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1. Context

Fairfield Trust is a registered charity and limited company that comprises:

- a college of further education for young people with additional needs
- commercial businesses for the practical application of work skills (cafes, a pub, shops, an animal centre, and a market garden)
- skills for life services for young people (residential accommodation, short breaks, a steps to independence programme and a living well service to support young people within their own communities)

Our purpose is to enable young people to live and work without barriers. We can do this because the people who work here commit to, and care about:

- Teamwork - we are strongest when we work together as a team
- Compassion - we act with trust, honesty, and kindness in everything we do
- Inclusion - we treat each other fairly and with respect, and we value the opinions of others
- Innovation - we encourage thoughtful, creative, and aspirational ideas
- Pride - we encourage each other to be proud of who we are and what we do.

These are our values. They embody our culture and set out the behaviours we expect of our whole community.

We recognise that listening to the voices of our young people is essential if we are to deliver services that will have a positive impact on their lives. We are proud that so many of our colleagues bring the value of their experience, empathy, and compassion to the work they do every day. This enables us to understand the needs of our young people. It is essential that our whole community feels confident and empowered and that our differences are respected and valued.

We are proud to say that our people are connected to our values and our purpose, and it is this and their experience that enables them to deliver the best possible services for young people. We are continually focused on the wellbeing and personal development of our people and provide a workplace that is always diverse and inclusive. We embed our values throughout so that the whole organisation is working in the same way towards the same goal.

Our people, their experience, compassion, and diversity are our biggest strengths. We work as a team, focusing on our own wellbeing, and that of our colleagues and the young people we work with. We ensure that decision-making is always focused on doing the right thing in the interests of our young people and colleagues.

We are clear about why we do things, understanding how we can create real change and opportunities for our young people. We are unique in our structure and approach. We use this to the advantage of our young people, providing personalised solutions to complex problems. Our unique organisation structure enables us to adapt, innovate and collaborate. We embrace new thinking and evolve our approaches in response to the challenges we face. By combining our peoples' shared expertise, imagination, and compassion, we find solutions to problems in exciting new ways.

We regularly review our offer and are refining and enhancing to ensure that we can meet the aspirations of young people and align this to local market demand. We are constantly piloting new initiatives and projects. We are always looking ahead. To support change, the introduction of teacher training allows us to raise the quality of teaching and learning through the engagement of industry specialists. New developments take time, and the focus now is to stabilise and allow our decisions to embed. Whilst we recognise that the majority of our practice has outstanding features, the changing dynamic of annual cohorts versus the reflective nature of the self-assessment report and the Trust's constant commitment to reviewing and developing our offer, we are grading our provision as Good.

2. KEY JUDGEMENTS AND EVIDENCE

2.1 QUALITY OF EDUCATION IS ASSESSED AS GOOD

INTENT

Judgment	Evidence
<ul style="list-style-type: none"> • leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life • the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment • the provider has the same academic, technical, or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs • learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary 	<ul style="list-style-type: none"> • From the initial application, our team construct programmes that are tailored to the needs of the learners. Each programme is a blend of learner aspiration, EHCP outcomes, prior achievement and the additional learning and therapy needs of each young person. The team are committed to ensuring that the curriculum is ambitious and bespoke for each learner. To improve the working relationship with the Local Authority, SEND Team and the college, we are trialling having an allocated EHCP Lead worker and SEND Lead for the whole college cohort. This model provides consistency and strengthens the relationship both internally and externally for staff, learners, and stakeholders. This trial will be reviewed and then confirmed as permanent through the QIP. • A range of qualifications are offered that start with RARPA through to Level 2. This suite of accreditation ensures that a diverse cohort have sufficient rigour and challenge. We are reviewing a higher suite of qualifications to extend options. This will be monitored through the QIP. • Using a broad range of data and assessment sources, we can ensure that the right learner is on the right programme. The process of admissions uses transition days and initial assessment to capture important details from each young person and enable us to map provision against Additional Learning Support (ALS) needs, qualification, EHCP outcomes and therapies. • The range of curricular subjects supports the intended development of extensive work skills and personal development within specific contexts. The value here is that these are then explicitly generalised and transferred to other areas, further strengthening learners' vocational skills.

	<ul style="list-style-type: none"> It is intended that learners can identify <i>how</i> and <i>what</i> they are good at and then, by contrast, what they need to focus on to improve. A wider understanding of their skills set strengthens their chances in employment. Learners being able to understand how their specific skills can be applied in multiple context and subject areas/locations provides a strong foundation for sequential and contextual learning. Using real life provision, raises aspiration and high expectations. The shop, canteen, animal centre as examples, all operate to a professional standard. Learners working in these areas are expected to meet these exacting standards as a minimum. A broad base for learning of core skills for work allows us to then structure and refine the development skills toward specialism. Generalisation is intended to act as the basis for consolidating learning and prepare for the wider world of work. Given the fast pace of industry and the local demand, being able to articulate and demonstrate a broad range of skills ensure that our young people are better placed in the current skills market. Fairfield has a strong working relationship with the global employer Babcock. Babcock provided 2 x first aid courses for 18 students. The students that took part in the first aid courses learnt valuable skills. It was fantastic to see how much information they were able to retain and put into practice. In the Academic year 2023/24 Babcock additionally offered 3 work placements in facilities management, warehouse, and customer service to our students. Fairfield provides many opportunities for our young people to learn about the world of work and think about their future plans, including preparing for the next stage of their lives. Collaborative work with the local authority evidenced the recognition of our quality preparation for adulthood. Students visited the Wiltshire Council 'Preparing for Adulthood' event in Devizes and were asked to lead a session as best practice. Another example of this is the invitation to meet the Secretary of State, Michelle Donelan at a local careers fair and engage with a range of local employers.
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IMPLEMENTATION

Judgment	Evidence
<ul style="list-style-type: none"> teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their principal areas of expertise teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, 	<ul style="list-style-type: none"> High expectations, come with high costs. We acknowledge that having a specialism in SEND, a curriculum area and being a qualified teacher is challenging demand. We have been looking at how best we can support staff to achieve this expectation. The development of an enhanced local and national training offer is a priority for the forthcoming year. The current training programme includes Autism Education Trust training, Systematic Instruction, level 3 & 4 certificates in education and the Initial Teacher Training programme. Recruiting highly experienced staff from industry allows for the delivery of courses to be highly reflective of professional standards. We can then build on these skills by supporting colleagues to develop their pedagogic understanding. Having consistently high expectations is evident in our recent EV feedback for Functional Skill where BTEC state that '...overall the centre should be <i>highly commended</i> for its

<p>they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p> <ul style="list-style-type: none"> • over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts • teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners • teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment 	<p>commitment to the delivery and administration of the ELFS maths and English.'</p> <ul style="list-style-type: none"> • All work based and public facing areas of the curriculum are subject to industry inspection and monitoring: these include local authority animal and exhibition licensing; arena and equine inspections, Food Standards Agency, the British Horse Society and Riding for the Disabled (RDA) compliance. We have received top scores in all these areas. • The use of technology to support real-time feedback and progress evidencing allows tutors to check learners' understanding in the moment. Feedback is varied to meet the needs of the learners and takes many forms. The key here is that it is accessible, and learners have time and are encouraged to act upon it. • Recent Pearson BTEC feedback from the external examiner state that '<i>...feedback from the assessor to the learners is done well with supportive, descriptive developmental individual comment and advice being given.</i>' • Building on the introduction of the Evidence for Learning software is the introduction of the new Insights software. The opportunity for stakeholders to interrogate, identify and address gaps in learning, increases the opportunity for all staff to assess and record progress in real time. The impact of this software will continue to be monitored in the QIP. • Following a review of the college's admissions process, we ensure admissions are considered through a Joint Admissions Group (JAG) to look at how, and where best, an offer might be made across the Trust (rather than just the college). Where a full-time offer may be inappropriate, we look to see whether a bespoke transition package may assist. • Implementing new software allowed the college to review its processes and to explore ways to combine and simplify time-consuming administration. An example of this is the new admission mapping exercise that pulls together the aspiration, qualification decision, pathway and ALS needs for each young person explicitly. This then shows how and why placements are decided. The EFL software allows us to capture, a snapshot of progress in real-time, and provides detailed evidence that captures the specifics of each learning journey. • Applied contextual opportunities in maths and English are central to the curriculum and across provision. Using everyday resources to embed and strengthen functional maths and English is implemented as a preferred way to nurture learning. • The enhanced tutor role now provides greater consistency and approach for the learners and broadens opportunities for high aspiration. We are continually refining this role through providing opportunities to raise expertise and experience. Progress will be monitored through the QIP. • Staff working with Work Based Learning are trained in Systematic Instruction which supports a consistent style to sequencing and structuring work.
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IMPACT																					
Judgment	Evidence																				
<ul style="list-style-type: none">learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtainedlearners are ready for the next stage of education, employment, or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study. They read widely and often, with fluency and comprehension	<p><u>Progress and Outcomes</u></p> <ul style="list-style-type: none">Following revision of the curriculum offer, it is now better aligned to the resources and opportunities available at the Trust. We have seen a remarkable impact in terms of outcomes.Assessment is broad and ensures that learners develop detailed knowledge but also recognise how they can move to the next stage. The opportunity to consolidate and generalise skills and then understand how they apply strengthens a learners explicit understanding, which can often be missed with neurodivergent young people.The curriculum allows for learners to develop broad ranging skills and further understand how they apply in differing contexts. Progress and attainment against the aspirations and intended course of study articulated by the education, health and care plan outcomes, are skilfully mapped against smart targets that span the range of curricular areas and opportunities.Each learner develops the knowledge and skills of a curriculum area, which is mapped against externally accredited qualification and underpinned by some personal SMART targets that contribute toward the higher-level outcomes identified in the EHCP.Progress toward targets is tracked weekly, using a scoring system that ranges from 0-3 (as below). In the academic year 2022-23 a total of 7193 targets were set for our learners, with a total of 92.2% of young people scoring 2 or higher. <table><tr><th>Score Key</th><th>Description</th><th>Total</th><th>(%)</th></tr><tr><td>0</td><td>Not Yet Developed</td><td>16</td><td>57.6</td></tr><tr><td>1</td><td>Emerging</td><td>540</td><td>34.6</td></tr><tr><td>2</td><td>Established</td><td>2489</td><td>7.5</td></tr><tr><td>3</td><td>Transferable</td><td>4148</td><td>0.2</td></tr></table> <ul style="list-style-type: none">The curriculum achievement looks at the qualifications holistically, as the national picture regarding Functional Skills achievement for young people with SEND is a well-rehearsed conversation. We look to consider how we can achieve maximum impact despite the majority of our learners not being able to successfully navigate formal examination. <p><u>Curriculum and Achievement</u></p> <ul style="list-style-type: none">'Vocational' captures Entry level1-3 Certificate in Pre-Vocational Studies and the Level 1 Introductory Award in Vocational Studies.Work Skills is the entry 3 and Level 1 Award in Work Skills.Hospitality is the Level 1 Introductory Award in Hospitality and Tourism.FS encompasses all Functional Skills examinations.	Score Key	Description	Total	(%)	0	Not Yet Developed	16	57.6	1	Emerging	540	34.6	2	Established	2489	7.5	3	Transferable	4148	0.2
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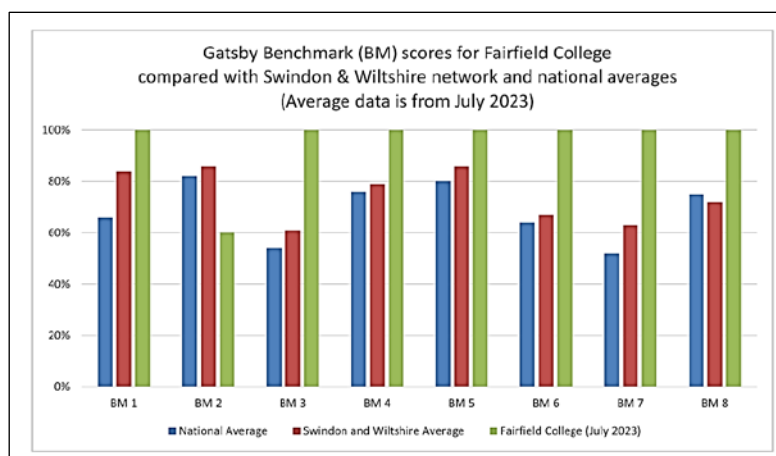
Achievement Data 2022-23	Entered	Passed	Ach %
Vocational	100	96	96
Work Skills	16	14	87.5
Hospitality	6	6	100
FS Writing (All levels)	100	16	16
FS Reading (All levels)	52	37	71
FS Speaking & Listening (All levels)	121	67	55
FS Maths (All levels)	34	7	20.5

Career Education and the World of Work

- The college's approach to the world of work is a continuum. There are a range of work-based learning (WBL) areas across the Trust that include: cafes, bakery, shops, dog groomers, poly tunnels and market gardens, animal park and reception/office Skills. These allow for learners to develop their knowledge and skills in a supportive and safe environment. The WBL areas are all operating as commercially viable businesses and require the same high standards and professional expertise to be successful. Once a young person has developed their skills work in a particular area, they can then move to the Job Coach team who will broker an external placement. In the last academic year (2022_23) 100% of learners accessed the world of work
- 42 students engaged with offsite on work experience externally each week.
- Fairfield worked with 32 employers to provide these work experience placements. This included placements in cafes, shops, museums, builder's yards, community hubs, donkey sanctuaries, vets, stables, dog grooming parlours, quarry, garden centres and grounds maintenance.
- 34 young people aged 19+ received guidance from the National Careers Service.
- 99% of Fairfield students took part in pathway planning meetings prior to their EHCP review. The remaining 1% engaged with WBL experiences at an appropriate level.
- Fairfield, Babcock, EDF Energy, Wiltshire Council and Job Centre Plus delivered an online 'Ability not Disability' webinar to local employers with the view of opening more doors to employment.
- As part of National Careers week, 40 Fairfield students attended Bath Careers Fair to learn about local job opportunities and meet different employers and educational providers.
- As part of Swindon and Wiltshire Careers Hub and the LEP Fairfield is the lead SEND provider and part of the steering group. The Careers steering group meet termly to shape what is happening in Swindon and Wiltshire. We continue to support other local schools and colleges on their careers journey.
- All BTEC Work Skills students took part in mock interviews with Center Parcs, McDonalds, and the Farm Cookery School. The students were asked real interview questions and given the chance to experience what an interview feels like.

Employer Engagement and Gatsby Benchmarks

- Fairfield proudly hosted our first employer engagement day on the 27th June which was a huge success. We welcomed guests from Babcock, the Army, NatWest, Wiltshire Museum, Barnardo's, NHS, Wiltshire Employment Support Team and Community Connecting. Every student accessed this event.
- Fairfield hit 100% for 7 of 8 Gatsby benchmarks in 2022/23 and hosted a visit from the Gatsby Foundation in recognition of our good practice.
- The graph below illustrates a comparison in regard to how well schools and colleges are meeting the 8 Gatsby Benchmarks.



The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- The blue line in the graph above is a national picture, the red is the local southwest (Wiltshire region) and the green indicates Fairfield College.
 - Currently 22% of leavers are now in paid employment having been supported by Job Coaches from Wiltshire Employment Support Team (WEST). The national average is 4.8% of people with a learning disability are in paid employment.

And finally!

- One of our Tutors has been awarded the Pearson FE Lecturer of the Year award through the Teaching Awards.

2.2 BEHAVIOUR AND ATTITUDES IS ASSESSED AS GOOD

Judgment	Evidence
<ul style="list-style-type: none"> the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements learners have high attendance and are punctual relationships among learners and staff reflect a positive and respectful culture. leaders, teachers, and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread 	<ul style="list-style-type: none"> All learner-facing and frontline staff at the college are trained in Positive and Proactive Working, with specialist Behaviour Staff across the Trust. The thrust of this approach is to ensure high expectation and clarity in routine, behaviour, and conduct. By prioritising proactive working, our success is demonstrated by the reduction of serious incidents occurring. Tailoring programmes, provided bespoke and personalised provision for each learner, is a challenge but allows learners to become the best version of themselves and to develop the appropriate attitudes to learning, which support progression into the world of work. The impact of this approach has meant that all restrictive interventions have been removed from our training. We are moving to enhance our proactive interventions by recruiting an Intervention lead to work on targeted support which will help to compliment that already delivered through the education and therapy teams. This recruitment and impact will form an action in the QIP. Attendance at the end of year settled around 92% which is stable and demonstrates a stable trend from previous years: <ul style="list-style-type: none"> 2021-22 = 92.1% 2020-21 = 85.4% Frequent and detailed monitoring and follow up increases student attendance and identifies learners that need additional support. We use the college values as explicit markers for rewards being allocated. This supports our understanding of how college values are demonstrated in real life and how these then can map to wider, more abstract concepts such as British Values. The detail of each reward is captured online, and the learner then gets a vote on two diverse topics/rewards, prizes again to reinforce democracy in action. Learners benefit from long transition and strong behaviour support. We have a dedicated team of staff who work closely with young people, and this is underpinned by a Behaviour Support Plan if appropriate. These are written jointly with the young person to identify how best to support, strategies that are effective and things that need to be avoided. This proactive working allows autonomy and the development of lifelong skills around agency and success.

2.3 PERSONAL DEVELOPMENT IS ASSESSED AS GOOD

Judgement	Evidence
<ul style="list-style-type: none"> the curriculum extends beyond the academic, technical, or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence, and independence – and help them know how to keep physically and mentally healthy at each stage of education, the provider prepares learners for future success in their next steps the provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law 	<ul style="list-style-type: none"> The curriculum extends far beyond the specification of examination and awarding bodies, we aim to embed the personalised outcomes and targets at the centre of the learning. Our young people knowing their skills and areas for development, and how they apply in a range of areas, put them in a strong position and better places them for successful employment. We are not preparing young people for specific roles as the notion of occupation and a career for life is outdated and over rehearsed. Supported by a range of onsite therapies, we provide equine facilitated learning, talking therapy, speech and language and communication to all learners that require this intervention. We have a specific tutor working full time to deliver a range of bespoke opportunities around personal growth and wellbeing. This allows us to work directly with young people on real-life specific issues and areas for development, and further strengthening the link between theory and practice, which often our young people can misunderstand. There is an active student council that acts on behalf of the college and represents the voice of our learners. The practical demonstration of democracy, perspectives, voting, hustings, and public speaking as part of nominations and campaigns are all good ways that learners develop understanding of wider active citizenship and responsibility.

2.4 LEADERSHIP AND MANAGEMENT IS ASSESSED AS GOOD

Judgement	Evidence
<ul style="list-style-type: none"> leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies, and practice leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff 	<ul style="list-style-type: none"> The Trust has revised and strengthened its leadership team and there have been more senior appointments made. These have encouraged a review of processes which seek to strengthen the strategic oversight and leadership across all areas of the Trust. Following a period of change, the Trust is overhauling processes and the charity's vision and focus. As would be expected, change of this nature can bring about instability. However, early indications suggest that this change is welcomed. Our recent recruitment strategy and the development of the graduate teacher programme allowed us to prioritise

<p>are built up and improve over time</p> <ul style="list-style-type: none"> • leaders aim to ensure that all learners complete their programmes of study • leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers, and local services • leaders engage with staff and are aware of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload • leaders protect their staff from bullying and harassment • those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training • those with responsibility for governance ensure that the provider fulfils its statutory duties, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners • the provider has a culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; helping learners reduce their risk of harm 	<p>pedagogy and equally, SEND awareness and specialism. This bolsters the quality of teaching and learning immensely. To be able to provide this high-quality opportunity as part of the Trust's CPD programme is exceptional.</p> <ul style="list-style-type: none"> • Engagement and communication with staff is strong and allow leaders and managers to share their ambitions with colleagues. Regular updates, briefings and training ensure that all colleagues are committed regarding what they want their learners to know and do while attending the college. • Through our close work with the local authority, we have developed a comprehensive and challenging curriculum to meet local needs. This is planned and sequenced logically so that learners build on their previous learning. Consequently, learners develop new knowledge and vocational skills. They improve their social skills, such as team working, speaking, and listening and the safe use of a wide range of workplace equipment. • Reflecting on our vision, we have had to be creative and adapt in how we move through and beyond the pandemic. We are looking at exciting ways to develop new pathways for our specialist staff to gain valuable skills and experience on site and then extending our opportunities for high quality training related to SEND. This in turn will address the recruitment challenges. We are reviewing a values-based approach to recruitment supported by a high-quality induction and training process. • Recently, the college was selected to be the Southwest Post 16 Training Partner for the Autism Education Trust alongside the Local Authority. • Leaders ensure that Prevent and safeguarding training is meaningful for learners at all levels. Leaders have carefully thought through the concepts that learners need to understand and they rightly recognise that learners need to learn to make informed decisions and feel able to say no. Governance is strong with attention being paid to subject specific recruitment and the latest addition to the Trust Board being specialist Safeguarding. • There is a culture of teamwork and collaboration that underpins the way that teaching and learning occur. Joint meetings between departments, cross-site teaching and training all contribute to this ethos. • Regular 1:1 meetings and the annual review process allows for timely identification of barriers and the quick resolution sought. • Broad commitment to CPD provides a strong framework on which staff can plan their training and progression. This suite of opportunities includes expert-led internal training, externally accredited provision and through the apprenticeship levy. This strengthens the professionalism and quality of practice. • There is a strong commitment to training across the Trust - strengthening provision. An example of this is the commitment to working towards 100% of all appropriate staff being trained in Systematic Instruction.
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	<ul style="list-style-type: none"> The oversight and leadership of the Careers and Employment team has resulted in the college meeting 100% of the relevant Gatsby Benchmarks. This is above both the national and local picture.
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3. SAFEGUARDING

Strengths	Evidence
Safeguarding	<ul style="list-style-type: none"> Team of 10 with one DSL and two DDSL trained staff across the Trust. Bi-weekly team meeting, with online chronology and sign off for incidents. Real time notifications and response ensures timely addressing of arising issues. Trust policy and referral process aligns with national and local priorities and uses exemplar of best practice. Specialist Trustee appointment and monitoring of safeguarding processes. Local authority monitoring and Audit of Safeguarding compliance. Frequent update training for staff - KCSIE, PREVENT, cyber security, eSafety and safeguarding. DBS checks updated every three years as best practice. Detailed and comprehensive single central register monitored and audited regularly. Robust and compliant safeguarding policy and procedures ensures that the college safeguards all learners online safety training for students as part of induction and reporting tools on all desktops. Introduction of Cyber Security Training for all colleagues. Introduction of Bulletin for safety to whole Trust. Monitoring and filtering training for all staff in place to broaden understanding and compliance.
Single central record	<ul style="list-style-type: none"> LA Template used to maximise information. Audits undertaken by DSL. 100% staff have undergone DBS clearance. DBS checks every three years. All recruitment adheres to KCSIE and Safer Recruitment protocols with no exceptions.
Child and vulnerable adult training	<ul style="list-style-type: none"> All staff complete the Wiltshire safeguarding Partnership Level One Safeguarding Everyone course. KCSIE is read and signed by all staff. Safeguarding updates occur regularly with Safeguarding being an agenda item at all areas of the college. Specific staff had undergone specialist training in safeguarding.
Prevent training	<ul style="list-style-type: none"> All staff undertake this training online and this is also part of the FBV delivered through the tutorial programme and online safety. Cyber Safety and PREVENT will now feature as discrete training for all staff. DSL has completed the CHANNEL Training and the Online Safety for Designated Safeguarding Leads.
Health and safety	<ul style="list-style-type: none"> An external specialist H&S contractor has been commissioned, he has carried out a full audit and is implementing against an action plan, including carrying out key training. Health and Safety is represented at Strategic Level in the Trust and is distributed responsibility. There are good systems in place to manage accidents, including industrial ill health (RIDDOR). The canteen, bakery, The Weavers pub and Fairfield Animal Centre received a score of 5/5 for Food Standards Agency inspection.