



## SENse Learning Policies

This policy document is made accessible to all Parents, Students, Local Authorities, Schools and SENse Learning Associates.

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| Person responsible for ensuring that these policies are implemented and reviewed in line with the review dates below:<br><b>Lucy McMann</b> | JobRole:<br><b>Managing Director</b>    |
| Policies reviewed: <b>September 2022</b>  | Next review date: <b>September 2023</b> |



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# 1. Safeguarding Policy

## 1.1 Introduction and Purpose

This is the shortened Safeguarding and Prevent Policy for SENse Learning. The full policy can be found as a separate document. The policy is followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. SENse Learning recognises that it has an explicit duty to safeguard and protect children, young people and adults at risk from abuse as defined in the Children's Act 2004, section 175 of the Education Act 2002, Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2022 (DfE) and the Prevent Duty as outlined in the Counter-Terrorism and Security Act 2015.

SENse Learning know that being a young person makes them vulnerable to abuse by adults. The purpose of this policy is to make sure that the actions of any adult in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all young people.

Safeguarding looks at preventative action and covers the full range of measures in place to protect children, young people and adults at risk from potential dangers, including the safer recruitment of staff, and is therefore a preventative approach.

The term 'safeguarding' is defined by the Children's Act 1989 and The third Joint Chief Inspectors Report on Arrangements to Safeguard Children (2008) as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

## 1.2 Roles and Responsibilities

Designated Safeguarding Lead – Lucy McMann (Managing Director of SENse Learning)/Lucy McCully (Welfare Lead)

Deputy DSL's – Sophie Amos (Operational Director), Sian Byrne (Area Lead), Hilary Hutchinson (Area Lead) and Linda Sampson (Centre Manager)

Independent Safeguarding Advisor – Paul Noke

## 1.3 Procedures

- All staff and Associates have yearly safeguarding training
- Associates and staff know it is their responsibility to report and record
- Associates and staff know they have a duty to report to the DSL's within the organisation
- Associates know that to report they have to fill out a safeguarding concern on LearnTrek which immediately comes through to the DSL's. They know if they feel a child or young person is at risk of immediate harm to call through to Lucy McMann/McCully or one of the deputies if they cannot get through to her
- The DSL's have undergone the correct training and know the procedures for reporting a concern. They are aware of the different Local Authority Threshold documents



- The Organisation knows it is their responsibility to keep all children and young people safeguarded and knows their duty in reporting a concern to the relevant bodies

## 2. Admissions Policy

### 2.1 Introduction & Purpose

This policy is the Admissions Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all referrals to SENse Learning.

### 2.2 Policy Principles and Values

- The Organisation will provide highly specialised and flexible education programmes to children and young people with additional needs ranging from complex autism including PDA and/or social communication needs to developmental trauma/attachment disorder, ADHD and clinical anxiety or related mental health issues
- The Organisation will provide a bespoke package for children and young people up to the age of 25 with EHCP's who are out of school or struggling to attend school or NEET (if over 16)
- The Organisation will form professional working relationships with all children and young people as well as their families
- The Organisation understands that schools or colleges are not always the most appropriate learning environments for children and young people with complex needs at different points in their life
- The Organisation will think about next steps and long-term outcomes to support with future transitions
- The Organisation will be open and honest in the communication with families and the local authority if we believe a child or young person's needs could be better met elsewhere
- The Organisation will treat all applicants equally regardless of race, religion, gender, disability, sexual orientation, background or any other factors
- The Organisation may utilise a waiting list should the provision be full
- The Organisation may refuse an offer of provision if we feel we cannot meet a child or young person's needs safely within the provision

### 2.3 Procedures

A formal referral can be made through the LA and/or a school. A referral of interest can be made through a parent or carer but will then be taken up directly with the allocated case worker within the local authority. Once a referral form is submitted, together with the EHCP, an assessment process takes place:

1. The referral details and EHCP are reviewed by the Leadership team
2. An initial assessment is made on whether we can meet need



3. If we feel we can meet need, we will contact parents / carers to arrange a home visit. A risk assessment and student plan will be written in this meeting as part of the assessment process
4. A final decision will then be made on whether we can meet need unless more information is required
5. If an offer of provision is made, a costing provision map will be sent to the case worker and/or school. If agreed, Associates will then be allocated, and we will endeavour to start the following half term, if not before
6. A welcome booklet and transition timetable are sent to parents / carers in advance of the contract starting

If you feel we could meet your child or student's needs please contact our admin team to make a referral – [admin.team@sense-learning.com](mailto:admin.team@sense-learning.com)

## 3. Behaviour and Physical Intervention Policy

### 3.1 Introduction & Purpose

This policy is the Behaviour and Physical Intervention Policy for SENse Learning which will be followed by all members of the organisation and promoted by those in the position of leadership within the organisation. This policy will be applied to all students and SENse Learning Associates.

### 3.2 Policy Principles & Values

- The Organisation wants all Associates and students at SENse Learning to feel and stay safe
- The Organisation wants to give all students at SENse Learning the skills to access a wide range of opportunities available to them
- The Organisation wants to help all Associates and students to learn how to keep ourselves and others safe
- The Organisation wants to help others learn how feelings can affect behaviour and our behaviour can affect other's feelings
- The Organisation understands that all behaviour is communication

### 3.3 Procedures

Teaching and supporting SENse Learning students

- Students' social and emotional wellbeing is at the forefront of what the organisation does
- The Organisation will teach students methods to manage their emotional regulation and provide techniques to help them manage their anxieties
- The Organisation will support students in how to feel and stay safe and give them positive ways of communicating their feelings
- The Organisation will use positive reinforcement to highlight safe ways to behave





#### Recording and use of physical intervention

- Associates 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 an Associate is on a 1:1 basis with a student, physical intervention will only be used when a student, family member or Associate are at risk of serious physical harm. 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 Directors or Area Leads)
- Where an Associate is on a 2:1 basis with a student, physical intervention will only be used if necessary where the student, public or Associate is in immediate danger, and the police should be called to support the situation
- Associates will record behaviour incidents through LearnTrek (a separate form is necessary for any PI). This will be fed back to parents through Associate handover or from the Case Lead
- Associates will record any physical intervention through an online form which will be added to the student's folder. This must be brought to the attention of Sophie Amos, Operational Director

## 4. Positive Touch Policy

### 4.1 Introduction & Purpose

This policy is the Positive Touch Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 4.2 Policy Principles & Values

- There can be positive physical contact between Associates and students. This is not physical contact that, in any way, seeks to establish authority over a student, 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 student

### 4.3 Procedures

- Associates must bear in mind that even perfectly innocent actions can sometimes be misconstrued and must therefore conduct themselves accordingly
- Associates should therefore respond to students in a way that gives expression to any appropriate level of care, and to provide comfort to ease a student's distress whilst at the same time protecting against the physical contact being misinterpreted by the student
- If any Associate, 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 student 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. Associates are advised to ensure their actions are acceptable to the student
- A high proportion of students with emotional and behavioural difficulties may have experienced sexual and/or physical abuse. Associates need to ensure that any physical contact is not misinterpreted
- If, at any time, a student demonstrates verbally or otherwise that he, or she, is not comfortable with physical contact, where appropriate Associates should respect this
- Physical contact should never be secretive, or for the gratification of the Associate and in any way that may be considered indecent, or represent a misuse of authority
- Associates need to be aware that different cultural factors may apply
- Age and maturity factors should be considered in deciding appropriate physical contact
- Where an Associate feels that it would be inappropriate to respond to a student seeking physical contact, the reasons for denying this should be explained to the student, and the student should be comforted verbally as necessary
- The issue of personal contact in general, should be raised in interviews and induction training for Associates and discussed in staff development and supervision
- Students 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 student's individual learning plan and risk assessment which are approved by parents and management

## 5. Lone Working Policy

### 5.1 Introduction & Purpose

This policy is the Lone Working Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 5.2 Policy Principles & Values

- The Organisation recognises that some students require 2:1 staffing whilst other students require 1:1
- 1:1 working introduces risks into the setting which must be managed appropriately
- The Lone Working Policy should be read alongside the Safeguarding Policy and Keeping Children Safe in Education 2021

### 5.3 Procedures

- The Organisation will ensure any 1:1 working is agreed by parents or carers and a Director or Area Lead, these arrangements and agreements will be documented in the student's individual learning plan
- The Organisation will ensure that all Associates have a clear enhanced DBS check and barred list check before working 1:1 with any student (this is the case for all Associates but is particularly important for 1:1 working)



- The Organisation will only approve 1:1 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 1:1 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
- The Organisation requires all Associates to raise any concerns with the Directors or Area Leads at the earliest opportunity
- The Organisation requires all Associates to always follow the staff code of conduct

## 6. Anti-Bullying Policy

### 6.1 Introduction & Purpose

This policy is the Anti-Bullying Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 6.2 Policy Principles & Values

- The Organisation is committed to developing an anti-bullying culture where the bullying of adults and students is not tolerated in any form
- The Organisation defines bullying as “behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally” (DfE ‘Preventing and Tackling Bullying’, July 2017)
- The Organisation recognises bullying as a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development
- The Organisation recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, SENse Learning can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential

### 6.3 Procedures

- The Organisation will monitor and review the anti-bullying policy and practice on a regular basis
- The Organisation supports Associates to promote positive relationships to help prevent bullying
- The Organisation will intervene by identifying and tackling bullying behaviour appropriately and promptly
- The Organisation will ensure our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- The Organisation recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents or carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- The Organisation will deal promptly with grievances regarding the Organisations response to



bullying in line with our complaints policy

- The Organisation will utilise support from the LA and other relevant organisations where appropriate
- The Organisation will support students and Associates who have been bullied and those who have perpetrated bullying
- The Organisation will create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- The Organisation will openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- The Organisation will take the following steps when responding to all incidents of bullying reported to SENse Learning:
  - The Organisation will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate
  - The DSL, or another member of the leadership team, will interview all parties involved
  - The DSL will be informed of all bullying issues where there are safeguarding concerns
  - The Organisation will speak with and inform other Associates, where appropriate
  - The Organisation will ensure parents or carers are kept informed about the concern and action taken, as appropriate and inline with child protection and GDPR
  - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a student is felt to be at risk of significant harm
  - A clear and precise account of bullying incidents will be recorded by the Organisation in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken
- The Organisation will take the following steps when responding to all cyberbullying concerns reported to SENse Learning:
  - The Organisation will act as soon as an incident has been reported or identified
  - The Organisation will provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
  - The Organisation will encourage the person being bullied to keep any evidence of the bullying activity to assist any investigation
  - The Organisation will take all available steps where possible to identify the person responsible. This may include:
    - Looking at the use of the school systems
    - Identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary
  - The Organisation will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content



- Requesting the deletion of locally-held content and content posted online if this is deemed appropriate by the Directors.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the Organisation will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- The Organisation will inform the police if a criminal offence has been committed
- The Organisation will provide information to Associates and students regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply
  - Providing advice on blocking or removing people from contact lists
  - Helping those involved to think carefully about what private information they may have in the public domain

## 7. Curriculum Policy

### 7.1 Introduction & Purpose

This policy is the Curriculum Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 7.2 Policy Principles & Values

- The Organisation aims to provide a bespoke and individualised learning programme to all students who access SENse Learning provision as part of their education
- The Organisation sets targets based on the WILL (wellbeing, interaction, learning and life skills) framework, the student's EHCP and their learning interests and needs
- The Organisation offers NCFE Functional Skills Qualifications from Entry Level 1 – Level 2, in English, maths and ICT, as well as ASDAN Lifeskills Challenge, Short Courses and Arts Award Discover and Explore levels
- If a student is below 12 years old, they will follow the Pre-Functional Curriculum for academic progress
- Post 16 students' provision will have greater emphasis on career research and guidance, work experience opportunities and developing independent living skills
- The Organisation offers the WILL Framework<sup>®</sup> that also covers non-academic learning; social skills, anxiety management, social communication programmes and independent living skills. This is closely linked to the four areas of the EHCP
- The Organisation plans creatively and bases learning tasks, where possible, on the student's interests

### 7.3 Procedures

- Once an Associate has formed a trusting professional relationship with a student, the Associate will baseline against the Functional Skills Curriculum or Pre-Functional Expanded Curriculum which encompasses some aspects of the National Curriculum
- Case Leads/Associates will also baseline against our own WILL (wellbeing, interaction, learning and life skills) framework<sup>®</sup> which encompasses the holistic offer
- The Case Lead will then write individual targets for each of the areas in the WILL Framework<sup>®</sup> including appropriate academic targets from either of the above curriculum, which will be based on the EHCP and the personalised programme



- The Case Lead and Associates working with the student will plan creatively for learning objectives linked to their targets
- Targets are reviewed half termly and a report sent home to parents or carers, on-roll school (if appropriate) and LA Caseworker
- If students are on a pathway to achieve a Functional Skills qualification, decisions around when this will take place during the year will be made between the student, parent/carer, Case Lead and the Associates
- Timetables will be individualised and may change termly as the student settles and their needs change
- Sensory strategies and time for sensory regulation will be embedded into the student's curriculum
- Associates are observed throughout the year by Case Leads or a member of the Leadership Team. They will write the observation up and suggest next steps, all of which will be fed back to the Associates

*SENse Learning wants every student to reach their full potential on a pathway that suits their social, emotional and learning needs.*

## 8. Assessment and Accreditation Policy

### 8.1 Introduction & Purpose

This policy is the Assessment and Accreditation Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 8.2 Policy Principles & Values

- The Organisation aims to provide all students with the skills needed to access a wide range of opportunities and experiences
- The Organisation aims to prepare all students for a fulfilling adulthood
- The Organisation will provide an appropriate level of progress and challenge, both in academic learning and in personal and social development
- The Organisation understands that the complex needs of the students mean their tolerance of demands placed on them can fluctuate from day to day or several times a day
- The Organisation believes it is important to maintain a balance between each student's learning needs and their emotional wellbeing
- The Organisation will support students to access qualifications through careful preparation and implement processes to manage student's anxieties around this

### 8.3 Procedures

- Once an Associate has got to know the student and they have built a trusting professional relationship, the Associate will baseline against the Functional Skills Curriculum, Pre-Functional Curriculum, and our own designed WILL Framework<sup>®</sup>
- The Case Lead will then write targets which will be based around the EHCP and the personalised programme



- The Case Lead and Associates working with the student will plan creatively for learning objectives linked to their targets
- The Organisation can offer Functional Skills qualifications in English, Maths and ICT; Entry Level 1, 2 and 3 and Level 1 and Level 2 through NCFE. Students can take these assessments in their homes or at the student centre. Students will be registered and then will complete during the next assessment window
- If students are unsuccessful with their exams, they will be offered the chance to resit

More information on NCFE can be found in our NCFE policy

- The Organisation is 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
- Parents will receive reports which, if appropriate, will detail termly levels and progress made

## 9. NCFE Policy including Exam Administration

### 9.1 Introduction & Purpose

This policy is the NCFE Policy including Exam Administration for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates. This policy covers the Functional Skills offer which is subject to scrutiny and enforcement by NCFE.

This policy forms part of a suite of policies, all of which are designed to;

1. Protect students who are registered with the Organisation
2. Minimise the risk of an adverse effect occurring
3. Help ensure Associates and students comply with all relevant legislation and guidance from NCFE

### 9.2 Policy Principles & Values

- The Organisation will abide by and follow the NCFE guidelines
- The Organisation wants every student to have the opportunity to gain a qualification through SENse Learning
- The Organisation believes that GCSE is not the only route to be able to show a good level of understanding and skill in English and Maths
- The Organisation will teach students the necessary elements of the Functional Curriculum they will need to not only gain a qualification but apply their knowledge and understanding in real life situations
- The Organisation will administer exams correctly

### 9.3 Procedures

- There is an appointed NCFE Exams Officer and Coordinator (Hazel Groves – [hazel.groves@sense-learning.com](mailto:hazel.groves@sense-learning.com)) who is the first point of call for NCFE matters including suspected malpractice/maladministration



- The NCFE Coordinator reports directly to the Directors and is appointed to ensure SENse Learning adheres to all NCFE regulations for controlled assessments
- It is the responsibility of all Case Leads, Specialist Teachers and LSAs to report any NCFE matters in accordance with this policy
- The Organisation can offer Functional Skills qualifications in English, Maths and ICT; Entry Level 1, 2 and 3 and Level 1 and Level 2 through NCFE. Students can take these assessments in their homes or at the student centre. Students will be registered and then will complete during the next assessment window
- If students are unsuccessful with their exams, they will be offered the chance to resit

### **9.3.1 Administration**

The administration and implementation of the Functional Skills offer is the responsibility of the NCFE exams officer and co-ordinator (Hazel Groves), who reports directly to a Director (Sophie Amos) and NCFE via our External Quality Assurer.

It is the Organisation's aim that all secondary aged students will leave us with an English and Maths qualification appropriate to their level.

The following steps will be taken for approving and registering students for Functional Skills qualifications:

1. Students are identified as suitable for the Functional Skills qualifications after starting with SENse Learning by their Specialist Teachers and through discussions with the Case Lead
2. Students will be registered throughout the academic year for appropriate NCFE assessments when the Case Lead feels the student is ready - both emotionally and in academic terms

### **9.3.2 Exam Procedures**

Functional Skills assessments can be paper-based or taken online, depending on the needs of the young person. For this purpose, SENse Learning maintains and supplies designated exams laptops. The assessments can be taken in the students home or at another agreed suitable location such as the student centre, with invigilation (for Level 1 and 2) being carried out by Case Leads or another appropriate Associate.

### **9.4 Malpractice**

For the purpose of this policy, 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of courses and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of certificates; deliberate acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of SENse Learning, its management and employees.

SENse Learning will investigate all relevant cases of suspected malpractice and where appropriate will advise the awarding body for the certificates, accepting that in certain circumstances the





awarding body may take action of its own, including imposing sanctions.

#### **9.4.1 Malpractice by students**

All incidents of suspected malpractice will be fully investigated, where there are sufficient grounds to do so.

#### **9.4.2 Malpractice by a SENse Learning Associate**

All incidents of suspected malpractice will be fully investigated, where there are sufficient grounds to do so.

#### **9.4.3 Possible malpractice sanctions**

Following an investigation, if a case of malpractice is upheld, SENse Learning may impose sanctions or other penalties on the individual(s) concerned. Where relevant we will report the matter to the awarding body, and the awarding body may impose one or more sanctions upon the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.

A list of example sanctions that may be applied to a student, Associate, invigilator, or other officer who has had a case of malpractice upheld against them can be found in appendix 3. Please note that:

- a) this list is not exhaustive and other sanctions may be applied on a case-by-case basis
- b) where the malpractice affects the examination performance, the awarding body may impose sanctions of its own

#### **9.4.4 Reporting a suspected case of malpractice**

This process is applied to all SENse Learning Associates, students, invigilators, and other Centre staff, and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.

Any case of suspected malpractice should be reported in the first instance to the Case Lead or the Director.

A written report should then be sent to the person identified above, clearly identifying the factual information, including statements from other individuals involved and/or affected, any evidence obtained, and the actions that have been taken in relation to the incident. If this report is directed at the Case Lead please report to the Director instead. If the report is directed at the Managing Director (Lucy McMann) then report to the Operational Director (Sophie Amos), if the report is directed to both Directors then report to the NCFE exams officer and co-ordinator (Hazel Groves) who will liaise with the External Quality Assessor from the awarding body.

Suspected malpractice must be reported as soon as possible to the person identified above, and at the latest within two working days from its discovery. Where the suspected malpractice has taken place in an examination, the incident is reported urgently, and the appropriate steps taken as specified by SENse Learning and the awarding body.

Wherever possible, and provided other students are not disrupted by doing so, a student suspected



of malpractice should be warned immediately that their actions may constitute malpractice, and that a report will be made to the centre management.

In cases of suspected malpractice the report made to the person identified above should include as much information as possible, including the following:

- a) date, time and place the alleged malpractice took place, if known
- b) the name of the centre staff, or other persons involved
- c) a description of the suspected malpractice; and
- d) any available supporting evidence

#### **9.4.5 Administering suspected cases of malpractice**

SENse Learning will investigate each case of suspected or reported malpractice relating to our Functional Skills offer, to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of qualifications and reputation is taken.

SENse Learning will acknowledge all reports of suspected malpractice within 24 hours. All the parties involved in the case will then be contacted within 3 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.

The individual(s) concerned will be informed of the following:

1. That an investigation is going to take place, and the grounds for that investigation
2. Details of all relevant timescales, and dates, where known
3. That they have a right to respond by providing a personal written response relating to suspected malpractice (within 3 working days of the date of that letter)
4. That, if malpractice is considered proven, sanction may be imposed either by SENse Learning or by the awarding body, reflecting the seriousness of the case
5. That, if found guilty, they have the right to appeal the decision
6. That the Organisation has a duty to inform the awarding body and other relevant authorities/regulators, but only after time for the appeal has passed or the appeal process has been completed. This may also include informing the police if the law has been broken and to comply with any appropriate legislation

Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any third party unless necessary for the purpose of the investigation.

The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment.

Records of all malpractice cases and their outcomes are maintained by the Organisation for a period of at least five years and are subject to regular monitoring and review.



## 9.5 Conflict of Interest Policy

### Policy statement

For the purpose of this policy a conflict of interest is defined as a situation in which an individual, or organization has, or may be perceived to have –

*Competing interests or loyalties which could lead to a potentially subjective, biased, or corrupt decision being made by that individual or organization.*

SENse Learning recognize and encourage the promotion of building successful business and external relationships. In doing so, we are mindful that there may be situations when a perceived or potential conflict of interest may arise and that we have a duty to identify, manage and mitigate potential conflicts of interest. As such where a potential conflict may be identified we will follow the procedure outlined in this document.

### Purpose and scope

This policy sets out the responsibilities on all individuals, in line with their contract of employment, in supporting us to meet the requirements set out by our regulatory bodies. This includes but is not limited to NCFE and ASDAN.

This policy and associated procedure support us in ensuring that working relationships with colleagues, partners and customers do not conflict with our requirement to engage in business relationships in a legal, transparent, ethical and responsible manner.

SENse Learning recognizes that conflicts of interest may arise that could lead to individuals making decisions, or appearing to make decisions, what are based on personal interest and not the interest of the organization or what is ethically correct.

This policy applies to all individuals working for or on behalf of SENse learning, including all employees and associates at all locations and at all levels including external contractors, suppliers, Associates, or any other person associated with us.

This policy extends to all of SENse's dealings and transactions in all counties in which it or its associates operate.

This policy covers conflicts of interest for SENse Learning and supports specific awarding conflicts of interest procedures that relate to potential learner-centric conflicts, such as teaching and assessment delivery.

### Process

#### Risk Management in relation to conflicts of interest

Assessing the risks to SENse Learning arising from potential conflicts of interest is part of SENse Learning's ongoing risk management process. Identified conflicts of interest are mitigated as far as possible and are monitored as part of the overall risk management and internal quality control processes.

Reviews of our conflicts of interest policy and procedures are undertaken as part of our external quality review and accountability process. All existing and foreseeable conflicts of interest will be identified and monitored in line with this procedure and escalated to the Operational Director where appropriate.

### Role specifics

#### Directors

Directors are responsible for ensuring this policy is complied with throughout and across the organization, including their personal compliance. Within the area of teaching and assessment delivery they are responsible for reporting any identified or potential conflicts of interest to the Qualifications Officer.

The Qualifications Officer will then evaluate the risks to SENse Learning and keep documentation relating to this, including any findings and decisions by the directors, in case it is required by our external awarding bodies.

#### Case Leads

All Case Leads are responsible for ensuring this document is complied with by associates within their student teams.

#### Management of Conflict of interests

All Directors and Case Leads receiving information on actual or potential conflicts of interest will ensure that potential conflicts not causing a significant risk to the business are appropriately recorded, monitored and managed. Conflicts, or potential conflicts, that may pose a significant risk to the business must be escalated in confidence to



the Qualifications Officer and Operational Director in order that appropriate steps may be taken to minimize any risks and where possible resolve the issue.

### **Colleagues**

No colleague or associate of SENSE Learning shall provide or accept preferential treatment to or from any other colleague or associate SENSE Learning where such a transaction may adversely affect the business, learners, centres or other relevant parties. Such actions may also be construed as bribery and may be subject to criminal prosecution. To assist us in managing significant risks with regards to potential conflicts of interest, individuals must tell us about any relevant risk and/or issue in relation to a conflict or potential conflict that has come to their attention. We appreciate that they may wish to do so in confidence and are asked to refer to our whistleblowing policy for more information.

Any person employed by or acting on behalf of SENSE Learning is personally responsible for ensuring that they adhere to the policy and procedures in this document. If colleagues have a query relating to conflicts of interest which is not included in this policy, they must refer the matter to their immediate line manager in the first instance or the Operational Director.

If a conflict of interest arises, or it is anticipated that one may arise, colleagues must inform their line manager or the Operational Director in protection of the business and individuals. If there is any doubt whether an activity represents a conflict of interest, the matter should be raised in this way, in order that an objective assessment may be made.

All potential conflicts of interest which relate directly to the colleague themselves, once discussed with their line manager, must be recorded by the line manager and passed to the Operational Director to be kept in the colleague/associates file. The record must contain information on how the conflict of interest will be managed. Conflicts of interest relating to another individual will be recorded by the line manager and kept on file.

### **Monitoring**

The business management team and Qualifications Officer will periodically monitor the processes in place for dealing with conflicts of interest. Monitoring may typically cover:

- A review of any risk assessments undertaken in the assessment of potential conflicts of interest.
- A review of training, with specific relation to teaching and assessment delivery
- A review of any Conflicts of Interest on file.

## **9.6 Appeals against our decision or an Award**

### **9.6.1 Appealing our decision or action**

A person may appeal our decision relating to any action to be taken against a learner or family following an investigation into malpractice. As outlined, we refer to such actions, where they are punitive, as sanctions. Please see our Complaints Policy for further details.

To appeal against a sanction, you should submit a report as to why you believe that an appeal should be considered, together with any supporting evidence. Please note that appeal applications without supporting evidence may not be accepted. Your report should include the following:

1. Your name(s)
2. The date of the assessment
3. The date(s) you or the learner received notification of our assessment decision
4. The full nature of the appeal (e.g. what you are appealing, a decision/award, why you are appealing and your evidence for it)
5. Your name and signature

Please email or post your completed report and any supporting evidence to the centre at the



address in section 9.7 as soon as possible. The latest time we will accept an appeal is 30 working days from the date we informed you about our original decision.

If at any point you, or your student, or families wish to be legally represented in relation to any aspect of an appeal, this must be discussed with us. We reserve the right to also be legally represented.

### **9.6.2 Appealing an Award**

Where assessments are completed on-screen and externally marked by NCFE, appeals should be raised directly with them via our External Quality Assurer.

In the case of Functional Skills Entry Level assessments, and Functional Skills Speaking, Listening and Communicating components, which are internally assessed, an appeal may be raised as outlined above.

Where the appeal is against an internal assessment our Internal Quality Assurer will make all assessment reports and evidence available to be reviewed, and we will seek advice from our awarding body and our associated External Quality Assurer.

### **9.6.3 How an appeal is dealt with**

If we agree your appeal should be heard, we will arrange a meeting consisting of a Director and an independent person to review the case and to make a decision based on the evidence presented, including any evidence you submit to support your appeal. The Panel will consider how appropriate the original sanction/Award was in light of the evidence presented; any readily available regulators' advice on similar matters and any readily available awarding precedents.

The Panel may decide that:

1. The appeal is unfounded, or

2. The sanction imposed, or assessment fail is unreasonable and/or disproportionate, in which case the level of sanction must be reviewed, and/or
3. The Organisation did not apply procedures consistently, properly, or fairly, in which case the relevant procedure(s) must be appropriately applied

The Organisation will let you know of this outcome from the appeal within one working day of the decision being made.

The panel's decision is final and will complete SENse Learning appeals procedures. No further appeal will be accepted.

Where your appeal relates to our actions or decision regarding a regulated qualification and you remain dissatisfied, you may contact our awarding body who would require evidence that you have fully exhausted our internal appeals procedure.

## **9.7 Mandatory disclosure and confidentiality**

### **9.7.1 Mandatory disclosure**

It is imperative that in awarding the integrity of the Functional Skills offer is maintained; for example, by ensuring learners who are awarded a certificate have a legitimate right to that certificate.

The Qualifications Regulator has outlined some specific conditions that the Organisation must meet to protect the integrity of regulated qualifications across the awarding community. This included the requirement that where certain things are identified (such as malpractice), or certain actions taken (such as when sanctions are applied) the Regulators must be informed.

### **9.7.2 Confidentiality**

The Organisation may need to access confidential information. The Organisation will ensure that such information is kept secure and only used for the purposes of the investigation and in line with relevant data protection legislation. The Organisation will not normally disclose the information to third parties unless required to do so, e.g. to our Regulators and/or the Police or other relevant and/or Statutory Bodies.

## **9.8 Contact details**

If you have any queries about the contents of this section of the policy please contact the NCFE team:

NCFE Exams Officer and Co-ordinator – Hazel Groves – [hazel.groves@sense-learning.com](mailto:hazel.groves@sense-learning.com)

Operational Director – Sophie Amos – [sophie.amos@sense-learning.com](mailto:sophie.amos@sense-learning.com)

01444 400896

SENse Learning, Unit 2, The Forge Offices, Staplefield, RH17 6ET

## 10. E-Safety Policy

### 10.1 Introduction & Purpose

This policy is the E-Safety Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 10.2 Policy Principles & Values

- The Organisation will ensure that all students and SENse Learning Associates will feel comfortable, confident and safe with us
- The Organisation will give all students the skills to access a wide range of real world opportunities
- The Organisation will help each other learn how to keep ourselves and others safe
- The Organisation will prepare all students and young people for adult life
- The Organisation recognises that the use of mobile technology including mobile phones and tablets is essential in supporting our Associates to do their work safely and efficiently and our students to learn effectively
- The Organisation recognises that the use of this technology introduces risk to the setting and that must be managed appropriately

### 10.3 Procedures

- The Organisation will provide Associates with mobile phones and in some cases laptops to use for work purposes
- The Organisation will ensure training and guidance on e-safety is comprehensive, up-to-date and shared with Associates, families and students
- The Organisation will use well known and highly recommended providers for our internet-based services
- Associates will use SENse Learning email devices to communicate with students and their families or use the Whatsapp groups which are monitored by the Directors
- The Organisation will use Egress when sending documentation outside of the Organisation
- The Organisation will use passwords to protect documents that will be stored online and all our devices
- The Organisation will use initials instead of full names in documents that will be stored online
- The Organisation will ensure that all students are supervised when using ICT/the internet
- The Organisation will ensure Associates only use work mobile devices for SENse Learning purposes
- The Organisation will only use personal mobile phones when necessary, following the guidance in the Associates handbook
- Under no circumstances should Associates store photographs or data about students on personal devices
- Any photos should be shared using the dedicated photos Whatsapp group which is deleted every evening
- Wherever practical the Whatsapp group, monitored by the Case Leads and Leadership, should be used to communicate with parents or carers
- In some instances, students might be part of a Whatsapp group through work phones only, if deemed appropriate by a Case Lead

- Associates must notify a Director immediately if a student makes contact with them over email/text
- Associates must always supervise students when they are online or using mobile technology, making sure that anything a student is accessing online or on an electronic device whilst 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 a Director at the earliest opportunity

### 10.3.1 Online E-Safety Education for our Students

- The Organisation will make e-safety a key part of the curriculum for all students, and the curriculum will be delivered whilst focusing on these core areas:
  - Self-image and identity
  - Online relationships
  - Online reputation
  - Online bullying
  - Managing online information
  - Health, wellbeing and lifestyle
  - Privacy and security
  - Copyright and ownership
- The curriculum aims to support and broaden the provision of e-safety education, so that it is empowering, builds resilience and creates positive culture shift. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.
- This policy has been informed by the following documents:
  - Teaching Online Safety in Schools – DfE
  - UK Council for Internet Safety
  - The Education People
  - Statutory guidance on personal, social, health and economic (PSHE) education
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Equality Act (2010)
  - Keeping Children Safe in Education (2022)
  - Statutory guidance overview: Alternative Provision (2013)
  - Childnet
  - Internet Matters
  - Natterhub
- The Organisation’s e-safety curriculum aims to:
  - Be broad, balanced and taught without bias
  - Be relevant to modern society, particularly in linking these topics to e-safety
  - Be relevant to each individual learner and delivered in an age appropriate and sensitive manner
  - Provide a learning atmosphere where students feel safe, relaxed and confident to engage in discussions
  - Delivered without bias and in line with legal responsibilities. Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions whilst respecting others may have different opinions
  - Delivered through the taught curriculum, and through all aspects of daily life,



- including through discussions that arise at any time
  - Delivered by openly teaching students what ‘slang’ words mean and that some are offensive and offering a replacement word (where appropriate)
  - Case Leads are responsible for:
    - Implementing ‘Education for a connected world – 2020 Edition’ UK Council for Internet Safety Framework
    - Ensuring that the e-safety curriculum is taught consistently to all students
    - Monitoring the effectiveness of the e-safety policy
- Teachers and Learning Support Assistants are responsible for:
- Using the ‘Education for a connected world – 2020 Edition’ UK Council for Internet Safety framework to deliver the e-safety curriculum to all students in a sensitive way
  - Ensuring their E-safety education delivery is in line with the E-safety policy
  - Modelling positive attitudes to e-safety
  - Responding to the needs of individual students
  - Planning and delivering e-safety lessons and activities that are suited to the learning styles, interest, and individual needs of each student
  - Monitoring student’s progress

## Personal, Social, Health and Economic Education Policy (PSHE)

### 11.1 Introduction & Purpose

This policy is the PSHE Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 11.2 Policy Principles & Values

- The Organisation is committed to offering all students a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability
- The Organisation values each student for who they are
- The Organisation will work to actively promote the importance of tolerance, cooperation, courage, determination, friendship and respect

### 11.3 Procedures

- Case Leads are responsible for:
  - Implementing PSHE education planning framework for students with SEN
  - Ensuring that PSHE is taught consistently to all students
  - Monitoring the effectiveness of the PSHE policy
- Teachers and LSA’s are responsible for:
  - Using the PSHE education planning framework for students with SEN and delivering it in a sensitive way
  - Ensuring PSHE delivery is in line with the PSHE policy
  - Modelling positive attitudes to PSHE
  - Responding and delivering PSHE lessons and activities that are suited to the learning styles, interest, and individual needs of each student
  - Monitoring progress
- This policy uses the Planning Framework as a guide to create a flexible curriculum. Learning will be regularly re-visited and consolidated, focusing upon the quality of learning rather than quantity of ‘topics’ covered
- The Framework is organised into six sections across all four key stages

- Self-awareness
- Self-care, support and safety
- Managing feelings
- Changing and growing
- Healthy lifestyle
- The world I live in
- Using the Planning Framework for students with SEN, opportunities will be presented to students (wherever possible) to:
  - Experience taking and sharing responsibility
  - Feel positive about themselves and others
  - Reflect on their perceptions and experiences
  - Develop the understanding, language, communication skills and strategies required to exercise personal autonomy
  - Carry out or take part in daily personal living routines
  - Make real decisions (with support where necessary so they can act upon them)
  - Take part in group activities and make contributions
  - Develop and maintain positive relationships and interactions with others
  - Recognise and celebrate their achievements and success
- The Organisation will recognise and embrace the diverse nature of the SENse Learning community
- The Organisation will value and celebrate student's religious, ethnic and cultural diversity
- The intersection between the PSHE/RSE curriculum and student's own belief systems will be kept in mind and explored in a sensitive and inclusive way. Sessions will create space to challenge stereotypes and discrimination and present students with accurate information based on the law
- The Organisation will be respectful of how students choose to identify themselves, understanding their sexual orientation and gender identity may be emerging
- The Organisation will ensure personal beliefs and attitudes will not influence the teaching of the PSHE/RSE curriculum
- The Organisation will understand that PSHE/RSE topics might feel personally relevant to students in ways that the Organisation does not initially know. All topics should be discussed in a respectful, sensitive way
- Where any questions or content raise safeguarding concerns, it will be referred to the Designated Safeguarding Lead, as per the Safeguarding Policy
- The Organisation will respect that student have a right to privacy, when discussing gender and/or sexual identity. The Organisation will ask the student, who, if anyone, knows this information and who they are comfortable with it being shared to. If a student asks for certain people not to be told, this is their right. It is best practice to have at least one other key staff member who is informed so safety and welfare can be monitored, with the student's consent
- The Organisation understands that a student being lesbian, gay, bisexual, trans or exploring of their gender identity does not in itself constitute a safeguarding concern, nor is it something the student's parents or carers need to be informed of. Students will be encouraged to share in their own time
- This policy has been informed by the following documents:
  - Statutory guidance on personal, social, health and economic (PSHE) education
  - PSHE education planning framework for pupils with SEND
  - SEND Code of Practice (2014)
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Equality Act (2010)
  - Keeping Children Safe in Education (2022)
  - Statutory guidance overview: Alternative provision (2013)
- The Organisation's PSHE curriculum aims to:
  - Be broad, balanced and taught without bias
  - Offer the opportunity, if possible, for a student to speak with a staff member of a different gender if the student asks

- Be relevant to modern society, particularly in linking these topics to e-safety
- Be relevant to each individual learner and delivered in an age appropriate and sensitive manner
- Provide a learning atmosphere where students feel safe, relaxed and confident to engage in discussions
- Be delivered without bias and in line with legal responsibilities. Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions whilst respecting others may have different opinions
- Be delivered through the taught curriculum, and through all aspects of daily life, including through discussions that arise at any time
- Be delivered by openly teaching students what 'slang' words mean and offering a replacement word (where appropriate) and that some are offensive
- Be delivered using correct terminology when teaching
- Be delivered using medically correct terms for genitalia, for example vulva, vagina, penis and testicles. This is an approach endorsed by OFSTED
- Be delivered using inclusive language (such as partner instead of boyfriend/girlfriend)

## 12. Relationships and Sex Education Policy (RSE)

### 12.1 Introduction & Purpose

This policy is the RSE Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 12.2 Policy Principles & Values

- The Organisation wants our students to understand how to keep themselves safe in the world
- The Organisation wants our students to understand how to have a healthy physical and mental wellbeing
- The Organisation wants our students to be able to voice their opinions and feelings and feel empowered to express their wishes including understanding consent
- The Organisation wants our students to feel safe and happy within the relationships in their life
- The Organisations wants our students to be able to have the potential to live independent fulfilling lives
- The Organisation aims for all our students to be educated in the subject of relationships and sex so they can understand their own and other's health and wellbeing whilst building their self-efficacy
- The Organisation aims to provide students with a safe space to discuss real-life issues. Students will be taught about their rights and responsibilities in this context, including the subject of consent and the laws around sex and sexual acts
- The curriculum promotes safe, equal, caring and enjoyable relationships and encourages honest conversations that are free of shame or judgement
- The curriculum will foster gender and LGBT+ equality by celebrating difference and diversity and encouraging a positive sense of inclusiveness

### 12.3 Procedures

- Case Leads are responsible for:
  - Ensuring that RSE is taught consistently to all students
  - Managing requests from parents/carers to withdraw students from any aspect of the RSE curriculum
  - Monitoring the effectiveness of the RSE policy
- Teachers and LSAs are responsible for:
  - Delivering RSE to all students in a sensitive way
  - Ensuring their RSE delivery is in line with safe and effective practice guidelines
  -

- Modelling positive attitudes towards RSE
- Responding to the needs of individual students
- Planning and delivering RSE lessons and activities that are suited to the learning styles, interests, and individual needs of each student they teach
- Monitoring student's progress
- Understanding this policy is relevant not just in RSE lessons but at any time they are dealing with a student
- RSE is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing
- The Organisation will recognise and embrace the diverse nature of the SENse Learning community; valuing and celebrating student's religious, ethnic and cultural diversity. The intersection between the RSE curriculum and student's own belief systems will be kept in mind and explored in a sensitive and inclusive way. The RSE sessions will create space to challenge stereotypes and discrimination and present students with accurate information based on the law
- The Organisation will be respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging
- The Organisation will ensure all personal beliefs and attitudes will not influence the teaching of the RSE curriculum
- The Organisation will keep in mind that the RSE topics might feel personally relevant to students in ways that we do not initially know. All topics should be discussed in a respectful, sensitive way
- Where any questions or content raise safeguarding concerns, Associates will refer to the Designated Safeguarding Lead as per the Safeguarding Policy
- The Organisation understands that students have the right to privacy and so should ask them who, if anyone, knows this information and who they are comfortable sharing it with. If a student asks for certain people not to be told, including their family, friends or other Associates then this is their right. It is best practice to have at least one other key staff member who is informed so their safety and welfare can be monitored, this should be done with the student's consent
- The Organisation understands that a student being lesbian, gay, bisexual, trans or exploring of their gender identity does not in itself constitute a safeguarding concern, nor is it something the student's parents or carers must be informed of. Students will be encouraged to share this information with their parents/carers in their own time
- The Organisation aims to ensure all students are getting access to the statutory components of RSE, whether this be through SENse Learning sessions, in their on-roll schools or with other providers
- Parents/carers **do not have the right** to withdraw their children from statutory relationships education, health education or the science curriculum
- Parents/carers **do have the right** to withdraw their children from the non-statutory/non-science components of sex education within RSE whilst they are at a school or educational provision
- To make a withdrawal request from the non-statutory components, parents/carers must speak to their Case Lead. The Case Lead will then explore the concerns and any potential impact on students. If parents/carers still wish to progress with their withdrawal request, they must make this in writing to SENse Learning Leadership Team. Once a student has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed
- When a request is made for the Organisation not to teach the statutory components of RSE, there will be a discussion about where the student will access this learning. If this is covered by the on-roll school or another educational provider then this will be allowed. Where a student would otherwise not get the statutory components of the RSE education, this will be discussed with parents/carers and agree a way forward that ensures them access to this learning
- The Organisation's RSE curriculum is informed by the 'Twelve Principles of Good Quality SRE (2017)' and
  - Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum,

- which has planned, timetabled lessons across all the Key Stages
- Is taught by appropriately trained staff members in RSE/PSHE
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages their participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurses and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ equality and challenges all forms of discrimination in RSE lessons and in everyday life
- Meets the needs of all students with their diverse experiences – including those with special educational needs and disabilities
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- The Organisation RSE curriculum aims to:
  - Be broad and balanced and taught without bias
  - Be relevant to modern society, particularly in linking these topics to RSE
  - Be relevant to each student, taking into consideration their own needs and ability to understand the content
  - Be delivered in an age appropriate and sensitive manner by Teachers and EM's
  - Provide a learning atmosphere where students feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes
  - Provide a space where questions can be dealt with honestly and sensitively in an age-appropriate way
  - Delivered in individual students' teams which are mainly 1:1 or 2:1 staff to student ratios. This might include mixed-gender teaching/student teams, and the suitability of the person teaching will be discussed and considered within each team before commencing any direct teaching. If a student asks to speak to a staff member of a different gender, then this will be passed on to the Case Lead who will assess if this arrangement is possible
  - Delivered without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions
  - Delivered through the taught curriculum but also through all aspects of daily life including through discussions that arise at any time during a session
  - Delivered by openly teaching students what 'slang' words mean and that some are offensive and offering a replacement word (where appropriate)
  - Use correct terminology as this is deemed good practice and avoiding the use of any slang when teaching
  - Use medically correct terms for genitalia, for example, vulva, vagina, penis and testicles. This is an approach endorsed by OFSTED

- Use inclusive language (such as partner instead of boyfriend/girlfriend)



- Consider what content is best to be taught for each student based on their current needs, understanding, age and stage

## 13. Health, Safety and Risk Management Policy

### 13.1 Introduction & Purpose

This policy is the Health, Safety and Risk Management Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 13.2 Policy Principles & Values

- The Organisation provides education for students who find it difficult to access school and works with them and their families to help them feel comfortable at SENse Learning
- The Organisation ensures students have the skills to access a wide range of opportunities
- The Organisation will help others learn how to keep ourselves and others safe
- The Organisation will prepare students for adult life
- The Organisation recognises the students who access SENse Learning often display challenging behaviour related to their needs
- The Organisation recognises that it is not possible to avoid all risk, but we have a duty of care to students and Associates to plan for and manage foreseeable risks including those related to behaviour

### 13.3 Procedures

- The Organisation will conduct a risk assessment for each student, 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
- Associates will follow the Lone Working Policy
- The Organisation will conduct a risk assessment for all activities outside of the students home, control the risks identified and monitor this, checking them termly and updating them where necessary
- Associates will use the student team WhatsApp groups to confirm their location when taking their students outside of the home for activities. Associates will enable the trackers on their work phones during sessions
- The Organisation will ensure that all Associates have had the necessary training to complete their work safely
- The Organisation will maintain appropriate staffing ratios based on each individual student's need
- The Organisation will have emergency evacuation plans and critical incident plans which are reviewed and checked and reviewed termly and updated if necessary
- The Organisation may sometimes have accidents where students, Associates 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 a Director where it will be checked, numbered and entered into the accident book and a copy sent to the student's parents or carers
- In the case of a head injury or major injury, we will call the parents or carers to inform them of what has happened and that we are monitoring the student. The parent or carer can then make an informed decision as to whether or not they would rather collect the student
- Should an injury require medical assistance, we will call the emergency services first and then inform parents/carers as soon as possible
- For the Student Resource Centre in Staplefield, all the above apply. In addition:
  - PAT testing is carried out on all electrical items at the required amount



- There is a clearly labelled fire exit
- There is a door code to enter
- All fire extinguishers are checked by Fire Safety Experts
- Anything of concern H&S wise is immediately brought to the attention of the Managers
- All equipment is tested and made sure it is in working order and replaced if not

## 14. Bodily Fluid Spillage Policy

### 14.1 Introduction & Purpose

This policy is the Bodily Fluid Spillage Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students, SENse Learning Associates and all visitors to the Student Centre.

### 14.2 Policy Principles & Values

- The Organisation understands that blood and body fluids may contain viruses or bacteria capable of causing disease
- The Organisation understands the vital need to protect individuals from the risk of cross infection
- The Organisation will work to minimise the risk of transmission of infection
- The Organisation will practice and promote good personal hygiene

### 14.3 Procedures

- If bodily fluid is spilled at the Student Centre, the Centre Manager will be contacted initially so that they can arrange for the area to be cleaned appropriately
- The initial clean up of the situation should be carried out by the person(s) who is at the scene of the incident
- Associates should wear disposable gloves before cleaning any spillage
- Associates should place absorbent towels over the affected area and allow the spill to absorb. Wipe up the spill using these towels and place in a bin (which has a bin liner)
- The bin that has the soiled paper towels in, needs to be tied up, double bagged and put in an outside bin
- Use a disposable cleaning kit to clean the area – continue to wear disposable gloves
- Any article of clothing that has been contaminated with the spill should be wiped clean and then put in a plastic bag and tied up to be taken home
- If the area needs a more thorough clean, it must be cordoned off and a cleaner must be called to deep clean the area
- For exposure to blood or body fluids in another individuals' mouths – do not swallow
  - Rinse mouth out several times
  - Report the incident to a member of the Senior Leadership Team
  - If necessary, take further advice from NHS Direct
  - An accident form will need to be completed and it may need to be reported to RIDDOR
- Associates are instructed to cover open wounds with waterproof dressings
- Any Associate who has a skin condition on their hands, arms, or face, e.g. Eczema, psoriasis or dermatitis is advised to avoid contact with bodily fluids





## 15. Visitors in the Student Centre

### 15.1 Introduction & Purpose

This policy is the Visitors in the Student Centre Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students, SENse Learning Associates and all visitors to the Student Centre.

### 15.2 Policy Principles & Values

- The Organisation welcomes visitors to the Student Centre and strive to make their experiences happy and purposeful so that they will want to return
- Associates and students are reminded to show visitors to the Student Centre that personal relationships and day-to-day interactions are characterised by care, courtesy and respect
- The Organisation's first duty is to our Associates and students, and so we must be mindful of necessary procedures that must be in place to safeguard those in our care

### 15.3 Procedures

- All visits to the Student Centre must have a clear educational purpose, add value and relevance to student learning and be undertaken in accordance with this policy
- Support provided by visitors may include:
  - Enrichment and specialist support for students e.g. music, drama, foreign language tuition and sport
  - Support for student health and wellbeing e.g. health professionals
  - Monitoring of the work of the Organisation by advisors or inspectors
  - Maintenance work to the Student Centre
- All visitors to the Student Centre must report to the main entrance and sign into the visitors' book, stating the nature of their visit and time of arrival and departure
- The Education Manager must be aware of any visitor who will be working with students
- All visitors to the Student Centre who will be engaged in regulated activities must have had the relevant security checks as advised by the LA. A record of these checks are kept by the Admin Team
- The Organisation recognises that we will receive visitors who will visit the Organisation on a professional or casual basis. These visitors will be always accompanied by an Associate whilst on the premises
- All visitors working with the students must be aware of the Organisations GDPR policies
- If an Associate has any concerns or suspicions about a stranger on the Student Centre premises, they must inform the Centre Manager or Managing Director immediately, asking the stranger to remain outside the premises if they are trying to enter
- If the stranger is abusive, or is a nuisance in anyway, the Associate must not take direct action, but **must** ask for help, or seek support from the Centre Manager or Managing Director, or another colleague as soon as possible
- Associates must not put their own safety at risk
- If the stranger refuses the instruction, the Associate dealing with the incident or the Centre Manager or Managing Director may inform the police if they consider that there is a threat. This is entirely at the discretion of the Centre Manager or Managing Director or Associate dealing with the incident
- The judgement will be made with regards to whether the incident threatens to undermine the confidence of parents in the security of the Student Centre



## 16. Equal Opportunities and Diversity Policy

### 16.1 Introduction & Purpose

This policy is the Equal Opportunities and Diversity Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates. This policy meets 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.

### 16.2 Policy Principles & Values

- The Organisation will adhere to the requirements of the Equality Act 2010 by not discriminating against students, Associates, volunteers, or any individual involved in external agencies the Organisation may be working with on the grounds of sex, race, disability, religion, belief, or sexual orientation
- The Organisation will not discriminate against:
  - Pregnant people or new mothers
  - Associates, students, or volunteers undergoing gender re-assignment
  - Students due to the behaviour of their parents/carers/siblings
- When recruiting Associates, 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 Organisation will make a positive contribution to this policy, namely:
  - All Associates, whether paid or voluntary
  - All visitors to SENse Learning
  - All students and their families at SENse Learning
- The Organisation will ensure the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- The Organisation will support specialist aids and facilities to enable disabled people
- The Organisation will 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
- The Organisation will undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- The Organisation will treat any breaches of the policy seriously, and regard them as misconduct which may lead to disciplinary proceedings

### 16.3 Procedures

- 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 a Director. 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 to behave in an unacceptable manner, the matter will be referred to Lucy McMann (Managing Director) who will decide the best course of



action. This may result in either a warning being issued or disciplinary

- Stage 3:
  - The offending person has the right to appeal. They can write to Lucy McMann. The decision of Lucy McMann will be final

## 17. Recruitment and Selection Process Policy

### 17.1 Introduction & Purpose

This policy is the Recruitment and Selection Process Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all SENse Learning Associates and any applicants who apply to positions within SENse Learning.

### 17.2 Policy Principles & Values

- The Organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults by carrying out the necessary pre-employment checks. This also helps ensure that our recruitment processes are transparent and guard against risks associated with modern slavery and human trafficking
- The Organisation aims to ensure that no applicant receives less favourable treatment on the grounds of race, gender, disability, gender reassignment, age, social class, sexual orientation, religion or belief, marriage and civil partnership, pregnancy and maternity
- The Organisation will always seek to recruit the best candidate for the job. Vacancies will be advertised internally across the Organisation, and externally using the most appropriate advertising medium. In extenuating circumstances, where there is a proven business case, the Managing Director may waive the requirement to advertise
- Recruitment and selection is a key public relations exercise and should enhance the reputation of the Organisation. All candidates will be treated with respect and courtesy, aiming to ensure that the candidate experience is positive, irrespective of the outcome
- Panel members should not be involved in a recruitment exercise and/or appointment where they are related to an applicant or have a close personal relationship with them outside of work. All Associates are required to declare any familial or close personal relationships with other members of the SENse Learning team
- The Organisation welcomes applications from people with disabilities and will always seek to ensure that it operates a fair and accessible recruitment and selection process, including making reasonable adjustments where necessary
- The Organisation will ensure that applicants who have lived or worked outside of the UK will undergo the same checks as all other Associates. This includes obtaining an enhanced DBS certificate. The Organisation will also make any further checks deemed appropriate so that any relevant events that occurred outside the UK can be considered. Where this information is not available, the Organisation will seek alternative methods of checking suitability and/or undertake a risk assessment that supports informed decision making on whether to proceed an applicant
- The Organisation can use the TRA Employer's Access Service to make prohibition, direction, restriction and children's barred list checks

### 17.3 Procedures



- Section 1: Pre-recruitment process
  - Before any recruitment activity, the Organisation will review the job description and person specification to ensure they are up to date and an accurate reflection of what the job entails
  - The person specification will relate directly to the job description. Some criteria may be desirable rather than essential and this will be highlighted
  - For a new role, the job description and person specification will be created for this role
  - The role may be advertised solely internally or externally, some may be advertised both internally and externally. In extenuating circumstances, the Managing Director may waive the need to advertise
  - All applicants are required to complete an application form containing questions about their academic and employment history and their suitability for the role. Should there be any gaps in employment history, a satisfactory explanation must be provided at interview. A curriculum vitae will not be accepted in place of the completed application form
  - Shortlisting will be completed by at least two people to ensure fairness and consistency and prevent bias
  - The panel will agree their criteria and evidence for selecting for interview; these should be objective, relevant to the role and measurable, and against the person specification
  - The interview panel will scrutinise the application form, reviewing employment history and identifying any gaps, and look to see if the applicant has recently been working abroad
- Section 2: Employment offer
  - Following the interview, the manager will make a conditional job offer to a successful applicant via email. Unsuccessful applicants will also be informed of the outcome via email
  - If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:
    - Verification of the applicant's identity and right to work
    - Two satisfactory references - one of which must be from the applicant's most recent employer
    - Receipt of a clear DBS certificate
    - For management positions, information about whether the applicant has ever been referred to the Department of Education or is the subject of a direction under section 128 of the Education and Skills Act 2008 which renders them unable or unsuitable to work at an Academy or College

- **Quality Assurance Policy**

### **18.1 Introduction & Purpose**

This policy is the Quality Assurance Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### **18.2 Policy Principles & Values**

- The Organisation is committed to continuously reviewing and evaluating all practices and procedures to ensure we provide the highest quality of education possible for all our students



- The Organisation believes that every aspect of the educational provision should be held up to scrutiny and that all Associates are accountable to ensuring quality provision for all students

### 18.3 Procedures

The Directors will regularly review and evaluate the Organisation's practice through:

- Bi-weekly meetings with the Leadership Team
- Appraisal meetings with members of the Leadership Team
- Area Leads who will:
  - Have regular meetings with Case Leads
  - Carry out observation visits to student teams
  - Monitor the termly reports that Case Leads produce
  - Regularly monitor all daily student logs
  - Review student tracking documents
- NCFE Coordinator who quality assures on a continued basis including exams and coursework. The organisation has two EQA external visits from NCFE year

## Complaints (Families)

### 19.1 Introduction & Purpose

This policy is the Complaints Policy for SENSE Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all families of SENSE Learning students.

### 19.2 Policy Principles & Values

The Organisation recognises that students who access SENSE Learning often have very varied and complex needs and it is essential that communication is effective with families so that we are able to understand and meet these needs.

### 19.3 Procedures

- The Organisation will ensure that families know they contact us at any time with any concern by emailing [admin.team@sense-learning.com](mailto:admin.team@sense-learning.com) or contacting the office on 01444 400896
- The Organisation endeavours to respond to emails and calls within 24 hours (or 72 hours over the weekend) and offer a meeting to discuss concerns if this is what the family would prefer
- The Organisation always treats all families with respect and courtesy
- The Organisation conducts the annual reviews of the student's EHCP unless another service (e.g. health, social care) has agreed to do so, in which case we would attend if invited
- The Organisation will complete an induction booklet with parents prior to their child starting at SENSE Learning, outlining their preferences in a range of circumstances
- The Organisation asks families to show us the same respect and courtesy we show them
- The Organisation asks families to 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 a family is unhappy with our response or feel the need to raise their concern with an



- independent agency, they may choose to contact their Local Authority Case Officer
- If a complaint relates to safeguarding concerns, the family should contact the LADO at their relevant authority

## 20. Data Retention Policy

### 20.1 Introduction & Purpose

This policy is the Data Retention Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 20.2 Policy Principles & Values

- The Organisation will establish and adhere to standard retention times for categories of information held on the records of job applicants, existing and former employees, workers and contractors
- The Organisation will base the retention times on business need taking into account any relevant professional guidelines and a risk analysis approach
- The Organisation will assess who in the organisation is responsible for the retention of employment and student records
- The Organisation will ensure information is not retained beyond the standard retention times unless there is a sound business reason for doing so
- If possible establish a computerised system which flags information retained for more than a certain period of time as due for review or deletion
- If the Organisation is justified in holding any information on an employee's criminal conviction, we will ensure that the information is deleted once the conviction is spent under the Rehabilitation of Offenders Act 1974
- The Organisation will ensure that records which are to be disposed of are securely and effectively destroyed.
- The Organisation will keep under review the arrangements for dealing with old records to ensure they are securely disposed of and advise anyone holding records of these arrangements for disposal
- The Organisation will never assume that the 'delete' key on a computer-based system necessarily removes a record from the system and we will check that computer records are actually removed
- The Organisation will ensure that computer equipment that has held records is never sold on unless it is certain that the records have been fully removed

### 20.3 Procedures

#### 20.3.1 Types of Contractee/Employee data that we hold

Personnel and training records

These may include:

- Qualifications/references
- Eligibility to work documentation, for example photocopies of passport, visas etc
- Annual assessment reports
- Job history
- Resignation, termination and/or retirement letters
- Disciplinary matters



- Travel and subsistence
- Grievance procedures

#### Recruitment records

1. The Organisation will ensure that no recruitment record is held beyond the statutory period in which a claim arising from the recruitment process may be brought unless there is a clear business reason for exceeding this period
2. The Organisation will carefully consider what information contained on an application form is to be transferred to the employee's employment record and we will not retain information that has no bearing on the ongoing employment relationship
3. The Organisation may keep an unsuccessful applicant's data on file in case there are future employment opportunities for which they may be suited. We will ask for consent before we keep data for this purpose and such consent, if given, may be withdrawn at any time

#### Format and location

Most records will be held in electronic format. Please keep us informed if your personal information, such as your home address, changes during your working relationship with us. If you want to review your information that may be subject to change, please contact the admin team – [admin.team@sense-learning.com](mailto:admin.team@sense-learning.com)

#### Working Time Regulations 1998

These may include

- Contract hours
- Time sheets/invoices for opted out workers
- Health assessment records for Associates

#### Payroll and wage records

These may include

- Details on overtime
- Rate of pay
- Expenses
- Court orders
- Student loan plan
- Bank details
- Motor and travel insurances
- Pension and auto-enrolment details

#### Maternity records – if employed

These may include

- Maternity payments
- Dates of maternity leave
- Period without maternity leave
- Maternity certificates showing the expected week of confinement

### 20.3.2 Retention Periods

| <u>Type of employment record</u>  | <u>Statutory or Code of Practice reference</u>             | <u>Format and location</u> | <u>Retention period</u>   |
|---|--|----------------------------|---|
| Job applications and interview records of unsuccessful candidates                               | The Information Commissioner:<br>Employment Practices Code | Paper or electronic        | 6 months after notifying unsuccessful candidates.                             |
| Personnel and training records  | N/A  | Paper or electronic        | While employment continues and up to six years after employment ceases.       |
| Written particulars of employment, contracts of employment, and changes to terms and conditions | N/A  | Paper or electronic        | While employment continues and up to six years after employment ceases        |
| Working time opt-outforms   | Working Time Regulations 1998 (WTR 1998)                   | Paper or electronic        | Two years from the date on which they were entered into.                      |
| Records to show compliance with the WTR 1998  | WTR 1998   | Paper or electronic        | Two years after the relevant period.  |
| Annual leave records  | N/A  | Paper or electronic        | A minimum of six years. Longer if leave can be carried over from year to year |
| Payroll and wage records  | Finance Act 1998   | Paper or electronic        | Six years from the financial year-end in which payments were made             |





### 20.3.3 Types of student data that we hold

Personal data

This may include

- Name
- Address
- Emergency contact details
- Previous school(s) attended
- Date of birth
- Prior educational attainment
- EHCP information
- Reports from other professionals
- School year
- Photos of students completing activities
- Notes of any safeguarding concerns
- Medical information including diagnoses and allergies

### 20.3.4 Types of student's parents/legal guardians' data that we hold

Personal data

This may include

- Name
- Address
- Phone number(s)
- Email address

## 21. Privacy Notice

### 21.1 SENse Learning Policy

The Organisation takes the security and privacy of your data seriously. We need to gather and use information or 'data' about you as part of our business and to manage our relationship with you. We intend to comply with our legal obligations under **the Data Protection Act 2018 (the '2018 Act')** and the **EU General Data Protection Regulation ('GDPR')** in respect of data privacy and security. We have a duty to notify you of the information contained in this policy.

The Organisation asks student's parents and Associates 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.

Parents, students, and Associates 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 can delete and the types of data we are required to retain for regulatory purposes. You have the right to make a complaint at any time to the Information Commissioner's Office (ICO). Full contact details including a helpline number can be found on the Information Commissioner's Office web site ([www.ico.org.uk](http://www.ico.org.uk)). This website has further information on your rights and our obligations.



The Organisation has separate privacy notices in place in respect of job applicants, customers, suppliers and other categories of data subject. A copy of these can be obtained from the Admin Team.

The Organisation will hold data in accordance with our Data Retention Policy. A copy of this can be obtained from the admin team. We will only hold data for as long as necessary for the purposes for which we collected it.

The Organisation is a **'data controller'** for the purposes of your personal data. This means that we determine the purpose and means of the processing of your personal data.

This policy explains how the organisation will hold and process your information. It explains your rights as a data subject. It also explains your obligations when obtaining, handling, processing, or storing personal data in the course of working for, or on behalf of, the organisation.

This policy does not form part of your contract of employment (or contract for services if relevant) and can be amended by the Company at any time. It is intended that this policy is fully compliant with the 2018 Act and the GDPR. If any conflict arises between those laws and this policy, the organisation intends to comply with the 2018 Act and the GDPR.

## 21.2 Data Protection Principles

Personal data must be processed in accordance with six 'Data Protection Principles'. It must:

- Be processed fairly, lawfully and transparently
- Be collected and processed only for specified, explicit and legitimate purposes
- Be adequate, relevant and limited to what is necessary for the purposes for which it is processed
- Be accurate and kept up to date. Any inaccurate data must be deleted or rectified without delay
- Not be kept for longer than is necessary for the purposes for which it is processed
- Be processed securely

### 21.2.1 How we define personal data

**'Personal data'** means information which relates to a living person who can be **identified** from that data (a **'data subject'**) on its own, or when taken together with other information which is likely to come into our possession. It includes any expression of opinion about the person and an indication of the intentions of us or others, in respect of that person. It does not include anonymized data.

This policy applies to all personal data whether it is stored electronically, on paper or on other materials.

This personal data might be provided to us by you, or someone else (such as former employer or your doctor), or it could be created by us. It could be provided or created during the recruitment process or during the contract of employment (or services) or after its termination. It could be created by your manager or other colleagues.

The Organisation will collect and use the following types of personal data about you:

- Recruitment information such as your application form and CV, references, qualifications and membership of any professional bodies and details of any pre-employment assessments
- Contact details and date of birth
- Emergency contact details



- Gender
- Marital status and family details
- Information about your contract of employment (or services) including start and end dates of employment, role and location, working hours, details of promotion, salary (including details of previous remuneration), pension, benefits and holiday entitlement
- Bank details and information in relation to your tax status including national insurance number
- Identification documents including passport and driving license and information in relation to your immigration status and right to work for us
- Information relating to disciplinary or grievance investigations and proceedings involving you (whether or not you were the main subject of those proceedings)
- Information relating to your performance and behaviour at work
- Training records
- Electronic information in relation to your use of IT systems/swipe cards/telephone systems
- Your images (whether captured on CCTV, by photograph or video)
- And any other category of personal data which we may notify you of from time to time

### **21.2.2 How we define special category personal data**

**'Special category personal data'** are types of personal data consisting of information as to:

- Your health
- Any criminal convictions and offences

We may hold and use any special category personal data in accordance with the law.

### **21.2.3 How we define processing**

**Processing** means any operation which is performed on personal data such as:

- Collection, recording, organisation, structuring or storage
- Adaption or alteration
- Retrieval, consultation or use
- Disclosure by transmission, dissemination or otherwise making available
- Alignment or combination
- Restriction, destruction or erasure

This includes processing personal data which forms a filing system and any automated processing

### **21.2.4 How we will process your personal data**

The Organisation will process your personal data (including special category personal data) in accordance with our obligations under the 2018 Act.

The Organisation will use your personal data for:

- Performing the contract of employment (or services) between us
- Complying with any legal obligations
- If it is necessary for our legitimate interests (or for the legitimate interests of someone else). However, we can only do this if your interests and rights do not override ours (or theirs). You have the right to challenge our legitimate interests and require that we stop this processing. See details of your rights below

The Organisation can process your personal data for these purposes without your knowledge or



consent. The Organisation will not use your personal data for an unrelated purpose without telling you about it and the legal basis that we intend to rely on for processing it.

If you choose not to provide us with certain personal data you should be aware that we may not be able to carry out certain parts of the contract between us. For example, if you do not provide us with your bank account details we may not be able to pay you. It might also stop us from complying with certain legal obligations and duties which we have such as to pay the right amount of tax to HMRC or to make reasonable adjustments in relation to any disability you may suffer from.

#### **21.2.5 Examples of when we might process your personal data**

The Organisation has to process your personal data in various situations during your recruitment, employment, engagement and even following termination of your employment or engagement.

For example:

- To decide whether to employ (or engage) you
- To decide how much to pay you, and the other terms of your contract with us
- To check you have the legal right to work for us
- To carry out the contract between us including where relevant, its termination
- Training you and reviewing your performance
- To decide whether to promote you
- To decide whether and how to manage your performance, absence or conduct
- To carry out a disciplinary or grievance investigation or procedure in relation to you or someone else
- To determine whether we need to make reasonable adjustments to your workplace or role because of your disability
- To monitor and protect the health and safety of you, our other staff, customers and third parties
- To pay you and provide pension and other benefits in accordance with the contract between us
- Paying tax and national insurance
- To provide a reference upon request from another employer
- Monitoring compliance by you, us and others with our policies and our contractual obligations
- To comply with employment law, immigration law, health and safety law, tax law and other laws which affect us
- To answer questions from insurers in respect of any insurance policies which relate to you
- Running our business and planning for the future
- The prevention and detection of fraud or other criminal offences
- To defend the Organisation in respect of any investigation or litigation and to comply with any court or tribunal orders for disclosure
- For any other reason which we may notify you of from time to time

The Organisation will only process special categories of your personal data (see above) in certain situations in accordance with the law. For example, we can do so if we have your explicit consent. If we asked for your consent to process a special category of personal data then we would explain the reasons for our request. You do not need to consent and can withdraw consent later if you choose by contacting Kaya Hadley (Business Development Manager).



The Organisation does not need your consent to process special categories of your personal data when we are processing it for the following purposes, which we may do:

- where it is necessary for carrying out rights and obligations under employment law;
- where it is necessary to protect your vital interests or those of another person where you/they are physically or legally incapable of giving consent;
- where you have made the data public;
- where processing is necessary for the establishment, exercise or defence of legal claims; and
- where processing is necessary for the purposes of occupational medicine or for the assessment of your working capacity

The Organisation does not take automated decisions about you using your personal data or use profiling in relation to you.

#### **21.2.6 Sharing your personal data**

Sometimes the Organisation might share your personal data with third-party service providers to carry out our obligations under our contract with you or for our legitimate interests.

The Organisation requires those companies to keep your personal data confidential and secure and to protect it in accordance with the law and our policies. They are only permitted to process your data for the lawful purpose for which it has been shared and in accordance with our instructions.

'Third Party' includes third-party service providers (including contractors and designated agents). The following activities are carried out by third-party providers: pensions, benefits provision and the payroll for Republic of Ireland).

The Organisation does not send your personal data outside the European Economic Area. If this changes you will be notified of this and the protections which are in place to protect the security of your data will be explained.

#### **21.2.7 How should you process personal data for the Organisation?**

Everyone who works for, or on behalf of, the Organisation has some responsibility for ensuring data is collected, stored and handled appropriately, in line with this policy and the organisation's Data Security and Data Retention Policies.

The Organisation's Data Protection Officer, Kaya Hadley, Business Development Manager, is responsible for reviewing this policy and updating the organisation's data protection responsibilities and any risks in relation to the processing of data. You should direct any questions in relation to this policy or data protection to this person.

You should only access personal data covered by this policy if you need it for the work you do for, or on behalf of the organisation and only if you are authorised to do so. You should only use the data for the specified lawful purpose for which it was obtained.

You should not store any personal data informally.

You should keep personal data secure and not share it with unauthorised people.

You should regularly review and update personal data which you have to deal with for work. This includes telling us if your own contact details change.



You should not make unnecessary copies of personal data and should keep and dispose of any copies securely.

You should use strong passwords.

You should lock your computer screens when not at your desk.

Personal data should be encrypted before being transferred electronically to authorised external contacts. Please refer to the Use of IT and Equipment Policy for further information.

Consider anonymising data or using separate keys/codes so that the data subject cannot be identified.

Do not save personal data to your own personal computers or other devices.

Personal data should never be transferred outside the European Economic Area except in compliance with the law and authorisation of the Data Protection Officer.

You should lock drawers and filing cabinets. Do not leave paper with personal data lying about.

You should not take personal data away from Company's premises without authorisation from your line manager or Data Protection Officer.

Personal data should be shredded and disposed of securely when you have finished with it.

You should ask for help from our Data Protection Officer if you are unsure about data protection or if you notice any areas of data protection or security we can improve upon.

Any deliberate or negligent breach of this policy by you may result in disciplinary action being taken against you in accordance with our disciplinary procedure.

It is a criminal offence to conceal or destroy personal data which is part of a subject access request (see below). This conduct would also amount to gross misconduct under our disciplinary procedure, which could result in your dismissal.

#### **21.2.8 How to deal with data breaches**

The Organisation has robust measures in place to minimise and prevent data breaches from taking place. Should a breach of personal data occur (whether in respect of you or someone else) then you must immediately notify the Data Protection Officer. If the breach is likely to result in a risk to the rights and freedoms of individuals then the data protection officer must notify the Information Commissioner's Office of the breach within 72 hours.

If you are aware of a data breach you must contact the Data Protection Officer immediately and keep any evidence you have in relation to the breach.

#### **21.2.9 Subject Access Requests**

Data subjects can make a '**subject access request**' (**SAR**) to find out the information we hold about them. This request must be made in writing. If you receive such a request, you should immediately forward it to the Data Protection Officer who will coordinate a response.



If you would like to make a SAR in relation to your own personal data you should make this in writing to [admin.team@sense-learning.com](mailto:admin.team@sense-learning.com). We must respond within one month unless the request is complex or numerous in which case the period in which we must respond can be extended by a further two months.

There is no fee for making a SAR. However, if your request is manifestly unfounded or excessive we may charge a reasonable administrative fee or refuse to respond to your request.

### **21.2.10 Your data subject rights**

- You have the right to information about what personal data we process, how and on what basis as set out in this policy
- You have the right to access your own personal data by way of a subject access request (see above)
- You can correct any inaccuracies in your personal data. To do so you should contact [admin@sense-learning.com](mailto:admin@sense-learning.com)
- You have the right to request that we erase your personal data where we were not entitled under the law to process it or it is no longer necessary to process it for the purpose it was collected. To do so you should contact [admin@sense-learning.com](mailto:admin@sense-learning.com)
- You have the right to object to data processing where we are relying on a legitimate interest to do so and you think that your rights and interests outweigh our own and you wish us to stop
- You have the right to object if we process your personal data for the purposes of direct marketing
- You have the right to receive a copy of your personal data and to transfer your personal data to another data controller. We will not charge for this and will in most cases aim to do this within one month
- With some exceptions, you have the right not to be subjected to automated decision making
- You have the right to be notified of a data security breach concerning your personal data
- In most situations we will not rely on your consent as a lawful ground to process your data. If we do however request your consent to the processing of your personal data for a specific purpose, you have the right not to consent or to withdraw your consent later. To withdraw your consent you should contact [admin.team@sense-learning.com](mailto:admin.team@sense-learning.com)
- You have the right to complain to the Information Commissioner. You can do this by contacting the Information Commissioner's Office directly. Full contact details including a helpline number can be found on the Information Commissioner's Office website [www.ico.org.uk](http://www.ico.org.uk)

## **22. Emergency Procedure Policy**

### **22.1 Introduction & Purpose**

This policy is the Emergency Procedure Policy for SENSE Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENSE Learning Associates.

### **22.2 Policy Principles & Values**

- The Organisation wants to ensure all Associates and students are kept safe
- The Organisation understands that sometimes there are events outside of their control



which may impact on student sessions

- The Organisation aims to run their normal service where possible and if unable to, offer a virtual provision in the meantime

## **22.3 Procedures**

### **22.3.1 Weather**

- If a person feels the weather deems it to be unsafe of them to travel to work, then please let your Case Lead know as soon as possible
- At times such as heavy snow, a member of the Admin Team will contact all Associates working on that day and say we are cancelling all sessions for today in a specific area. The Admin Team will then inform all parents/carers. The Admin Team will email again when it is deemed safe for Associates to travel again. As we can now offer a virtual learning package, we may utilise this if deemed appropriate for the student

### **22.3.2 Terrorist Attack**

- If a terrorist attack occurs in the close vicinity of an Associate or student, all sessions will be immediately cancelled until the Organisation can assure all parties will be safe to work. The Directors will contact all people affected by the cancellation of sessions and inform them of the emergency plan  
If a terrorist attack occurs in the close vicinity while an Associate and student is out in public, then Associates should follow all guidance of the emergency services. The main Associate working within the team should contact a Director as soon as possible (if safe to do so), the Directors will contact parents or carers. As soon as it is safe to do so, you must return the student home to their parent or carer
- An incident form will need to be completed as soon as possible with a Director

### **22.3.3 SENse Closure**

- In the unlikely event that SENse Learning has to emergency close, all Associates and parents or carers will be contacted and contacted again once we reopen

### **22.3.4 High Risk Situation**

- In the event of a violent or high-risk situation by members of the public, Associates need to call the police using 999. Associates also need to phone a Director who will advise of next steps
- The Organisation takes its 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 once they have established the safety of the student
- An incident form will need to be completed as soon as possible

### **22.3.5 Car accident or break down**

- If an Associate has a car accident with a student in the car, the emergency services will need to be called
- An accident/injury will need to be completed
- If the accident is not serious, but the car is not able to be driven, please contact a member of leadership and they will decide the next course of action. This may require a parent or carer to come and pick the student up





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

### **22.3.6 Serious student/Associate accident/injury at work**

- In the event of a serious accident or injury occurring whilst working with a student, please call 999 immediately to gain the needed emergency service. A Director will also need to be informed as soon as possible
- An accident/injury form will need to be completed

### **22.3.7 Pandemic**

- In the event of another pandemic, like Covid-19, if deemed appropriate the Organisation would cease all face-to-face provision and close all SENse Learning Offices and move to online provision
- The Organisation aims to keep all Associates, students, parents and carers safe from harm
- The Organisation would follow all government guidance and, if necessary, seek professional advice on how best to keep the SENse Learning community safe
- The Organisation would aim to keep all lines of communication open, and answer any questions Associates, students, parents or carers may have, to the best of our ability
- The Organisation aims to act with the best interests of all its community in mind, and would only move back to face-to-face provision, when it has been deemed safe to do so and after carrying out thorough risk assessments

## **23. Sustainability Policy**

### **23.1 Introduction & Purpose**

This policy is the Sustainability Policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### **23.2 Policy Principles & Values**

- The Organisation aims to have environmental policies and best practice in relation to environmental practice
- The Organisation aims to adopt practices to minimise waste, maximise recycling and implement energy saving procedures
- Where appropriate, learning plans will promote environmental awareness and role model good practice
- The overall aim is to pursue a coherent, consistent, and achievable policy on sustainability issues throughout the Organisation. In doing so, the Organisation aims to educate students, staff, parents, and carers about the importance of good sustainability practices to the benefit of the planet and each one of us
- Sustainability is a process of ensuring the wise use of all resources within a framework in which environmental, social, and economic factors are integrated and balanced. The Organisation considers a definition for sustainability to be: *'to meet present need without compromising the ability of future generations to meet their own needs'*



### 23.3 Procedures

- Office and administration practice
  - Recycling
    - Maintain respect for natural resources by teaching and encouraging the most efficient use of materials and by using renewable, recycled and recyclable products, where possible
    - Encourage staff, students and parents to recycle as much waste as possible, in the Head Office, Student Centre and at home
  - Paper
    - Recycled paper is preferable to normal paper. Paper is recycled when appropriate for photocopying and scrap paper
  - Shredding
    - Confidential wastepaper is shredded and not recycled at this present time
  - Water
    - Water is conserved wherever possible
  - Heating
    - All heaters are thermostatically controlled and switched off when not required
- Reducing our carbon
  - The Organisation will lead from the top and champion carbon reduction
  - The Organisation has and continues to establish our carbon baseline
  - The Organisation is committed to driving down emissions, by encouraging employees and Associates to switch to electric cars and car sharing where appropriate
- The Organisation has offset its carbon per employee, per year and is now operating as a carbon neutral business. The Organisation has done due diligence carefully to ensure it has offset its carbon through a scheme that will deliver positive social and economic outcomes for local people

## 24. Social Value Policy

### 24.1 Introduction & Purpose

This policy is the Social Value policy for SENse Learning which will be followed by all members of the Organisation and promoted by those in the position of leadership within the Organisation. This policy will be applied to all students and SENse Learning Associates.

### 24.2 Policy Principles & Values

- The Organisation is committed to the delivery of social value through all the activities it undertakes
- As an alternative education provider, the primary ambition is to promote greater outcomes for communities and society
- The Public Services (Social Value) Act 2021 does not define what is meant by social value, therefore, the Organisation's definition of social value is: *'a process whereby organisations meet their needs for goods, services and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and the economy, whilst minimising damage to the environment'*
- The vision is to sustain and multiply this contribution as the Organisation grows, and also to continuously expand the collaboration with other organisations – both public and private – to help foster a holistic approach to delivering social value in the wider community



### 24.3 Procedures

- Jobs
  - SENse Learning currently has a mix of self-employed contractors and some employees of whom are permanent full-time or part-time employees. The vision is to establish the Organisation as a secure, reliable employer and contractor that is accessible to suitably qualified individuals and supportive of the continued professional development of the existing staff base
  - The Organisation aims to continue contracting and employing more local people whether that be permanent employees or contracted staff
  - The Organisation aims to provide more opportunities for disadvantaged people
  - The Organisation aims to continue providing continuous professional development to both permanent employees and contracted staff
- Growth
  - The vision is to establish and maintain a responsible, sustainable, local supply chain and in doing so multiply the social value delivered locally, by:
    - When a requirement for goods or services is identified, it follows a rigorous, ethical supplier selection process. This process includes due diligence and research into suppliers' track record and policies – including their social value strategy or equivalent
    - Through the supplier on-boarding process, the Organisation seeks to identify opportunities to leverage efficiencies and reduce waste across the business, pursuing a holistic approach to service delivery
    - Pay suppliers as per contract terms, and critically on time to avoid contributing to cash flow issues that may impact staff
- Social
  - This refers to activities that contribute to create healthier and more resilient individuals, and therefore more resilient communities, equipping vulnerable individuals to participate as fully as possible in society. This goes to the core of the Organisations mission as a provider of alternative education
  - The Organisation offers a flexible and bespoke curriculum to children and young people who are out of school or struggling to attend. The Organisation puts relationship building, interest led learning and social, emotional and academic focusses at the forefront of what it does
  - Based on this, the Organisation aims to equip children and young people with complex additional needs with the tools and practical knowledge that will enable them to navigate the world around them and achieve increased independence
  - The Organisation has had a high success rate in their student's reengaging with more formal education or employment



## Glossary

- **ADHD** – ADHD stands for Attention Deficit and Hyperactivity Disorder and covers a range of behaviour aspects including poor concentration, hyperactivity and learning difficulties
- **Associate** – Associate refers to any staff member contracted by SENse Learning including volunteers
- **DSL** – DSL stands for Designated Safeguarding Lead. This person has the authority and status within SENse Learning to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other Associates
- **EHCP** – EHCP stands for Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place
- **LA** – LA stands for Local Authority, the Local Authority is responsible for all the public services including education in a particular area
- **LADO** – LADO stands for Local Authority Designated Officer, who works with Children’s Services and provides advice to SENse Learning
- **EM** – EM stands for Education Mentor, they support the learning of the students at SENse Learning
- **MAPA** – MAPA stands for Management of Actual or Potential Aggression, it is a training programme that teaches management and intervention techniques to help a person cope with escalating behaviour in a professional and safe manner
- **NCFE** – NCFE is a Functional Skills awarding body and provider of educational services in the UK
- **PDA** – PDA stands for Pathological Demand Avoidance; it was first documented in the 1980s and is characterised by an extreme avoidance of everyday demands and an anxiety-driven need to be in control
- **The WILL Framework**<sup>®</sup> – is SENse Learning’s curriculum framework and stands for Wellbeing, Interaction, Learning and Life skills