevators to ensure pupils using wheelchairs or other mobility aids can move freely between different building levels. Regular maintenance of these features is essential to ensure they remain in good working condition.
- **Accessible Restrooms:** The school provides accessible restrooms that are equipped with handrails, emergency call buttons, and enough space for pupils who require assistance. These restrooms are regularly inspected to ensure they remain safe and functional.
- **Sensory Adaptations:** The school has adjusted to reduce sensory overload for pupils with sensory processing difficulties. For example, lighting can be dimmed in certain areas, and soundproofing is used in spaces where noise levels might be disruptive for pupils with auditory sensitivities.

Classroom Layout

Classroom design plays an important role in ensuring a safe learning environment for SEND pupils. Teachers and staff are responsible for arranging classrooms in a way that promotes safety and accessibility, with consideration for the following:

- **Clear Pathways:** Classrooms are organised with clear pathways between desks and other furniture to allow easy movement for pupils with mobility impairments or sensory sensitivities. This reduces the risk of accidents such as trips and falls.
- **Accessible Seating:** Seating arrangements consider the needs of individual pupils, with specialised chairs or desks provided for those who require additional support. For example, pupils with postural support needs may be provided with adjustable seating that promotes a healthy sitting posture.
- **Visual and Auditory Aids:** Classrooms are equipped with visual aids (e.g., large-print signs) and auditory aids (e.g., sound systems or hearing loops) for pupils with sensory impairments. Teachers are trained to use these aids effectively to enhance the learning environment while ensuring pupils are safe from sensory overload.

6.2 Regular Maintenance and Safety Inspections

Regular maintenance and safety inspections ensure that the school remains a safe environment for all pupils, particularly those with SEND. The School Business Manager (SBM) coordinates these inspections and ensures that any issues are addressed promptly.

Routine Inspections

The SBM conducts routine inspections of the school's physical environment to identify potential hazards and meet safety standards. These inspections include:

- **Playgrounds and Outdoor Areas:** Outdoor spaces like playgrounds and sports fields are inspected regularly to ensure that equipment is safe and well-maintained. Any damaged or worn-out equipment is repaired or replaced immediately to prevent accidents.
- **Classroom and Corridor Safety:** All classrooms and corridors are inspected for hazards such as loose carpeting, unstable furniture, or cluttered pathways. These inspections ensure that pupils, especially those with mobility impairments, can move safely through the school without risk of injury.
- **Fire and Emergency Equipment:** Fire alarms, extinguishers, and emergency lighting are tested regularly to ensure proper working conditions. Any defects are reported and addressed promptly.

Electrical Safety

The SBM ensures that all electrical systems and equipment in the school meet safety standards. This includes regular testing and maintenance of:

- **Hard-Wiring Systems:** A competent professional inspects electrical systems in the school building every five years, as required by health and safety regulations.
- **Portable Electrical Equipment:** All portable electrical equipment used in the school, such as computers, projectors, and mobility aids, is regularly tested for safety (PAT testing). Any faulty equipment is taken out of service until repairs or replacements are made.
- **Safe Use of Electrical Equipment:** Staff and pupils are instructed in the safe use of electrical equipment, particularly those devices used by SEND pupils (e.g., assistive technology or medical devices). Electrical outlets are fitted with safety covers to prevent accidents.

6.3 Fire Safety and Emergency Procedures

Adventure Wellbeing School is committed to maintaining high standards of fire safety, ensuring that all pupils, particularly those with SEND, are protected in the event of an emergency. The school has a comprehensive fire safety policy that includes regular fire drills, staff training, and accommodations for pupils with specific needs.

Fire Risk Assessment

A fire risk assessment is carried out annually to identify potential fire hazards and ensure that appropriate measures are in place to reduce the risk of fire. This assessment is reviewed regularly, and adjustments are made if necessary, particularly in relation to the needs of SEND pupils.

Fire Drills

Fire drills are conducted at least once per term to ensure that all pupils and staff are familiar with the evacuation procedures. For SEND pupils, specific accommodations are made during fire drills to ensure their safety, including:

- **Personal Emergency Evacuation Plans (PEEPs):** For pupils with mobility impairments or other disabilities, a Personal Emergency Evacuation Plan (PEEP) is created. This plan outlines the steps to be taken during an emergency to ensure that the pupil can evacuate the building safely, with the assistance of staff if necessary.
- **Buddy Systems:** In some cases, pupils with specific needs may be paired with a "buddy" (a staff member or peer) who is responsible for assisting them during an evacuation. This ensures that no pupil is left behind or placed in danger.

Emergency Exit Routes

All emergency exits are clearly marked and accessible to pupils with disabilities. The SBM ensures that exit routes are free from obstructions and that emergency doors can be easily opened by all pupils, including those using mobility aids. For pupils with visual impairments, tactile and audible signs are used to guide them to the nearest exit.

Staff Training for Emergency Situations

All staff members receive regular training on fire safety and emergency procedures, with a particular focus on the needs of SEND pupils. This training includes:

- **Use of Evacuation Equipment:** Staff are trained to properly use evacuation chairs and other equipment designed to assist pupils with mobility impairments.
- **Managing Behavioural Challenges in Emergencies:** For pupils with behavioural difficulties, emergencies can be particularly distressing. Staff are trained to appropriately manage these situations, ensuring pupils remain calm and follow safety procedures.

6.4 Accessibility in Emergency Situations

In addition to fire safety, the school is prepared to respond to other emergency situations, such as medical emergencies, extreme weather events, or security threats. Specific procedures are in place to ensure that SEND pupils are protected and supported during these events.

Medical Emergencies

Staff are trained to respond to specific medical needs of pupils with known medical conditions, such as epilepsy or severe allergies.

- **First Aid Training:** Staff are trained in first aid, focusing on responding to medical emergencies related to the conditions of SEND pupils. First aid kits are regularly checked and restocked and are located in accessible areas throughout the school.
- **Access to Medical Devices:** Pupils who use medical devices, such as inhalers or insulin pumps, have immediate access to these devices during emergencies. Staff are trained to assist pupils in using their medical devices if necessary.

Security Threats and Lockdown Procedures

In the event of a security threat, such as an intruder on the school premises, the school has a lockdown procedure that is regularly practised. For SEND pupils, specific accommodations are made to ensure their safety during lockdowns, including:

- **Safe Rooms:** The school has designated safe rooms that are equipped with sensory tools and calming aids to help pupils with autism or sensory processing disorders manage the stress of a lockdown situation.
- **Staff Support:** During a lockdown, staff members are assigned to provide one-on-one support to SEND pupils who may be particularly vulnerable to anxiety or confusion during such events.

6.5 Hygiene and Sanitation

Maintaining high standards of hygiene and sanitation is critical to ensuring the health and safety of all pupils, particularly those with weakened immune systems or medical conditions.

- **Regular Cleaning:** The school is cleaned and sanitised regularly to prevent the spread of illness. Special attention is given to high-touch surfaces, such as door handles, desks, and bathroom facilities.
- **Handwashing Facilities:** Pupils are encouraged to wash their hands regularly, with accessible handwashing facilities provided throughout the school. For pupils with physical impairments, adapted sinks and soap dispensers are available.

6.6 Safe Arrival and Departure Procedures

At Adventure Wellbeing School, the safety of pupils during arrival and departure is paramount, particularly for pupils with SEND who may require additional support while entering and exiting the school premises. Many pupils will be transported to and from school by bus or taxi, and the school has implemented a comprehensive system to ensure that this process is carried out safely and efficiently.

Arrival Procedures

Upon arrival, all buses and taxis transporting pupils enter through designated access points securely monitored by staff. To ensure the safety of all pupils:

- **Locked Gates for Controlled Access:** During arrival, the school gates are locked to prevent unauthorised access or exit. This ensures that pupils can disembark from vehicles safely, with the full support of staff.
- **Staff Assistance:** Trained staff members are present at the gates to assist pupils as they exit the vehicles. This is particularly important for pupils with mobility impairments, sensory sensitivities, or those who require help with equipment such as wheelchairs or walking aids. Staff ensure that pupils are safely guided from the vehicle to the school building.
- **Supervised Movement to Classrooms:** Once pupils have exited their vehicles, they are escorted by staff into the school building. This supervision is essential for ensuring that pupils remain safe and accounted for as they transition from the transport area to their classrooms.

Departure Procedures

At the end of the school day, the process is reversed:

- **Staggered Departure Times:** To prevent overcrowding and ensure that staff can provide adequate assistance to all pupils, departure times may be staggered. This allows staff to focus on each pupil's specific needs as they board their assigned vehicles.
- **Locked Gates During Departure:** As with arrival, the school gates remain locked during departure to prevent unauthorised entry or exit. This security measure ensures that pupils are safely loaded into their buses or taxis without risk of wandering off the premises.
- **Staff Support During Boarding:** Staff assist pupils in boarding their buses or taxis, ensuring that pupils with mobility issues or sensory sensitivities are settled and secure before the vehicle departs.

Government Guidance on School Transport for SEND Pupils

In accordance with government guidance, Adventure Wellbeing School adheres to the principles outlined in the **Government Guidelines for Home-to-School Transport for SEND Children**. This guidance emphasises the importance of:

- **Safe and Accessible Vehicles:** Ensuring that all buses and taxis used for transporting SEND pupils meet accessibility requirements and are equipped with appropriate safety measures.
- **Trained Staff:** All drivers and support staff involved in the transport of SEND pupils receive training on how to safely support children with a range of needs, including those with physical disabilities, communication difficulties, and sensory impairments.
- **Risk Assessments for Transport:** Regular risk assessments are conducted to identify potential hazards during transport and ensure that appropriate measures are in place to safeguard pupils during their journeys to and from school.

These procedures are reviewed regularly and adjusted as necessary to ensure that the school complies with national legislation and best practices for the safe transport of SEND pupils.

7. Mental and Emotional Well-being

At Adventure Wellbeing School, we are committed to our pupils' mental and emotional well-being and fostering an environment supporting their physical safety and emotional health. SEND pupils may face unique challenges related to mental health, emotional regulation, and social interaction, which requires a tailored approach to promoting emotional well-being.

This section outlines the school's strategies for supporting SEND pupils' mental and emotional health, including staff training, mental health resources, behaviour management plans, and safeguarding procedures.

7.1 Emotional and Behavioural Support

Many pupils with SEND experience difficulties in emotional regulation, social interaction, and managing anxiety or frustration. These emotional and behavioural challenges can impact their well-being and ability to engage fully in school life. Adventure Wellbeing School provides various support services to help pupils manage their emotions and behaviours safely and constructively.

Behavioural Risk Assessments

The school conducts behavioural risk assessments for pupils with significant emotional or behavioural challenges to identify potential triggers and implement strategies for managing behaviour. These assessments help staff understand the specific needs of each pupil and develop individualised approaches to prevent behavioural incidents from escalating.

- **Behavioural Triggers:** Identifying specific triggers that may cause distress or lead to behavioural outbursts, such as changes in routine, sensory overload, or social interactions.
- **Coping Strategies:** Providing pupils with strategies to manage their emotions, such as deep breathing exercises, access to sensory rooms, or quiet time during the school day.
- **Reward Systems:** Implementing positive reinforcement strategies to encourage appropriate behaviour and emotional regulation. This may include reward charts, praise, or special privileges.
- **Staff Roles:** Designating specific staff members to support pupils during challenging times, ensuring they have access to trusted adults who can help them navigate difficult emotions.

Emotional Regulation Tools

The school provides pupils with tools to help them regulate their emotions and manage stress. These tools are available in classrooms, sensory rooms, and quiet areas and include:

- **Sensory Aids:** Sensory tools such as stress balls, fidget toys, and weighted blankets are available to help pupils calm down and refocus.
- **Calm Corners:** Classrooms are equipped with calm corners where pupils can go if they feel overwhelmed. These areas are designed to provide a peaceful environment with minimal sensory stimulation.
- **Mindfulness Techniques:** Teachers incorporate mindfulness exercises into the daily routine, helping pupils learn techniques for calming their minds and bodies. These exercises may include guided breathing, meditation, or relaxation techniques.

7.2 Staff Training on Mental Health

Mental Health Awareness

Staff receive training on how to identify signs of mental health issues in SEND pupils, such as anxiety, depression, or emotional distress. This training includes:

- Recognising common mental health challenges SEND pupils face, such as difficulties with social communication, sensory processing, or emotional regulation.
- Understanding how mental health issues may present differently in SEND pupils, who may express distress through behaviour, withdrawal, or physical symptoms rather than verbal communication.
- Knowing when and how to refer pupils to appropriate mental health services or professionals for further support.

De-escalation Techniques

Staff are trained in de-escalation techniques for pupils who struggle with emotional regulation to help prevent challenging behaviours from escalating into crises. This training includes:

- **Non-verbal Communication:** Using calming body language and tone of voice to reassure pupils and reduce anxiety.
- **Redirection:** Gently guiding pupils away from stressful situations and toward calming activities or spaces.
- **Conflict Resolution:** Helping pupils resolve conflicts with peers peacefully, using restorative practices that encourage empathy and understanding.

7.3 Mental Health Resources

In addition to the direct support provided by staff, Adventure Wellbeing School offers a variety of mental health resources to ensure pupils have access to the care they need. These resources are available to pupils and staff to support overall emotional well-being.

Therapeutic Techniques

The school provides access to counselling services for pupils who may need additional emotional support. Therapeutic techniques can be particularly beneficial for SEND pupils who struggle with anxiety, depression, or social difficulties.

Therapeutic techniques may focus on:

- Developing coping strategies for managing stress and anxiety.
- Improving social skills and peer interactions.
- Addressing any trauma or emotional challenges the pupil may be facing.

Therapeutic techniques are confidential and can be provided one-on-one or in small groups, depending on the pupil's needs.

Pastoral Care Team

The school's pastoral care team plays a key role in supporting the emotional well-being of SEND pupils. The team is trained to provide emotional support, help manage behavioural issues, and work closely with families to ensure that pupils' emotional needs are met at school and home. The pastoral care team also works with external agencies, such as mental health professionals and social services, to coordinate additional support.

7.4 Safeguarding Emotional Well-being

Safeguarding the emotional well-being of SEND pupils is a priority at Adventure Wellbeing School. Pupils with SEND may be more vulnerable to bullying, emotional distress, or abuse, and the school has robust safeguarding procedures in place to protect their well-being.

Anti-Bullying Policy

The school has a zero-tolerance policy toward bullying, harassment, and discrimination. For SEND pupils, bullying can take many forms, including social exclusion, verbal abuse, or physical intimidation. The school takes proactive steps to prevent bullying and ensure that all pupils feel safe and supported:

- **Clear Reporting Channels:** Pupils, staff, and parents are encouraged to report any incidents of bullying or harassment. Senior staff take reports seriously and investigate them promptly.
- **Peer Support Programs:** Peer support programs, such as buddy systems or mentoring schemes, help SEND pupils form positive relationships with their peers. These programs foster inclusion and reduce the likelihood of social isolation.
- **Bullying Prevention Education:** The school educates all pupils about the importance of kindness, inclusion, and respect. This education includes lessons on empathy and understanding differences, helping create a supportive school culture.

Safeguarding Procedures

Adventure Wellbeing School follows strict safeguards to protect pupils from abuse, neglect, or harm. All staff are trained to recognise signs of emotional or physical abuse and are required to report any concerns to the school's designated safeguarding lead (DSL). Safeguarding procedures include:

- **Monitoring Changes in Behaviour:** Staff are trained to monitor changes in pupil behaviour that may indicate emotional distress or safeguarding concerns. This includes withdrawal from social activities, sudden changes in mood, or increased anxiety.
- **Referral to External Agencies:** When necessary, the school works with external safeguarding agencies, such as social services or child protection teams, to ensure that pupils are safe and supported at home and in school.

7.5 Supporting Transitions and Changes

For many SEND pupils, transitions—whether moving between activities, classrooms, or year groups—can be a source of anxiety and emotional distress. The school provides additional support to help pupils manage these transitions in a way that reduces stress and promotes emotional stability.

Preparing for Transitions

Teachers and support staff work closely with pupils and families to prepare for key transitions, such as moving to a new classroom, teacher, or academic year. This preparation includes:

- **Social Stories:** Using visual or written social stories to explain upcoming changes in a clear and reassuring way for pupils.
- **Gradual Transitions:** Where possible, transitions are made gradually, allowing pupils to become familiar with new environments or routines over time. For example, pupils may visit a new classroom or teacher several times before fully transitioning.
- **Involving Families:** Families are involved in planning transitions, ensuring that pupils feel supported at home and school during times of change.

8. Training and Development

At Adventure Wellbeing School, they ensure that all staff members are equipped with the necessary knowledge and skills to support all pupils' health, safety, and well-being. Regular training and professional development ensure that staff can provide a safe, inclusive, and supportive environment for all pupils.

8.1 Initial Staff Induction

When new staff join Adventure Wellbeing School, they undergo an induction process that introduces them to the school's Health and Safety Policy, its procedures, and the specific needs of SEND pupils. The comprehensive induction process ensures that all staff understand their roles and responsibilities in maintaining a safe and supportive environment.

Health and Safety Induction

During the induction process, staff are trained on key health and safety protocols, including:

- **Emergency Procedures:** Staff learn the school's fire evacuation procedures, lockdown protocols, and how to respond to medical emergencies, particularly those involving pupils with SEND who may require additional assistance.
- **Accident and Incident Reporting:** New staff are trained on the importance of reporting accidents, incidents, and near misses and on the proper procedures for documenting these events in accordance with the school's reporting system.
- **Risk Assessments:** Staff are introduced to the risk assessment process, which emphasises identifying hazards and minimising risks, particularly those that affect SEND pupils.

SEND Awareness

In addition to general health and safety training, all new staff receive specific training on working with SEND pupils. This training covers:

- **Understanding SEND Needs:** An introduction to the range of disabilities and special educational needs that pupils at the school may have, including autism, ADHD, sensory impairments, physical disabilities, and learning difficulties.
- **Communication Strategies:** Training on communicating effectively with pupils who may have difficulties with speech, language, or social communication. This includes using alternative communication methods, such as sign language, communication devices, or visual aids.
- **Behavior Management:** An introduction to behaviour management strategies for SEND pupils, including how to de-escalate challenging situations, support emotional regulation, and promote positive behaviour.

8.2 Ongoing Professional Development

Adventure Wellbeing School is committed to its staff's continuous professional development (CPD), ensuring they remain up to date with the latest best practices in health and safety, SEND education, and pupil support. CPD opportunities are provided throughout the year, covering various topics relevant to the school environment.

Health and Safety Updates

Regular health and safety training sessions are provided to ensure staff are aware of health and safety legislation changes or school policies. These sessions cover:

- **Refresher Training:** Regular refresher courses on emergency procedures, first aid, and accident reporting ensure that all staff remain confident in their ability to respond to emergencies and maintain a safe environment.
- **Fire Safety:** Fire safety training is conducted annually to ensure that SEND pupils are accounted for during fire drills and evacuations. This includes hands-on practice with evacuation chairs and other equipment to assist pupils with mobility impairments.
- **First Aid Training:** Staff are regularly trained in first aid, with additional specialised training for those responsible for pupils with medical needs. First aid courses include managing common medical emergencies and administering medication in line with Individual Health Plans (IHPs).

Specialised SEND Training

Supporting SEND pupils requires ongoing training in specialised areas, allowing staff to develop the skills needed to meet the unique needs of these pupils. Key training areas include:

- **Autism Awareness:** Staff receive regular training on autism, focusing on understanding the sensory, communication, and social challenges that pupils on the autism spectrum may face. This training helps staff create an inclusive environment and implement strategies that promote learning and emotional well-being.
- **Managing Sensory Sensitivities:** Many SEND pupils have sensory processing difficulties, affecting their ability to engage with the learning environment. Staff are trained to identify sensory triggers and implement adjustments to minimise sensory overload, such as modifying classroom lighting, reducing noise, and providing sensory breaks.
- **Supporting Physical Disabilities:** Staff receive training on assisting pupils with physical disabilities, including safe manual handling techniques and mobility aids. This training ensures that staff can support pupils moving around the school and participating in physical activities without compromising their safety.
- **Emotional and Mental Health Support:** In addition to physical health, staff are trained to support SEND pupils' emotional and mental health. This includes recognising signs of anxiety, depression, or emotional distress and knowing how to provide immediate support or refer pupils to pastoral care.

8.3 External Training and Partnerships

Adventure Wellbeing School works closely with external organisations, healthcare professionals, and specialist trainers to provide staff with expert training and resources. These partnerships allow staff to receive specialised training beyond the school's internal capacity.

Partnerships with Healthcare Providers

The school collaborates with healthcare providers, such as occupational therapists, speech and language therapists, and mental health professionals, to provide targeted training for staff. These professionals offer workshops and training sessions on:

- **Occupational Therapy Strategies:** Training on implementing occupational therapy strategies in the classroom, helping pupils with physical disabilities or nuanced motor challenges participate more fully in lessons and activities.
- **Speech and Language Therapy:** Workshops on supporting pupils with communication difficulties, including using augmentative and alternative communication (AAC) devices, speech therapy techniques, and visual communication tools.
- **Mental Health First Aid:** External trainers provide mental health first aid courses, which teach staff how to support pupils experiencing mental health crises or emotional distress. This training is particularly important for SEND pupils, who may be more vulnerable to anxiety, depression, or social isolation.

First Aid and Medical Training

In addition to general first aid training, the school provides specific medical training for staff who work with pupils with complex medical needs. Healthcare professionals deliver this training, which includes:

- **Administering Medication:** Staff are trained to safely administer medication to pupils in accordance with their Individual Health Plans (IHPs). This includes understanding dosage, storage requirements, and emergency protocols.
- **Managing Medical Devices:** For pupils who rely on medical devices, such as insulin pumps, feeding tubes, or oxygen tanks, staff receive hands-on training to ensure they can manage these devices safely and respond to any issues.
- **Seizure Management:** Some pupils with SEND may have conditions that predispose them to seizures. Staff receive training on how to respond to seizures, including when to administer emergency medication and how to keep the pupil safe during an episode.

8.4 Training for Support Staff and Volunteers

In addition to teaching staff, support staff, teaching assistants, and volunteers play a crucial role in maintaining the health and safety of pupils. The school ensures that all support staff and volunteers receive the same rigorous training as teaching staff, including:

- **Health and Safety Protocols:** Support staff and volunteers are trained on the school's health and safety policies, including accident reporting, emergency procedures, and risk assessments.
- **Working with SEND Pupils:** Support staff and volunteers receive training on working effectively with SEND pupils, ensuring they understand their individual needs and can provide appropriate support.
- **Assisting in Extracurricular Activities:** Volunteers who assist with extracurricular activities, such as sports or field trips, are trained to ensure the safety and inclusion of SEND pupils during these events.

8.5 Evaluation of Training Effectiveness

Adventure Wellbeing School regularly evaluates its training programs to ensure that training is practical and meets the needs of staff and pupils. This evaluation process includes:

- **Feedback from Staff:** After each training session, staff are encouraged to provide feedback on the content, delivery, and relevance of the training. This feedback helps the school identify areas for improvement and ensures that future training sessions are tailored to the needs of staff and pupils.
- **Monitoring Pupil Outcomes:** Training effectiveness is also measured by monitoring pupil outcomes, particularly regarding health, safety, and well-being. Improvements in pupil behaviour, engagement, and safety are indicators that staff training has a positive impact.
- **Continuous Improvement:** The school is committed to continuously improving its training and development programs. Based on staff feedback, changes in legislation, or new research, the school updates its training content regularly to reflect best practices and ensure staff are fully equipped to support SEND pupils.

9. Monitoring, Reviewing, and Continuous Improvement

At Adventure Wellbeing School, maintaining high health and safety standards, particularly for SEND pupils, requires ongoing monitoring, reviewing, and continuous improvement. This section outlines the processes in place to ensure that the school's Health and Safety Policy remains effective, up-to-date, and responsive to the evolving needs of the school community. Regular reviews and improvements are essential to addressing new risks, enhancing existing safety measures, and ensuring that the school environment is as safe as possible for all pupils, staff, and visitors.

9.1 Regular Health and Safety Audits

The school conducts regular health and safety audits to evaluate the effectiveness of its policies and procedures. These audits are a key component of the school's commitment to continuous improvement and involve a systematic review of all areas of health and safety, including the specific needs of SEND pupils.

Internal Audits

Internal health and safety audits are carried out by the school's Health and Safety Officer in collaboration with senior leadership and relevant staff members. These audits take place at least once per term and focus on:

- **Compliance with Policies and Procedures:** Ensure that all staff follow the Health and Safety Policy, including risk assessments, incident reporting, and emergency procedures.
- **Physical Environment Safety:** Evaluating the safety of the physical environment, including classrooms, corridors, playgrounds, and specialised areas like sensory rooms and therapy spaces. Any hazards identified during the audit are addressed promptly.
- **Equipment and Facilities:** Check that all equipment, particularly mobility aids, medical devices, and assistive technology, is in good working order and meets safety standards. This includes ensuring that regular maintenance schedules are followed and that any defective equipment is repaired or replaced as needed.
- **Staff Training and Competency:** Review staff training records to ensure they have completed the necessary health and safety training, particularly in areas relevant to SEND pupils, such as first aid, behaviour management, and manual handling.

External Audits

In addition to internal audits, the school invites external health and safety consultants to conduct independent reviews of its policies and practices. These external audits objectively assess the school's health and safety standards and help identify areas for improvement. External auditors focus on:

- **Legal Compliance:** Ensuring that the school complies with all relevant health and safety legislation, including the Health and Safety at Work Act 1974, the Equality Act 2010, and the requirements of the Health and Safety Executive (HSE).
- **SEND-Specific Safety Measures:** Evaluating the adequacy of safety measures in place for SEND pupils, including accessibility adaptations, individualised health plans, and the use of specialised equipment.
- **Best Practice Recommendations:** Providing recommendations based on best practices in health and safety, particularly for schools with SEND populations. These recommendations are used to update and refine the school's policies and procedures.

9.2 Incident Reporting and Review

Accident and incident data are crucial in monitoring the effectiveness of the school's Health and Safety Policy. Every reported incident is an opportunity to learn and improve, particularly in preventing future occurrences.

Incident Data Analysis

The Health and Safety Officer reviews all accident, incident, and near-miss reports to identify patterns and trends that may indicate underlying safety concerns. This analysis includes:

- **Frequency of Incidents:** Monitoring the number of accidents and incidents. A rise in incidents in a specific area, such as playgrounds or classrooms, may indicate the need for additional safety measures or staff supervision.
- **Injury Types and Causes:** Analysing the injuries sustained and the causes of incidents. For example, if many incidents involve trips and falls, the school may need to review its floor maintenance or classroom layouts to reduce hazards.
- **SEND-Specific Incidents:** Particular attention is paid to incidents involving SEND pupils, who may be more vulnerable to inevitable accidents or behavioural challenges.

Incident Investigation and Follow-Up

For serious incidents, particularly those involving SEND pupils, the Health and Safety Officer conducts a detailed investigation to determine the incident's root cause and recommend corrective actions. This process includes:

- **Interviews with Witnesses:** Speak to staff, pupils, and other witnesses to gather information about the incident.
- **Review of Safety Procedures:** Assessing whether existing safety procedures were followed and whether any gaps in these procedures contributed to the incident.
- **Recommendations for Improvement:** Develop a list of recommendations to prevent similar incidents in the future. These recommendations may include changes to physical infrastructure, additional staff training, or updates to risk assessments.

9.3 Reviewing Policies and Procedures

The school's Health and Safety Policy is reviewed annually, or more frequently if needed, to ensure it remains aligned with current legislation, best practices, and the evolving needs of the school's pupil population, particularly those with SEND.

Annual Policy Review

The annual review of the Health and Safety Policy involves input from various stakeholders, including the Headteacher, the Health and Safety Officer, SENDCo, teaching staff, support staff, and external health and safety consultants. The review focuses on:

- **Legislative Updates:** Ensuring that the policy complies with the latest health and safety legislation and government guidelines, particularly those related to the education of SEND pupils.
- **Feedback from Staff and Parents:** Incorporating feedback from staff, parents, and carers about the effectiveness of current health and safety practices is invaluable in identifying areas for improvement, particularly in relation to supporting SEND pupils.
- **Adjustments for New Risks:** Identifying and addressing new risks that may have emerged over the year. For example, if new equipment or facilities have been introduced, the policy may need to be updated to include relevant safety protocols.

Dynamic Risk Assessments

In addition to the annual policy review, risk assessments are reviewed and updated regularly throughout the year. Dynamic risk assessments are conducted in response to specific changes, such as:

- **New Pupils with SEND:** When new pupils with specific health or safety needs join the school, their Individual Health Plans (IHPs) and risk assessments are developed and reviewed with parents, carers, and healthcare professionals.
- **Changes to the School Environment:** If the school makes significant changes to its physical environment, such as adding new playground equipment or modifying classroom layouts, risk assessments are updated to reflect any new hazards that may arise.
- **Feedback from Incident Investigations:** If an incident investigation reveals gaps in the current risk assessments, these documents are revised to address the identified risks and implement corrective actions.

9.4 Continuous Improvement Culture

Adventure Wellbeing School is committed to fostering a culture of continuous improvement in health and safety practices. This involves actively seeking ways to enhance the safety and well-being of pupils and staff, particularly those with SEND.

Encouraging Staff and Pupil Feedback

The school encourages staff, pupils, and parents to provide feedback on health and safety practices through formal channels such as meetings and surveys or informal discussions with senior staff. This feedback is reviewed regularly and used to make improvements where necessary.

- **Staff Meetings:** Health and safety are standing agenda items at staff meetings, where issues can be raised, discussed, and addressed. These meetings allow staff to share concerns and suggest improvements to health and safety protocols.
- **Pupil Voice:** Where appropriate, SEND pupils are given the opportunity to provide input on their own safety and well-being. This may involve pupil surveys, focus groups, or one-on-one discussions with trusted staff members.

Adopting Best Practices

The school continually seeks to adopt best practices in health and safety, particularly those relevant to SEND pupils. This includes staying informed about new research, innovations in safety equipment, and emerging strategies for supporting SEND pupils in educational settings. Staff are encouraged to participate in professional development opportunities focusing on improving all pupils' safety and inclusion.

Appendix A: Additional Health and Safety Considerations for Adventure Wellbeing School

Adventure Wellbeing School follows best practices to ensure a comprehensive approach to health and safety. It complies with all relevant legislation, incorporating further considerations that may not have been covered in the main sections of the policy. This appendix details additional safety measures, roles, and protocols to address any remaining health and safety aspects in the physical school environment.

1. Remote and Online Learning Contingency (Blended Learning)

While this policy predominantly addresses health and safety within the physical school environment, Adventure Wellbeing School acknowledges the importance of planning for remote and online learning in the event of school closures or blended learning situations (e.g., pandemics and extreme weather).

- **Remote Learning Risks:** Risk assessments will be completed to identify potential health and safety risks associated with online learning, such as digital security, pupil well-being, and screen-time management.
- **Safe Working Practices at Home:** Staff are encouraged to adopt ergonomic practices in home-based workspaces and ensure the use of school-approved platforms and secure communication channels.

2. Outdoor Learning and Physical Activities

Adventure Wellbeing School places significant value on outdoor learning, physical activities, and extracurricular sports as part of a well-rounded education. The following health and safety protocols are implemented to ensure the safety of pupils during outdoor and physical activities:

- **Risk Assessments for Outdoor Learning:** For all outdoor learning activities, such as nature walks, sports days, or field-based learning, detailed risk assessments are completed. These assessments include considerations such as:
 - Safe terrain and weather conditions
 - Supervision ratios appropriate to the number of pupils and their specific needs (e.g., mobility assistance for SEND pupils)
 - First aid provision and emergency response plans for injuries or accidents during outdoor activities.
- **Safety in PE and Sports:** Physical activities are essential for promoting health and well-being. Adventure Wellbeing School ensures that:

- PE lessons are conducted with proper supervision and equipment checks before use.
- First aid kits are readily available in areas where physical activities are conducted, and staff are trained to respond to sprains, fractures, or head injuries.
- Specialised equipment, such as helmets, knee pads, or harnesses (for specific activities), are used where necessary to prevent injuries.

3. Managing Hazardous Substances (COSHH)

Adventure Wellbeing School ensures compliance with the **Control of Substances Hazardous to Health (COSHH) Regulations** by managing and storing hazardous substances safely and securely. This includes chemicals used in cleaning, maintenance, and science labs.

- **Safe Storage:** All hazardous substances are stored securely in locked areas, accessible only to authorised personnel. The COSHH guidelines are followed to ensure appropriate labelling and storage of all substances.
- **Use of Chemicals in Science and Art Lessons:** Teachers in Science and Art departments are trained in safe chemical handling and disposal methods. Risk assessments are conducted for all practical lessons involving hazardous substances.
- **Training for Staff:** Staff who use hazardous substances receive regular training on handling, storing, and disposing of chemicals safely to prevent exposure and accidents.

4. Electrical Safety

The **Provision and Use of Work Equipment Regulations 1998 (PUWER)** are followed to ensure the school's safe use of electrical equipment.

- **Portable Appliance Testing (PAT):** All portable electrical appliances are regularly inspected and tested to ensure they meet safety standards. This includes classroom equipment such as computers, projectors, and other electronic devices.
- **Fixed Electrical Installations:** A competent professional tests All fixed electrical installations every five years, as required by law. Any faults identified are promptly repaired.
- **Staff and Pupil Awareness:** Staff and pupils are instructed not to use faulty equipment and to report any electrical issues immediately to the School Business Manager (SBM).

5. Lone Working and After-Hours Safety

Staff members may sometimes be required to work alone in the building, either before or after school hours. The following protocols are in place to ensure the safety of lone workers:

- **Lone Working Policy:** Staff members working alone must inform the SBM or another designated individual of their presence in the building and the expected departure time.
- **Safe Working Guidelines:** Staff are advised not to engage in high-risk tasks, such as lifting or using potentially dangerous equipment (e.g., ladders, electrical tools) while working alone.
- **Emergency Contact Procedures:** Lone workers can access mobile communication devices to contact emergency services or the designated safety lead in emergencies.

6. First Aid and Medical Emergencies

Adventure Wellbeing School ensures adequate first aid provisions are always available for pupils and staff.

- **First Aid-Trained Personnel:** A sufficient number of staff members are trained in first aid, and specialised training is provided for dealing with the specific health needs of SEND pupils.
- **First Aid Kits:** First aid kits are strategically located throughout the school, including the reception area, gym, playground, and science labs. The school Business Manager (SBM) regularly checks and replenishes these kits.

- **Individual Health Plans (IHPs):** Pupils with medical conditions such as asthma, diabetes, or severe allergies have IHPs in place, outlining procedures for managing medical emergencies. Epinephrine injectors, inhalers, and other medical equipment are accessible to staff when required.

7. Fire Safety and Emergency Evacuations

Fire safety is a top priority, and the school adheres to the **Regulatory Reform (Fire Safety) Order 2005**. Fire safety measures include:

- **Fire Risk Assessments:** Conducted annually to identify fire hazards and ensure the school's compliance with fire safety regulations.
- **Evacuation Procedures:** Regular fire drills are held, and Personal Emergency Evacuation Plans (PEEPs) are developed for pupils with disabilities to ensure their safe evacuation during emergencies.
- **Fire Safety Equipment:** Fire alarms, extinguishers, and emergency lighting are regularly maintained and tested.

8. Site Security and Visitor Management

Ensuring the security of the school premises is essential for the safety of all pupils and staff.

- **Locked Gates and Controlled Access:** The school gates are locked during the day, and access is monitored by designated staff. Visitors must sign in at the reception and wear visitor badges.
- **CCTV Monitoring:** CCTV cameras monitor key access points and areas of the school, ensuring that any unauthorised access is quickly detected and reported.
- **Visitor Protocols:** All visitors, including contractors and parents, must adhere to the school's health and safety protocols and are briefed on emergency procedures upon arrival.

9. Water Hygiene Management

The school takes necessary precautions to control the risk of Legionella bacteria in the water systems, as required under **COSHH**.

- **Water System Inspections:** Regular inspections and maintenance of water systems (e.g., taps, showers) are conducted to prevent the risk of Legionnaires' disease.
- **Hot and Cold Water Monitoring:** Water temperatures are monitored to ensure they are within safe limits to prevent bacterial growth. The SBM maintains records of these inspections.

10. Managing Stress and Well-being

The school is committed to promoting the well-being of both staff and pupils by:

- **Well-being Initiatives:** Implement initiatives promoting mental health, such as mindfulness sessions, therapeutic techniques, and stress management workshops.
- **Work-Life Balance:** Supporting staff with manageable workloads, flexible working arrangements, and opportunities for professional development to reduce workplace stress.
- **Pastoral Care:** Providing pastoral care services for pupils, with a focus on mental health support, particularly for those who may be experiencing stress, anxiety, or emotional challenges.

Appendix B: Compliance with Health and Safety Regulations

Purpose

This appendix outlines how Adventure Wellbeing School's Health and Safety Policy complies with all relevant UK health and safety regulations. It details the specific laws and guidance the school adheres to to maintain a safe environment for pupils, staff, and visitors, focusing on the unique needs of children with Special Educational Needs and Disabilities (SEND).

Regulations and Guidance Covered

Adventure Wellbeing School follows all applicable UK legislation and statutory guidance, including but not limited to:

1. Health and Safety at Work Act 1974

- The school is committed to ensuring the health, safety, and welfare of all employees, pupils, and visitors by conducting regular risk assessments and implementing robust health and safety procedures.
- Compliance is ensured through a safe school environment, regular safety audits, and staff training.

2. Management of Health and Safety at Work Regulations 1999

- Risk assessments are carried out for all school activities, particularly those involving SEND pupils. The risk assessments are reviewed regularly and after any significant incidents.
- Responsibilities for health and safety are clearly defined in the policy, ensuring that staff are trained and equipped to manage potential risks.

3. Control of Substances Hazardous to Health (COSHH) Regulations

- The school ensures safe handling, storage, and use of hazardous substances, including cleaning chemicals, in compliance with COSHH regulations. Staff are trained in COSHH procedures to minimise risks to pupils and staff.

4. Manual Handling Operations Regulations 1992

- Staff who assist pupils with mobility challenges receive training on safe manual handling techniques, reducing the risk of injury for pupils and staff. Regular refresher courses are offered to maintain these skills.

5. Workplace (Health, Safety, and Welfare) Regulations 1992

- The physical environment is maintained to high standards, including accessible facilities for SEND pupils. Regular inspections ensure that classrooms, outdoor areas, and other school facilities remain safe and well-maintained.

6. Education (Independent School Standards) Regulations 2014

- The school meets the health, safety, and welfare requirements in the Independent School Standards, ensuring that the premises are safe and that appropriate risk management procedures are in place for all school activities.

7. First Aid Regulations

- The school maintains an adequate number of trained first-aiders on site at all times. First aid kits are available in accessible locations, and staff are trained to respond to medical emergencies in accordance with Individual Health Plans (IHPs) for SEND pupils.

8. Fire Safety Regulations (The Regulatory Reform (Fire Safety) Order 2005)

- Comprehensive fire risk assessments are conducted annually, and fire drills are carried out regularly. Personal Emergency Evacuation Plans (PEEPs) are created for pupils with disabilities to ensure safe evacuation in case of an emergency.

9. Equality Act 2010 (Disability Provisions)

- The school is committed to providing an inclusive environment where reasonable adjustments are made for pupils with disabilities. This includes accessible classrooms, personalised risk assessments, and staff training to support pupils with various SEND needs.

10. Safeguarding and Keeping Children Safe in Education 2025 (KCSIE)

- Safeguarding is a priority, and the health and safety policy aligns with safeguarding procedures to protect pupils from harm. All staff are trained in safeguarding practices, and any concerns are reported following the school's safeguarding protocol.

Monitoring and Review

To ensure ongoing compliance with these regulations, Adventure Wellbeing School undertakes the following actions:

- **Annual Health and Safety Audits:** With input from senior staff, the health and Safety Officer conducts comprehensive audits annually to assess compliance with all relevant regulations. Any areas requiring improvement are addressed promptly.
- **Regular Risk Assessments:** Dynamic risk assessments are conducted throughout the year, mainly when new activities, equipment, or pupils are introduced. These assessments are tailored to the specific needs of SEND pupils to ensure their safety and well-being.
- **Training and Professional Development:** Staff receive regular training on health and safety regulations, including first aid, manual handling, and Coshh. SEND-specific training is provided to ensure staff are equipped to meet the unique needs of pupils.
- **Incident Reporting and Learning:** All accidents and incidents are reported and reviewed, using data to identify patterns and prevent future occurrences. These reviews ensure policies are updated in response to new risks or regulatory changes.

Continuous Improvement

Adventure Wellbeing School is committed to continuously improving its health and safety practices. The school seeks input from staff, pupils, parents, and external health and safety experts to ensure the policy remains effective and compliant with the latest legislation. Regular updates are made to reflect changes in legal requirements and best practices.