



SENse Learning Policies

SENse Learning

01 February 2019

Making the **personal** learning journey make **SENse**

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1. Safeguarding

See separate document for full policy

1.1 SENse Procedure

Further rules and guidelines to be applied for the safeguarding of children

Direction for reporting safeguarding concerns to Lucy McMann;

1. Lucy will deliver Safeguarding training to all staff as part of staff induction.
2. Record any disclosures or detail regarding an incident on a piece of paper as soon as possible.
3. Before Safeguard Software is up and running, report using the Expression of Concern Form. Report to Lucy by the end of the same working day by sending this form password protected. Once Safeguard Software up and running, enter the information onto this for the relevant child. Please use initials, record time and date and be factual when reporting.
4. Lucy, as DSL, will then carry out the relevant next steps.
5. If an emergency, please call Lucy ASAP in case an instant referral needs to be made/police need to be called.
6. If you can't get hold of Lucy please direct to Sophie Amos.
7. Lucy will keep all Expressions of Concern forms in a lock box until we move to Safeguard Software.
8. Lucy as DSL will decide on the next steps.
9. Lucy will notify the relevant staff of next steps if appropriate.

It is the **responsibility of all professionals to report concerns, NOT to decide whether** it is or is not child abuse or to act on concerns.

Notes on the "Guidance for Safe Working Practice for Adults who work with Children and Young People" All staff should familiarise themselves with the "Guidance for Safe Working Practice for Adults who work with Children and Young People" nationally agreed guidance at induction. This can be accessed at www.everychildmatters.gov.uk/resources-and-practice/IG00311. There are some aspects of the guidance which we have needed to adapt to fit the needs of our learners. These are as follows:

Giving of gifts - as all our students are on individual programmes following their own interests staff will often need to purchase items for individual students to carry out projects and pursue their interests as part of students' day to day activities. All teams have a wallet containing money to be used for each student. It must be made clear that these are from the students' individual SENse Learning activities budget and are not personal gifts from staff. Staff should submit their receipts for these purchases to Lucy using the student wallet system. More detail about rewards etc can be found in students' individual plans.

Communication and Technology - some students use instant messaging services as a method of assisted communication. This will be written into each student's individual plan. All messages are monitored by the Director, Assistant and parents/carers. All staff must carry work mobile phones with them at all times to call for support when needed. This is in line with our e-safety policy.

Home Visits - all our students require home tuition as part of their learning package. The details of this are written into their individual plans. When a student is 1:1, the parent needs to be present unless agreed otherwise. When 2:1, once a risk assessment is conducted and in discussion with Lucy/Sophie, the decision may be given that parental presence is not required. Home visits are covered by our public liability and employer's liability insurance.

Transportation - all our students require transport from familiar staff to out in the community trips as a result of their complex needs and high anxiety. The details of this are written into their individual plans. This is included in our whole centre health and safety policy and risk assessment and is covered by our public liability and employer's liability insurance.

2. Admissions

2.1 Introduction

This policy describes the way in SENse Learning Ltd will operate its admissions processes and procedures. This policy will be applied to all parent/carers, Local Authority Case Workers and schools.

2.2 Access

Prospective parents, Local Authorities, Schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

2.3 Policy Principles and Values

- To provide highly specialised and flexible education programmes to children and young people with a main diagnosis of complex autism and/or social communication needs, attachment disorder and clinical anxiety.
- To provide a bespoke package for children with EHCPs who are out of school or struggling to attend school
- To form professional working relationships with all the children and young people as well as their families.
- We understand that schools are not always the most appropriate learning environments for children with complex needs at different points in their life.
- Our focus is on the individualised learning pathway for every child to ensure they reach their full potential
- We also aim to ensure we think about next steps and long-term outcomes to support with future transitions.
- We will be open and honest in our communication with families and the local authority if we feel a child or young person's needs could be better met elsewhere.
- We will treat all applicants equally regardless of race, religion, gender, disability, sexual orientation, background or any other factors.
- We will prioritise referrals from West Sussex Local Education Authority and neighbouring Local Education Authorities.
- We may sometimes need to operate a waiting list if we are full
- We may refuse an offer of a place if we feel we cannot meet a child or young person's needs safely within our provision.

2.4 Admissions Procedure

A formal referral can be made through LA and/or a school. A referral of interest can be made through parent/carers but will then be taken up directly with the allocated case worker.

Once a referral is made, an assessment process takes place;

- First an EHCP is requested for the Director and Assistant Director to look through
- A phone conversation with the LA case worker and or school and parent/carer is made to discuss initial enquiry and gain additional oversight of need.
- If on the Outreach pathway, a meeting will be set up with the school.
- For both the tuition and outreach path, a meeting will be set up with the parent/carer at the home to meet them and the young person (where possible).

- A decision will then be made unless more information is required.
- If offer of provision is made, a costing provision map will be sent to the case worker and/or a school(for outreach only). If agreed, staffing will then be allocated, and provision will start the following half term if required before a new school year.
- Transition visits will take place with the staff allocated to meet the young person and families.

If you feel we could meet your child's needs contact Lucy or Sophie on 07895722337 or lucy.mcmann@sense-learning.com/sophie.amos@sense-learning.com

3. Behaviour and Physical Intervention

3.1 Introduction

This policy describes the way in which SENse Learning Ltd will operate its behaviour and physical intervention. The policy will be applied to all students and SENse Learning Associates.

3.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made of aware of the existence of this policy and where it can be accessed.

3.3 Policy Principles and Values

- We want everyone at SENse Learning to feel safe and stay safe
- We want to provide education for children and young people who find it difficult to access school and work with them and their families to help them feel comfortable with us
- We want to give our children/young people the skills to access a wide range of opportunities
- We want to help each other learn how to keep ourselves and others safe
- We want to help each other learn how our feelings can affect our behaviour and our behaviour can affect other people's feelings.
- We understand that all behaviour is communication.

3.4 Procedures and Processes

Teaching and supporting our students

- All students social and emotional wellbeing is at the forefront of what we do at SENse Learning.
- We will teach students ways to manage their emotional regulation and provide techniques to help them manage their anxieties.
- We will support students in how to stay safe and give them positive ways of communicating their feelings.
- We will use positive reinforcement to highlight safe ways to behaviour.

Recording and use of Physical Intervention

- Staff are trained in techniques to de-escalate a situation safely through MAPA techniques.
- Students will have an Individual Plan which will detail specific information about any triggers and will also act as an individual risk assessment.
- Where a staff member is on a 1:1 basis with a student, physical intervention will only be used in a life or death situation. Parents will be present in the home where 1:1 staffing is used (in some situations this may not be needed but this will be established with the Director).
- Staff who are on a 2:1 basis with a child will only use physical intervention techniques if necessary where the child or staff at serious risk of harm.
- In some extreme cases where it is not safe to physically intervene with a student and there is risk of serious harm to the student or staff, the police can be called to support the situation.
- Staff will record behaviour incidents through Safeguard Software and this will be fed back to parents through the key worker handover or from the Case Lead.
- Staff will record any physical intervention through G suite forms which will be added to a students folder.

4. Code of conduct (Staff)

4.1 Introduction

This policy describes the code of conduct for staff that are Associates with SENse Learning Ltd. The policy will be applied to all SENse Learning Associates.

4.2 Access

SENse Learning Associates, parents, students, Local Authorities and schools and are made of aware of the existence of this policy and where it can be accessed.

4.3 Policy Principles and Values

We want

- You to enjoy working at SENse Learning and feel comfortable and confident at work.
- To build a strong team who work well together and support each other.

We recognise that

- Working with children and young people with complex needs is challenging
- Our work involves making difficult professional judgements several times a day and we will not always get these rights, all the time.
- We have a duty of care to all our staff to ensure they are kept safe and healthy at work.
- It is not possible to avoid all risk, but it is our duty as your employer to plan for and manage foreseeable risks and to give you appropriate training for risky situations

4.4 Procedures and Processes

We will

- Ensure our training and guidance is comprehensive, up to date and shared with you.
- Offer informal advice and support whenever you need it.
- Provide team meetings and annual performance reviews where you are able to discuss your work with your Case Lead/Line Manager and keep a written record of these meetings.
- Provide contact number that you can call during opening hours so we can offer immediate support when you are working off-site.

We ask staff to

- follow all guidance given in our policies, staff handbook, and induction training
- Adhere to safeguarding protocols including the use of Safeguard Software to report a concern or incident within 24 hours.
- follow all reasonable instructions from Lucy and Sophie.
- work cooperatively with your colleagues to get all the jobs on the daily checklist done
- adhere to the terms of your contract regarding duties, start times and notice periods.
- remain calm, polite and professional in all your communication with children, families and colleagues. Please do not swear in front of the children/young people or families.
- wear suitable clothing and your ID badges.
- seek help when you need it.
- Remember: if it's worth complaining about, it's worth complaining to Lucy about, please don't moan about or to colleagues, talk to Lucy or Sophie who will try to sort the issue.
- Unless you need to whistleblow (see separate whistleblowing policy).

- DO NOT smoke at the centre in front of the children or in the childrens home. DO NOT care for the children when under the influence of alcohol or drugs.
- If you need to take medication that may affect your ability to care for children you should discuss this with Clare or another member of the Leadership Team.

5. Curriculum

5.1 Introduction

This policy describes the way in which SENse Learning Ltd will operate its curriculum. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

5.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

5.3 Policy Principles and Values

- We aim to provide a bespoke and individualised learning programme to all students who have SENse Learning provision as part of their education.
- We set targets based on a student's EHCP and their learning interests and needs.
- We offer Functional Level Qualifications through the NCFE.
- If students are working below Entry Level 1, they will follow a P Scales curriculum.
- If GCSE tuition is needed, this will be based on ability to find a suitable tutor and school plans being given to either the Director or Assistant Director. SENse Learning cannot provide examinations higher than Functional Level qualifications so students would need to be on an outreach programme or with a plan to return to school to sit these exams.
- We offer a curriculum that also covers non-academic learning; social skills, anxiety management, social communication programmes and life and independence skills.
- We plan creatively and base learning tasks where possible on the student's interest.

5.4 Procedures and Processes

- Once staff have got to know the student and they have built a trusting professional relationship, staff will baseline against the Functional Curriculum, P scale curriculum and in some cases National Curriculum.
- The Case Lead will then write an Individual Education Plan tracker which will be based around the EHCP and the personalised programme.
- The case lead and staff working with the student will plan creatively for learning objectives linked to their targets.
- These IEP trackers will be reviewed termly and a report sent home to parent/carers.
- If students are on a pathway to achieve a Functional qualification, decisions around when this will take place during the year, will be had between the student, Case Lead and the key workers.
- Students timetables will be individualised and may change term by term as the student settles.
- Sensory strategies and time for sensory regulation will be embedded into a student's curriculum.

We want every student to reach their full potential on a pathway that suits their social, emotional and learning needs.

6. Assessment and Accreditation

6.1 Introduction

This policy describes the way in which SENse Learning Ltd will operate its assessment and accreditation for SENse Learning students. The policy will be applied to all students and SENse Learning Associates.

6.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

6.3 Policy Principles and Values

- We aim to give our students the skills to access a wide range of opportunities and experiences
- We want to prepare our students for a fulfilling adulthood.
- We will provide an appropriate level of stretch and challenge, both in academic learning and in personal and social development.
- We understand that the complex needs of our students mean their tolerance of demands placed on them can fluctuate from day to day or several times a day.
- We feel it is important to maintain a balance between each person's learning needs and their emotional wellbeing.
- We will support students to access qualifications through careful preparation and put processes in place to manage students' anxieties around this.

6.4 Procedures and Processes

- Once staff have got to know the student and they have built a trusting professional relationship, staff will baseline against the Functional Curriculum, P scale curriculum and in some cases National Curriculum.
- The Case Lead will then write an Individual Education Plan tracker which will be based around the EHCP and the personalised programme.
- The case lead and staff working with the student will plan creatively for learning objectives linked to their targets.
- We can offer functional qualifications; Entry Level, 1,2 and 3 and Level 1 and Level 2 through the NCFE. Students can either take these in paper form or online.
- We are not a registered centre for GCSE examinations, SATs or A-levels. In order for students to take these, they would need to be on an outreach programme and attending a school for part of their timetable.
- Students will also have the chance to take vocational pathway courses through the NCFE if appropriate. This will be in discussion with the student, Case Lead and parents.
- Parents will receive reports which, if appropriate, will detail termly levels and progress made.

7. Data Protection

7.1 Introductions

This policy describes the way in which SENse Learning Ltd will operate its data protection. The policy will be applied to all students and SENse Learning Associates.

7.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

7.3 Policy Principles and Values

Privacy Notice

SENse Learning Limited asks student’s parents and employees to provide personal information order to help us provide adequate education and care to our students and to comply with our obligations under our contracts with the LA, Schools and Parents and employment law. The chart below shows the information held.

Parents, students and employees have the right at any time to ask SENse Learning Limited to provide details of, change or delete the Personal Data that it holds about themselves and/or their child. The table below shows the types of data we are able to delete and the types of data we are required to retain for regulatory purposes. Parents or employees can also complain about SENse Learning Limited’s use of their Personal Data to the Information Commissioner’s Office (ICO).

Information Held (“Personal Data”)

Students:

What information is held?	Why do we hold it?
Name	Requirement of our Policies and work with LA
Address	Requirement of our Policies and work with LA
Emergency Contact Names	Requirement of our Policies and work with LA
Emergency Contact Phone Numbers	Requirement of our Policies and work with LA
Previous schools attended	Requirement of the LAs
Date of Birth	Requirement of our Policies and work with LA
Prior educational attainment	To help us meet the child’s needs
EHCP Information	To help us meet the child’s needs
Reports from other professionals	To help us meet the child’s needs
School Year	To help us meet the child’s needs

Photos of students completing activities	To evidence student progress and submit evidence for their qualifications.
Notes of any safeguarding concerns	Requirement of our Safeguarding Policies and processes
Medical information including diagnoses and allergies	To help us meet the child's needs

Students' parents/legal guardians:

What information is held?	Why do we hold it?
Name	Requirement of our policies and contracts with LA and schools
Address	Requirement of our policies and contracts with LA and schools
Phone Numbers	To help us communicate with you more effectively.
Email address	To help us communicate with you more effectively.

Associates:

What information is held	Why do we hold it
What information is held?	Why do we hold it?
Name	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Address	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Date of Birth	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
DBS Enhanced certificate with information about criminal convictions	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Employee declaration with information about criminal convictions	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Information about medical conditions that may affect ability to provide childcare	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Copies of three ID documents including driving licence if you transport students	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment

Employment history and references	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Educational history and qualifications	Requirement of the Local Authority, Safeguarding Policy and Safer Recruitment
Bank details	To enable us to pay your salary and tax
Email address	To help us communicate with you more effectively
Phone numbers	To help us communicate with you more effectively

Who can access the data:

Personal Data is held by:

- The Director and her deputy
- The Designated Safeguarding Lead
- Student data is shared on a need to know basis with the staff who are supporting that student so that they are able to perform their duties effectively.

Information Sharing

We will:

- Respect families’ preferences about what information is shared, with whom and how unless we have a legal duty to share it without parental permission (e.g. for safeguarding reasons or to comply with a court order).

We may need to share data with the following people in order to help us carry out our contractual obligations and meet the needs of each child:

- Your child’s Local Authority case officer and/or their managers
- Our visiting therapy team and other professionals involved with the care of your child
- Examination Boards so that your child is able to gain awards and qualifications
- The Local Authority if they are involved in the care of your child and/or if we have a safeguarding concern
- Our supervisors during supervision sessions - supervisions are kept confidential

Information Security

We take the following steps to keep data secure:

- Respect families’ preferences about what information is shared, with whom and how unless we have a legal duty to share it without parental permission (e.g. for safeguarding reasons or to comply with a court order).
- use passwords to protect documents that will be stored online and all our devices
- Password protect sensitive documents when sending them by email and/or use the secure Egress Switch software to send sensitive emails
- use initials instead of full names in documents that will be stored online
- use the Secure Safeguard Software to store sensitive information wherever possible. Where it is essential to store hard copies of sensitive personal data these will be stored in waterproof, tamper proof cases secured with combination locks.

Please note: we use G-Suite Google Services to store some data. G-Suite are covered by the EU-US Privacy Shield framework enabling safe transfer of data to the US. For more information about Google and the GDPR visit: <https://cloud.google.com/security/gdpr/>

We ask staff to...

- Respect the privacy of students, families and colleagues by keeping their information confidential
- only use work mobile devices for SENse Learning purposes
- only use personal mobile phones when absolutely necessary following the guidance in the staff handbook
- under no circumstance should staff store photographs or data about children/young people on personal devices.
- Photos should be deleted off staff work phones at the end of the day.
- Delete emails containing sensitive personal data as soon as possible after they have been dealt with/the information is no longer required, at a minimum this will be once the student has left SENse Learning.

Individual Rights

The GDPR includes the following rights for individuals:

- the right to be informed;
- the right of access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;
- the right to data portability;
- the right to object; and
- the right not to be subject to automated decision-making including profiling.

Personal Data will be deleted from company records when a student ceases to receive education and care from SENse Learning Limited unless it is required for regulatory purposes by the Local Authority . Information that is required to be retained for regulatory purposes is outlined in the table above and will be kept for a period of two years and then securely destroyed.

Subject Access Requests

Personal Data requests received will be directed to the Company Director. Requests will be dealt with within a month. It is a requirement of the Local Authority that we ask parents/carers to provide identification before we share information from a subject access request.

Lawful Basis for Processing Personal Data: Contract

As indicated in our contract:

The Provider will process personal data, including Special Category Data, about the Learner and the Client in accordance with all applicable data protection legislation and in order to discharge the Provider's duty to preserve the safety and welfare of the Learner and other children under the Provider's care. Special Category Data is defined as including information as to: racial or ethnic origin; political opinions; religious beliefs; trade union membership; physical or mental health; sexual life; the commission or alleged commission of any offence or any related proceedings.

The Provider will process such personal data: (i) as set out in this Agreement and any related agreement and in the Provider's Data Protection / Privacy Notice which is available on the Provider's website as may be amended from time to time; (ii) in order to comply with any court order, legal obligation or regulatory or good practice requirement; and (iii) to perform the Provider's obligations under this contract; and (iv) where otherwise reasonably necessary for the Provider's purposes and legitimate interests, except where such interests are overridden by the interests, rights or freedoms of either the Learner, the Client or a third party.

Data Breaches

SENse Learning Limited should report any data breaches to the ICO within 72 hours. Any possible breach should be reported in the first instance to the Company Director, who will take advice from the ICO.

Data Protection Officer

The Company Director takes responsibility for GDPR compliance.

March 2019

8. E-safety

8.1 Introduction

This policy describes the way in which SENse Learning Ltd will operate its e-safety. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

8.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

8.3 Policy Principles and Values

We want...

- everyone at SENse Learning to feel comfortable, confident and safe with us
- to give our children and young people the skills to access a wide range of real world opportunities
- to help each other learn how to keep ourselves and others safe
- to prepare our children and young people for adult life

We recognise that...

- the use of mobile technology including mobile phones and tablets is essential in supporting our staff to do their work safely and efficiently and our children and young people to learn effectively
- the use of this technology introduces risk to our setting that must be managed appropriately.

8.4 Procedures and Processes

We will...

- provide staff with mobile phones and in some cases laptops to use for work purposes
- ensure our training and guidance is comprehensive, up to date and shared with staff, families, children and young people
- use well known and highly recommended providers for our internet-based services
- use our SENse Learning email devices to communicate with children/young people and their families or use the WhatsApp Groups which are monitored by Lucy and Sophie.
- use passwords to protect documents that will be stored online and all our devices
- use initials instead of full names in documents that will be stored online
- make e-safety a key part of our curriculum for all students
- make use of the child safe controls provided by Google to restrict children and young people's access to inappropriate content

We ask staff to...

- ensure that children and young people are supervised when using ICT/the internet
- only use work mobile devices for SENse Learning purposes
- only use personal mobile phones when necessary following the guidance in the staff handbook
- under no circumstance should staff store photographs or data about children/young people on personal devices
- only use initials on any documentation about young people that is stored on or accessed online
- any photos should be shared using the dedicated photos WhatsApp group which is deleted every evening
- wherever practical use the group WhatsApp monitored by Clare and Lucy to communicate with parents.
- In some instances, students might be part of a whatsapp group through work phones only, if deemed appropriate.
- notify Lucy/Sophie immediately if a student makes contact with you over email/text
- always supervise students when they are online or using mobile technology, making sure that anything a child or young person is accessing online or on an electronic device while in their care is appropriate for their age and level of understanding (this includes films, images, video games etc...) and remove anything that is not appropriate and/or raise their concerns with Lucy/Sophie at the earliest opportunity.

9. Health, Safety and Risk Management

9.1 Introduction

This policy describes the way in which SENse Learning Ltd will operate its health and safety. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

9.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

9.3 Policy Principles and Values

We want...

- everyone at SENse Learning to feel safe and stay safe
- to provide education for children and young people who find it difficult to access school and work with them and their families to help them feel comfortable with us
- to give our children and young people the skills to access a wide range of opportunities
- to help each other learn how to keep ourselves and others safe
- to prepare our children and young people for adult life.

We recognise that...

- the children and young people who access Spectrum Space often display challenging behaviour related to their complex autism and /or high levels of anxiety
- it is not possible to avoid all risk, but we have a duty of care to our young people and our staff to plan for and manage foreseeable risks including those related to behaviour

9.4 Procedures and Processes

We will...

- conduct a risk assessment for each child, identifying likely causes of challenging behaviour, the risks this may pose and the strategies for managing the risk. These will be reviewed termly and updated if necessary.
- conduct a risk assessment for all off-site activities, control the risks identified and monitor this, checking them termly and updating them where necessary.
- ensure all staff have had the necessary training to complete their work safely.
- maintain appropriate staffing ratios based on each individual child's need.
- have emergency evacuation plans and critical incident plans which are checked and reviewed termly and updated where necessary.

We may sometimes...

- have accidents where children/young people, staff or others are injured. These should be recorded as soon as possible on the online accident form (within 24 hours). This form should then be emailed to Lucy or Sophie where it will be checked, numbered and entered into the accident book and a copy sent to the child/young person's parents or carers.

- In the case of a head injury or major injury we will call parents/carers to let you know what has happened and that we are monitoring the child. You can then make an informed decision as to whether you would rather collect or not.
- Should an injury require medical assistance we will call the emergency services first and then inform parents/carers as soon as possible.

10. Lone Working

10.1 Introductions

This policy describes the way in which SENse Learning Ltd will operate its lone working. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

10.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

10.3 Policy Principles and Values

We want...

- everyone at SENse Learning to feel safe and stay safe
- to provide education for children and young people who find it difficult to access school and work with them and their families to help them feel comfortable with us
- to help each other learn how to keep ourselves and others safe

We recognise that...

- some children need 2:1 whilst other just require 1:1
- one-to-one working introduces risks into our setting which must be managed appropriately
- this policy should be read alongside the information in our Safeguarding policy and Keeping Children Safe in Education

10.4 Procedures and Processes

We will...

- ensure any one-to-one working is agreed by parents/carers and Director and arrangements and agreement is documented in the child's individual plan.
- ensure that all staff have a clear enhanced DBS check and barred list check before working one-to-one with any student (this is the case for all staff but is particularly important for one-to-one working).
- only approve one-to-one working for a student where it is in line with parental preference and where the student does not have any history of challenging or risky behaviour, if a student who is working one-to-one begins to display risky or challenging behaviour then this should be immediately reviewed and the student will need to be moved onto a programme with 2:1 staffing.

We ask staff to...

- notify Lucy or Sophie when "check in" and "check out" whenever working one to one with a student.
- raise any concerns (e.g. unexpected behaviour, comments, concerns that one-to-one working is not appropriate) with Lucy or Sophie at the earliest opportunity
- Follow the staff code of conduct at all times.

11. Positive Touch

11.1 Introductions

This policy describes the way in which SENse Learning Ltd will view positive touch. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

11.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

11.3 Policy Principles and Values

- There can be positive physical contact between Associates and children. This is not physical contact that in any way seeks to establish authority over a child, but that which provides comfort; eases distress and signals care as would be expected between good parents and their children.
- Touch can be an important part of care and can give welcome reassurance or comfort to the child. Associates must however bear in mind that even perfectly innocent actions can sometimes be misconstrued and must therefore conduct themselves accordingly.
- Associates should therefore respond to young people in a way that gives expression to an appropriate level of care, and to provide comfort to ease a young person's distress whilst at the same time protecting against the physical contact being misinterpreted by the young person.
- If any Associates at any time thinks that an action may have been misinterpreted, or may lead to a complaint, they need to feel confident to self-report so that the matter can be recorded fully, and the manager can assist any debrief with the child and their parents which may be necessary.
- Any form of physical contact that a reasonable person would judge to be a conscious, self aware, reasonable and a justifiable act is acceptable. Staff are advised to ensure their actions are acceptable to the child or young person
- A high proportion of children and young people with emotional and behavioural difficulties may have experienced sexual and/or physical abuse. Staff need to ensure that any physical contact is not misinterpreted
- If at any time a child demonstrates verbally or otherwise that he, or she, is not comfortable with physical contact, where appropriate staff should respect this
- Physical contact should never be secretive, or for the gratification of the adult and in any way that may be considered indecent, or represent a misuse of authority
- Staff need to be aware that different cultural factors may apply
- Age and maturity are factors that should be considered in deciding appropriate physical contact
- Where a member of staff feels that it would be inappropriate to respond to a child or young person seeking physical comfort, the reasons for denying this should be explained to the child, and the child should be comforted verbally as necessary
- The issue of personal contact in general should be raised in interviews and induction training for staff and discussed in staff development and supervision.
- Children and young people should be given advice and guidance with regard to socially appropriate/inappropriate times/places/situations to seek physical comfort, where necessary

- Any personal care or restrictive physical intervention should be carried out in line with the child's individual plan and risk assessment which are approved by parents and management.

12. Complaints (Families)

12.1 Introductions

This policy describes the way in which SENse Learning Ltd will deal with complaints made by families. This policy will be applied to all SENse Learning Associates, students, parent/carers, LA and school.

12.2 Access

Parents, students, Local Authorities, schools and SENse Learning Associates are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

12.3 Policy Principles and Values

We want...

- everyone at SENse Learning to feel comfortable, confident and safe
- to provide education for children and young people who find it difficult to access school and work with them and their families to help them feel comfortable with us

We recognise that...

- the children and young people who access SENse Learning often have very varied and complex needs and it is essential that we communicate effectively with families so that we are able to understand and meet these needs

12.4 Procedures and Processes

We will...

- ensure that families know they can contact us at any time with any concern by emailing lucy.mcmann@sense-learning.com or contacting 07895 722337
- respond to emails and phone calls within 24 hours (or 72 hours at weekends) and offer a meeting to discuss concerns if this is what families would prefer.
- treat all our families with respect and courtesy at all times
- meet termly with families to discuss their child's progress and agree targets for the next term.
- conduct the annual reviews of the child/young person's EHCP unless another service (e.g. health, social care) has agreed to do so in which case we would attend if invited
- complete an induction booklet with parents prior to their child starting at SENse Learning outlining their preferences in a range of circumstances.

We ask parents to...

- show us the same respect and courtesy we show them
- raise any concerns or complaints with us quickly, either by email or telephone, so we can respond as soon as possible (within 24 hours or 72 hours at weekends).

If you are unhappy with our response or feel the need to raise your concern with an independent agency you may choose to contact:

- Your Local Authority Case Officer

If your complaint relates to Safeguarding concerns you should contact the LADO at your relevant authority.

13. Equal Opportunities and Diversity Policy

13.1 Introduction

This policy describes the way in which SENse Learning will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

13.2 Access

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

13.3 Policy Statement

SENse Learning will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- sex, race, disability, religion or belief or sexual orientation

In addition, there will be no discrimination against:

- pregnant females or new mothers
- staff, learners or volunteers undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

It is expected that every person in the company will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors to SENse Learning
- All learners and their families at SENse Learning

In addition, SENse Learning will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- support specialist aids and facilities to enable disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to

- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

13.4 Complaints Procedure

Stage 1

Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of Lucy McMann or Sophie Amos. The person responsible for this breach will be reminded of the existence and purpose of this policy, and asked to adhere to the policy.

Stage 2

If the person continues behaving in an unacceptable manner, the matter will be referred to Lucy McMann (Director) who will decide the best course of action.

This may result in:

- a warning being issued
- a disciplinary

Stage 3

The offending person has the right to appeal. He/she can write to Lucy McMann. The decision of Lucy McMann will be final.

14. Emergency Procedure

At times there will be circumstances out of our control that we will have to manage. Please follow this guidance in an emergency situation.

14.1 Weather

If you feel the weather deems it to be unsafe for you to travel to work, then please let Lucy/Sophie know as soon as possible.

At times such as heavy snow Lucy/Sophie will email all associates working on that day and say we are cancelling all sessions for today. We will then inform all parents/carers. We will email again when we deem it safe for associates to travel again.

14.2 Terrorist Attack

If a terrorist attack occurs in the close vicinity of an associate or student all sessions will be immediately cancelled until we can assure all parties will be safe to work. Lucy/Sophie will contact all people affected by the cancellation of sessions and inform you of the emergency plan.

If a terrorist attack occurs in the close vicinity while you are out in public then staff should follow all guidance of the emergency services. The main member of staff should also contact Lucy/Sophie as soon as possible (if safe to do so) and they will contact parents/carers. As soon as safe to do so you must return the student home to their parent/carer.

An incident form will need to be completed as soon as possible with Lucy/Sophie.

14.3 SENse Closure

In the unlikely event that SENse Learning has to emergency close all associates and parents/carers will be contacted by Lucy/Sophie and contacted again once we reopen.

14.4 High Risk Situation

In the event of a violent or high-risk situation by members of public, associates need to call the police using 999. They then need to phone Lucy/Sophie who will advise of next steps.

We take our duty of care very seriously for those who we work with and who work for us, and if any of our associates feel threatened or unsafe then they need to leave the situation as soon as safely possible. An incident form will need to be completed as soon as possible.

14.5 Car Accident or car Break Down

If an associate has a car accident with a student in the car, if needed and it's possible to, they will need to phone 999 to gain the emergency services. Please also contact Lucy/Sophie to advise them of the situation. An accident/injury form will need to be completed if possible.

If not a serious accident, but you are unable to drive the car, please contact Lucy/Sophie and they will decide the next course of action. This may require a parent/carer to come and pick up the student.

If your car breaks down and you are waiting for a breakdown service, please contact parent/carer and advise that they may need to come and pick up the student if another Associate is not able to do a pick up and drop off service.

14.6 Serious Student/Associate Accident Injury at Work

If a serious accident or injury occurs whilst working with a student, please call 999 immediately to gain the needed emergency service. Lucy/Sophie will also need to be informed as soon as possible. An accident/injury form will need to be completed as soon as possible.