

NOTES FOR CREATING A RISK ASSESSMENT

A risk is: A combination of the likelihood of harm occurring and the severity or consequences should it occur.

Example: Lesson: P.E.

Concern: Individual has condition of hemiplegic cerebral palsy affecting balance, co-ordination and grip. He is ambulant.

- Step 1: Look for/Identify the hazards e.g. what is it that may compromise the individual's safety? In this example it is: 'Taking part on the high bars/apparatus/balance beam equipment in PE.'
- Step 2: Decide who might be harmed and how e.g. The individual is at risk of losing balance and falling off high equipment. Peers and adults in immediate area are at risk of being fallen on.
- Step 3: Evaluate the risks and decide on precautions e.g. Risk of over balancing, being unable to co-ordinate feet and grip onto equipment tightly require precautions to be implemented. Discuss with the individual, (where appropriate) prior to the activity what difficulties are presented along with the precautions and strategies to address these. Consider how differentiated use of equipment can promote individual ability and inclusion such as:
 - 1. High bars and apparatus – individual could use bottom rung, peers should allow space, he could side step across (horizontally) instead of upwards (vertically), using 3 movements, he can grip adequately to support balance and position and ensure composure before each step. 2. Balance beam – Individual could step **over** low beam instead of on it. He could access a line on the floor (beam) to balance and walk across.
- Step 4: Record your findings and implement them on the risk assessment.
- Step 5: Review your assessment and update if necessary