

# Learn 2 Cook

Practical cooking at King Edward School, Stratford

|                   |                                                           |                        |                                                                             |
|-------------------|-----------------------------------------------------------|------------------------|-----------------------------------------------------------------------------|
| <b>Reference</b>  | RA-12                                                     | <b>Assessment date</b> | 24 September 2026                                                           |
| <b>Applies to</b> | Learn 2 Cook; taught group cooking session                | <b>Review</b>          | When arrangements or risks change; following relevant incident or near miss |
| <b>Venue</b>      | King Edward School cooking classroom, Stratford-upon-Avon | <b>Owner</b>           | ILEAP CEO / session leadership team                                         |

## Purpose and scope

Learn 2 Cook is a busy practical session in the King Edward School cooking classroom in Stratford. The leader demonstrates a simple recipe and members follow instructions with support suited to their ability. Members may eat the finished food for lunch or take it home. Support staff supervise safe use of cooking equipment. A parent may occasionally stay by agreement to help their child; the Session Leader still directs kitchen safety and records who is present. Check each recipe, ingredients, individual needs and the classroom before the session starts.

## Safe start / session leader

|                 |                                                                                                                                                                                                 |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STOP</b>     | Pause the group at each significant transition; no movement or departure until the check is complete.                                                                                           |
| <b>REGISTER</b> | A named register holder checks members by name against the current website register, including allergies, dietary and eating needs, 1:1 support, parent attendance and collection arrangements. |
| <b>COUNT</b>    | Count members and team members, including dedicated 1:1 workers. A second ILEAP team member independently checks names and totals before the group moves.                                       |
| <b>CONFIRM</b>  | Verbally agree names and totals and record the transition check. Allocate adults to workstations, hot equipment and members needing additional help.                                            |
| <b>CHECK</b>    | Confirm recipe, ingredients, allergens, temperatures, equipment, workstations, first aid, exits and adapted toilet.                                                                             |
| <b>ACT</b>      | Put extra controls in place. Pause or change the session if safe delivery is uncertain; contact Pete or Vanessa as needed.                                                                      |

This is a spoken team check at every session. Record significant transition checks and any material change or extra control in the session record; incidents and concerns follow ILEAP reporting procedures.

## Staffing and participation

- Group ratio: at least one ILEAP staff member or approved volunteer per five members. The leader may need more support than the minimum because of hot equipment, sharp tools and the recipe. Allocate competent adults to active workstations.
- Occasional parent support: a parent may stay by agreement to help their own child. Brief them on kitchen boundaries, hygiene, emergency arrangements and the leader's instructions. Record their attendance; they do not count in ILEAP's 1:5 group ratio or take charge of other members.
- Dedicated 1:1: additional to the group ratio and responsible for the named member. The member's external 1:1 provides agreed personal care, medication or specialist eating support under their individual plan. ILEAP staff do not provide personal care or administer medication and do not cover the worker's breaks.
- External support: confirm the role and ILEAP's requirement for an appropriate enhanced DBS check before an external 1:1 attends. Barred list eligibility must be established. This is distinct from a parent helping their own child.
- Volunteers: approve and induct before assigned duties. A named mentor supports a new volunteer for their first six sessions; the leader checks readiness before any cooking responsibility. Unapproved volunteers do not count in the ratio.

- Current information: parents or carers keep membership, health, allergy, dietary, eating and support details up to date. Staff check the restricted website register and individual plans before selecting ingredients and tasks.

## Core activity controls

These controls describe the usual session. The leader checks them against the people and conditions present; a written rating cannot replace that judgement. If a necessary control is missing, pause, adapt or cancel the activity until a safe arrangement is agreed.

### Recipe planning and ability

What could happen: A task, ingredient or appliance is unsuitable for a member.

Controls: The leader chooses a simple recipe, checks the equipment and sequence, and matches tasks to each person's ability and agreed support. Give clear demonstrations, accessible step-by-step instructions and an alternative task where needed. A competent adult takes over a hot, sharp or otherwise unsuitable step. Brief support staff and any parent helper before cooking begins.

### Arrival, departure and access

What could happen: A member is missed, enters an unsafe area or has an unclear handover.

Controls: A named ILEAP team member receives members at the agreed school entrance and checks the live register and agreed collection plans. Keep access to the cooking classroom and other school areas controlled. Confirm authorised collection or recorded independent travel before each member leaves; record any parent who stays to help.

### Member not accounted for

What could happen: A member becomes separated within the school or during a transition.

Controls: Use STOP-REGISTER-COUNT-CONFIRM on arrival, before and after moving between school areas, when groups split or reunite, at lunch, before departure and at evacuation; count at least hourly while stationary. A named register holder and second ILEAP checker independently verify names and totals, including dedicated 1:1 workers and any parent helpers. Verbally confirm and record significant transitions; resolve mismatches before moving. Follow ILEAP Missing Person Procedure immediately if anyone is unaccounted for.

### Busy classroom and workstations

What could happen: Staff miss a dangerous action or collisions occur.

Controls: Maintain the 1:5 group minimum plus dedicated 1:1 support, increasing ILEAP staff or simplifying the recipe when needed. Allocate adults to workstations and high-risk equipment; avoid overcrowding and keep hot and cold preparation zones clear. Explain when members may use each item and do not leave active heat or sharp tools without direct oversight.

### Hot surfaces, pans, steam and liquids

What could happen: Burns or scalds during cooking or serving.

Controls: Check ovens, hobs and pans before use, set stable work areas and keep handles and cables away from edges. Demonstrate safe technique, use suitable oven gloves and directly supervise hot steps. Warn that dishes remain hot after removal; lift lids away from faces. A competent adult handles any task assessed as unsuitable for a member.

### Knives, graters and sharp tools

What could happen: Cuts or puncture wounds.

Controls: Choose an appropriate tool, demonstrate safe cutting, provide stable boards and supervise according to ability. Store sharp items between tasks, carry them safely and keep them out of washing-up water. A competent adult washes sharp tools separately and first aid is available.

### Electrical equipment and fire

What could happen: Shock, overheating or a kitchen fire.

Controls: Visually check equipment and cables and follow school instructions; do not use damaged items. Keep electrics away from water, do not overload sockets and permit a competent adult to connect or isolate equipment. Identify fire exits and school fire arrangements; evacuate if needed and only trained people use firefighting equipment when safe.

### Allergens and ingredient changes

What could happen: Allergic reaction or cross-contact.

Controls: Check current member allergy information in the restricted website register and the full ingredients of the planned recipe, including packaged substitutions. Parents or carers keep details current. Explain allergens to the team and any parent helper; separate ingredients, utensils, surfaces and storage as required and prevent unsafe sharing. If an allergen cannot be controlled reliably, change the recipe or do not serve that food. Follow the member's emergency plan if a reaction occurs.

### Food hygiene, cooking and storage

What could happen: Foodborne illness for members or anyone eating food at home.

Controls: Wash hands before preparation and after toileting, tie back hair, cover cuts and keep worktops and utensils clean. Separate raw and ready-to-eat food; follow recipe and food safety guidance for safe cooking, cooling and storage. Do not use food past its use-by date. Keep food covered and clean the area after the session.

## Lunch or taking food home

What could happen: Choking, unsafe sharing or food spoiled after leaving.

Controls: Check eating support and serve at a safe temperature in a calm space. A dedicated external 1:1 provides specialist eating assistance where needed. Pack take-home food in suitable clean containers and tell members and carers what it contains and how to store, reheat and use it safely; discard food that cannot be kept safe. Confirm which members are eating at school and which are taking food away.

## Slips, spills and cleaning products

What could happen: Falls, irritation or accidental ingestion.

Controls: Keep bags and equipment out of walkways, walk in the kitchen and announce movement of hot items. Clear water, oil and food spills promptly and isolate the area until safe. Keep labelled cleaning chemicals separate from food and inaccessible to members; follow product instructions and do not mix chemicals.

## Toileting and personal care

What could happen: Loss of dignity, unmet care or unaccounted movement.

Controls: Use an adapted toilet where available and apply ILEAP's one in, one out policy at every venue. Staff communicate when a member leaves the classroom and confirm return while respecting privacy. The member's external 1:1 provides personal care under their agreed plan; ILEAP staff do not provide it or cover the worker's breaks.

## Health, first aid and medication

What could happen: Illness, injury, seizure or delayed emergency response.

Controls: Check confidential current health and support information. Parents or carers keep membership details current. A member's own external 1:1 provides any medication support under the plan; ILEAP staff do not administer it. Confirm first aid provision, charged phone and emergency contacts, call 999 when needed and report the incident; notify school staff as their venue process requires.

## Communication, boundaries and vaping

What could happen: Distress, unwanted contact or untracked movement.

Controls: Explain tasks accessibly, offer choice and breaks and use known support strategies. Maintain safeguarding boundaries and report concerns promptly to Pete (DSL) or Vanessa (Assistant DSL). Follow the school's no-smoking premises rule and current vaping restrictions; no vaping indoors or sharing. Any permitted break must be agreed, supervised within safe staffing and recorded through departure and return.

## School fire or other emergency

What could happen: Injury or failure to account for the group.

Controls: At safe start identify the classroom exits, assembly point, alarm and school instructions. Keep exits unobstructed and allocate support to members who need it. Take the register if safe, evacuate under school direction and independently check each member by name and total at the assembly point, including external workers and parent helpers.

## Changes, incidents and review

- For a minor change, put the control in place and brief the team. Record it if the issue may recur or the assessment needs changing.
- For a significant change, pause or adapt the session until safe arrangements are clear. Contact Pete or Vanessa if needed and record the decision.
- For an incident, near miss, missing person or safeguarding concern, make people safe, follow the relevant ILEAP procedure immediately, report promptly and complete the appropriate record.
- Staff and volunteers read this assessment before their first Learn 2 Cook session and when it changes. The leader gives a practical briefing; managers check that the controls work in practice. Review this document when arrangements, needs, venue conditions or controls change, and after relevant incidents or near misses.

## Related arrangements

ILEAP safeguarding, Missing Person Procedure, one in, one out toileting, first aid, incident reporting, volunteer induction and individual plans apply alongside this public assessment. King Edward School's venue, kitchen and fire instructions also apply. Personal health, allergy and support details remain in the restricted website register and individual plans.

## Document control

| Version | Date              | Change                                                                                                              |
|---------|-------------------|---------------------------------------------------------------------------------------------------------------------|
| 1.0     | 24 September 2026 | Public assessment for Learn 2 Cook at King Edward School, including equipment, allergens, lunch and take-home food. |