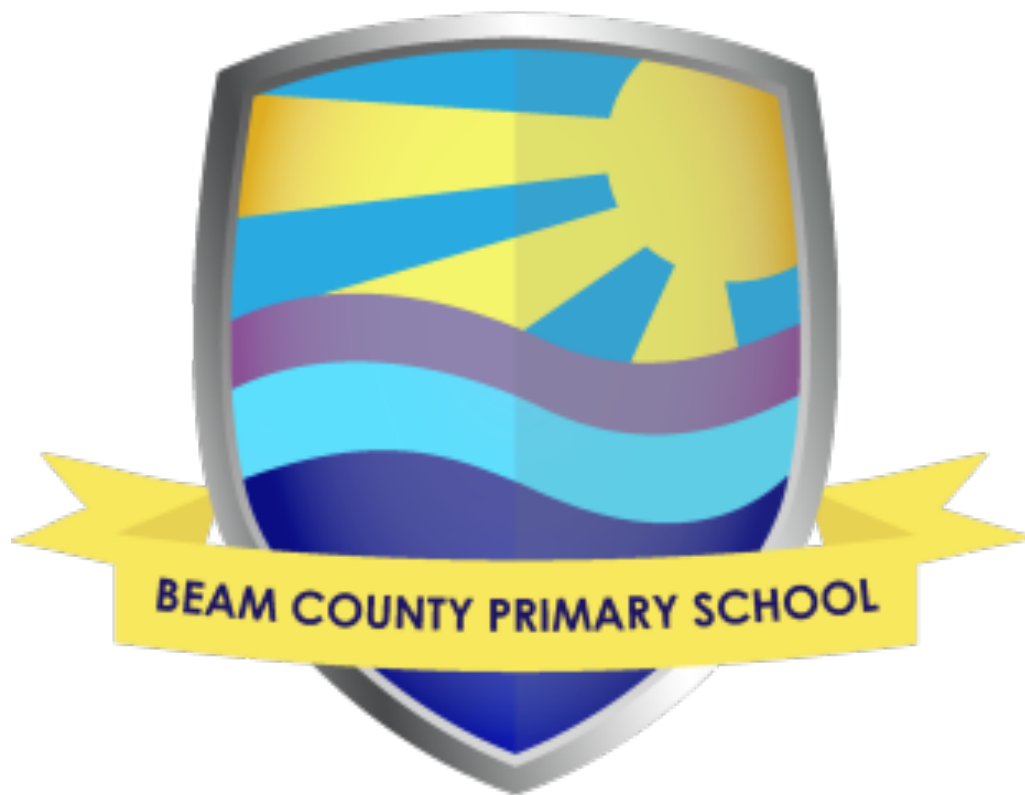


SEND Provision Staffing Risk Assessment and Deployment Policy



Approved by: Mr Lando Du Plooy, Chair of
the Governing Body

Date: 20 July 2026

Last reviewed on: June 2026

Next review due by: July 2027, or earlier if triggered under Section 6

. Purpose and Scope

This policy sets out the school's formal risk assessment and the staffing ratios it has determined are necessary to safely and effectively deliver its three internal specialist SEND provisions: Artemis (Early Years Pre-Formal Pathway), Atlantis (Pre-Formal Pathway) and Apollo (Semi-Formal Pathway).

It applies to all staffing, placement and capacity decisions relating to these three classes. It should be read alongside the school's SEND Policy, SEN Information Report, Health and Safety Policy, Manual Handling Policy, Behaviour Policy, and the SEND Provision Overview published for parents and partners.

This policy exists to ensure that decisions about the number of pupils placed in each provision are made on a consistent, evidenced basis, rather than on an ad hoc or case-by-case basis, and that the ratios in place reflect an active, ongoing risk assessment rather than a fixed historic figure.

This policy is an operational health and safety document. It determines the conditions in which the school assesses that it can deliver provision safely and effectively. It is not an admissions policy, and it does not, and cannot, displace the statutory framework governing admissions to a maintained school, which is set out at Section 5a.

2. Legal and Policy Framework

This risk assessment is carried out with regard to the school's duties under:

- The Health and Safety at Work etc. Act 1974 (sections 2, 3 and 7) and the Management of Health and Safety at Work Regulations 1999, which require the assessment and management of risks to the health, safety and welfare of pupils and staff. The school notes that, as a community school, the Local Authority is the employer and holds the primary duty under section 2; the governing body, Headteacher and staff hold duties under the school's delegated health and safety arrangements.
- The Equality Act 2010, including section 20 and Schedule 13, under which the duty to make reasonable adjustments for disabled pupils is assessed by reference to what is reasonable in all the circumstances, including available resources, staffing and physical capacity; and the Public Sector Equality Duty at section 149.
- Section 66 of the Children and Families Act 2014 and Chapter 6 of the SEND Code of Practice (2015), which require the school to use its "best endeavours" to secure the special educational provision called for by a pupil's needs — a duty owed to pupils already on roll as much as to those seeking a place.
- Section 42 of the Children and Families Act 2014, under which the Local Authority is responsible for securing the special educational provision specified in Section F of an Education, Health and Care plan, and sections 33, 38, 39 and 43 of the Act, which govern the naming of a school in an EHC plan and the school's consequent duty to admit.
- The School Admissions Code, under which a child whose EHC plan names the school is admitted outside the normal admissions process.
- The Education (School Premises) Regulations 1999, which require premises to be suitable for the number and needs of pupils using them.
- The school's general common-law duty of care to pupils and staff, and its duties under the Manual Handling Operations Regulations 1992 where pupils require physical support.

Artemis, Atlantis and Apollo are internal provisions, designed, staffed and funded by the school as part of its own SEND offer. They are not a Local Authority-commissioned or formally designated Additional Resourced

Provision (ARP), and there is no agreement with the Local Authority fixing an alternative number of places.

Responsibility for assessing and setting a safe capacity for each class therefore rests with the school. That assessment is an operational health and safety judgement about the conditions in which provision can be delivered safely and effectively. It is not an admission criterion, and it does not displace the statutory framework governing admissions, which is set out at Section 5a below.

3. Risk Assessment Methodology

In determining a safe staffing ratio and pupil capacity for each provision, the school considers the following factors for the cohort typically placed within that pathway:

- The complexity and profile of pupils' needs, including communication and interaction needs, sensory needs, medical needs, and any behaviours that may present a risk to the pupil or others.
- The level of personal care, self-help, self-regulation and, where relevant, moving and handling support pupils require.
- The physical space available in each classroom and adjoining areas, including space needed for sensory equipment, quiet and regulation areas, and safe movement.
- The requirements of safe emergency evacuation for pupils who may have limited mobility, communication or understanding of instructions.
- The level and continuity of specialist staff training required (for example, Team Teach, Makaton, TEACCH, moving and handling, intimate care).
- The input required from external professionals (speech and language therapy, educational psychology) and the staff availability needed to act on their guidance.
- Feedback from staff, parents and carers and, where appropriate, pupils themselves, on the practical demands of the setting.

This assessment is reviewed in accordance with Section 6.

4. Provision-by-Provision Risk Assessment and Determined Ratios

4.1 Artemis Class (Early Years Pre-Formal Pathway)

Pupil profile: children of Early Years Foundation Stage age who are typically non-verbal or pre-verbal, with complex communication and interaction needs, sensory needs and, in some cases, additional behavioural needs. Children require a high level of adult support with self-help, self-care and self-regulation, and are, by virtue of their age, generally more dependent on adults for their day-to-day safety and wellbeing than older pupils with a similar profile of need.

Identified risks: risk of harm during dysregulation or sensory overload; risk associated with personal care and, where applicable, physical support; risk of delayed or missed communication of needs, distress or pain given children's limited expressive language; risk associated with emergency evacuation of children who may not follow verbal instruction; heightened risk during settling-in and transition for very young children new to a school setting.

Determined staffing and capacity: Artemis is staffed by three to four adults for a class of up to 12 pupils — a ratio of approximately 1:3 to 1:4. This ratio is assessed as the minimum necessary to maintain constant, attuned supervision, deliver personal care and communication support without delay, and respond safely to dysregulation or an emergency. The maximum capacity of the class is therefore set at 12 pupils.

4.2 Atlantis Class (Pre-Formal Pathway)

Pupil profile: pupils are typically non-verbal or pre-verbal, with complex communication and interaction needs, sensory needs and, in many cases, additional behavioural needs. Pupils generally require adult support with self-help, self-care and self-regulation throughout the day, and some pupils require support with moving and handling.

Identified risks: risk of harm during dysregulation or sensory overload; risk associated with personal care and, where applicable, physical support; risk of delayed or missed communication of needs, distress or pain given pupils' limited expressive language; risk associated with emergency evacuation of pupils who may not follow verbal instruction.

Determined staffing and capacity: Atlantis is staffed by three to four adults for a class of up to 12 pupils — a ratio of approximately 1:3 to 1:4. This ratio is assessed as the minimum necessary to maintain constant, attuned supervision, deliver personal care and communication support without delay, and respond safely to dysregulation or an emergency. The maximum capacity of the class is therefore set at 12 pupils.

4.3 Apollo Class (Semi-Formal Pathway)

Pupil profile: pupils typically have severe learning difficulties with co-occurring speech, language and communication needs, social communication difficulties, or other sensory impairments. Pupils are generally more independent in self-help and mobility than those in Artemis or Atlantis, and are working towards more formal engagement with an adapted curriculum.

Identified risks: risk associated with social communication difficulties in group settings; risk associated with supporting a wider range of academic and functional skill development within one class; lower, but still present, need for personal care and behaviour support compared to Artemis and Atlantis.

Determined staffing and capacity: Apollo is staffed by two adults for a class of up to 12 pupils — a ratio of approximately 1:6. This reflects the more semi-formal, skills-based nature of the curriculum and the greater independence of pupils in this pathway, while still providing a significantly enhanced ratio compared to a mainstream class. The maximum capacity of the class is set at 12 pupils.

4.4 Evidential basis for the capacity figure

The capacity of 12 pupils per class is derived from, and evidenced by, the following, which are retained by the school and available on request:

- The staffing ratios determined at 4.1 to 4.3 above, and the deployment records demonstrating how those ratios are met across the school day, including at unstructured times, during personal care, and during off-site activity.
- The usable floor area and layout of each teaching room and its adjoining spaces, including the area required for sensory equipment, regulation and quiet areas, changing facilities and safe movement. [Room specification and measured floor areas to be appended.]
- The school's Personal Emergency Evacuation Plans and the evacuation assessment for the SEND Provision building, which establishes the number of pupils who can be safely evacuated by the staff present within the required time. [Reference and date to be inserted.]
- The school's incident, near-miss and positive handling records for each provision.

Where any of these change, Section 6 requires the determined capacity to be reviewed.

5. Capacity Statement

On the basis of the risk assessment set out above, the school has determined that:

- Artemis, Atlantis and Apollo are each capped at a maximum of 12 pupils.
- These figures represent the school's current safe operational capacity. They are determined by reference to the present staffing establishment, the physical characteristics of each room, and the assessed needs of the cohort currently placed. They are not fixed: they are subject to regular review under Section 6 and will change if any of those factors changes.
- These figures are directly tied to the staffing levels described in Section 4. Any placement above this number, without a corresponding and proportionate increase in specialist staffing, would not be supported by this risk assessment and would place the school outside its own health and safety judgement for that class. Where that occurs, the procedure at Section 5b applies.
- Where a class has reached its assessed safe capacity, the school will not itself allocate a further place from within its own roll and placement processes until a place becomes available or the assessment is revised.
- These figures are not admission criteria and do not confer on the school or the governing body any power to refuse a placement made by the Local Authority. Where the Local Authority proposes to place a pupil, or names the school in an EHC plan, Section 5a applies.

This capacity statement is reflected in, and should be read alongside, the school's SEND Policy and its public-facing SEND Provision Overview.

5a. Capacity and the Statutory Admissions Framework

The school's internal specialist provisions operate within the statutory framework governing maintained schools. The school co-operates with the Local Authority in the discharge of its functions under Part 3 of the Children and Families Act 2014 and has regard to the SEND Code of Practice (2015), the School Admissions Code and the Equality Act 2010.

Where the Local Authority consults the school under section 39 of the Children and Families Act 2014 about naming the school in an EHC plan, the school will respond within the statutory 15-day period. Where it considers that one or more of the grounds in section 39(4) is engaged, it will say so, and will support its response with this risk assessment and any other relevant evidence.

Where the Local Authority names the school in Section I of a finalised EHC plan, or issues a direction as to admission, the governing body will comply with its duty under section 43(2) of the Act to admit the child.

Where the school considers that it cannot deliver the special educational provision specified in Section F of a plan within its current staffing establishment and safe operating capacity, it will confirm that in writing to the Local Authority at the earliest opportunity, setting out the evidence and the additional resource required, and will work with the Authority to enable it to discharge its duty under section 42 to secure that provision. Concerns of this kind will always be raised, evidenced and pursued through professional dialogue with the Local Authority and through the statutory processes available. They are not treated as a basis for refusing admission.

In all such discussions, the school's first consideration is the safety, wellbeing and quality of education of the pupils already attending the provision, alongside its duties to the pupil seeking a place. Nothing in this policy limits the school's duties under the Equality Act 2010, including the duty to make reasonable adjustments and the duty not to discriminate because of disability.

5b. Where a Provision is Operating Above its Determined Capacity

A provision may come to operate above the capacity determined at Section 4 — for example following a placement made by the Local Authority, or following a change in the staffing establishment. Where that occurs:

- An Over-Capacity Risk Assessment will be completed on the school's standard template within five school days of the position arising, and in any event before the position continues into a second week.
- The assessment will record the determined capacity and its basis, the actual position, the cause, the specific hazards arising, the interim control measures put in place, the residual risk, and the actions required to restore the assessed position, with named owners and dates.
- It will be signed by the Headteacher and the member of the Senior Leadership Team responsible for health and safety, and sent to the Chair of Governors and to the Local Authority.
- It will be reviewed at intervals of no more than four weeks until the assessed position is restored, and each review will be recorded and dated.
- Interim control measures will not be implemented by reducing the provision delivered to any other pupil with an EHC plan without that consequence being recorded and notified to the Local Authority at the same time.

Operating above the determined capacity is a temporary and managed position, not a revision of the capacity figure. The capacity figure changes only through a formal review under Section 6.

6. Review Arrangements

This risk assessment and policy will be formally reviewed:

- At least annually, by the SENCo and the member of the Senior Leadership Team responsible for health and safety.
- Whenever there is a significant change in the needs of pupils within a class, a change to the physical space available, a change in staffing structure or establishment, or following any serious incident or near-miss relevant to the provisions covered by this policy.
- Immediately, and in any event within five school days, whenever a class is operating above the capacity determined in Section 4. The review will follow the procedure at Section 5b, and its outcome will be reported in writing to the Chair of Governors.
- Following any relevant change in legislation, statutory guidance, or Local Authority commissioning arrangements.

Any change to the staffing ratios or capacity figures set out in Section 4 must be formally approved by the Headteacher and reported to the Governing Body, and the SEND Policy, SEN Information Report and SEND Provision Overview must be updated to remain consistent with this policy.

7. Approval and Version Control

Version	Date	Summary of change	Approved by
1.0	13 July 2026	First formal issue of this policy, setting out risk assessment and staffing ratios for Atlantis, Artemis and Apollo.	Ms T Whittington
1.1	_____	Amended following governing body approval of 20 July 2026. Statutory citations corrected (best endeavours duty at s.66; s.42)	Ms T Whittington / Mr L Du Plooy

Version	Date	Summary of change	Approved by
		identified as a Local Authority duty). New Section 5a clarifying the relationship between assessed safe capacity and the statutory admissions framework. New Section 5b setting out the procedure where a provision operates above its determined capacity. New Section 4.4 recording the evidential basis for the capacity figure. Additional review trigger at Section 6.	

Approved by (Headteacher): Ms T Whittington — Date: _____

Ratified by (Chair of Governors): Mr L Du Plooy — Date: _____

Next review due: July 2027