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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-based learning.
- Animal Park, Canteen, Public House and Market Garden, Dog Walking Provision.
- Young People's Services - including 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.

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. We have extremely strong links with our local authority and are part of their SEND Transformation Programme and the Post 16 Specialist Provider Network which meet regularly to raise the aspiration and understanding of this area of work. We make use of a dedicated LA SEND Worker that manages the whole college cohort of in-county learners. This supports strong consistency and understanding between providers and ensures that our reviews are meaningful, relevant, and timely. This model equally provides consistency and strengthens the relationship both internally and externally for staff, learners, and stakeholders. • Prior achievement, learner levels and aspirations are captured on entry and used across the programme as part of the personalisation process. • The broad and ambitious curriculum allows us to foster and develop the knowledge, skills, and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for the next stage in education, training, or employment. • Timetables are created on an individual basis following IAG and Tutorial input along with strong admissions processes. This ensures that each young person has an adapted and bespoke offer that engages and supports strong development. • A range of therapeutic interventions strengthen and reinforce this aspirational curriculum and offers an additional layer of support. Therapy needs are captured on entry where applicable and then support throughout a young person's journey. These are also identified in sessions, tutorial and through the work of the Intervention & Pastoral Team.

- Current provision provided through the Interventions Team includes Talk Therapy (Psychodynamic), Talking and Drawing, Speech and Language Therapy, Communication Intervention, RSHE, Child Exploitation and Online Protection (CEOP) Training for Young People, Personal Growth and Wellbeing (PGW), Equine Facilitated Learning (Horse Therapy).
- Building on this solid foundation are the Subject Area Specialist Staff - we are committed to recruiting and developing highly competent and professional staff. We actively employ industry specialists and augment this knowledge with teacher training. All the team are then offered a range of in-house CPD including Autism Education Trust (AET) Training, Makaton, Widget, Using AACs, BSL, Positive Behaviour Support, Training in Systematic Instruction (TSI).
- In the last year we undertook a huge review of the qualifications offered in response to the changing demographic in our cohort. Through working collaboratively with the Local Authority, we are able to have a strong range of provisions offered across the country that provides a broad range of accreditation and engages the individual strengths and skills of providers. This, in turn, ensures that the diverse needs of our young people are met with the most appropriate offer.
- At the beginning of this curriculum offer is our Skills for Life Programme which uses the principles of RARPA. This has just completed its first year and allows for highly individualised offers being created for our most complex of young people. This is the smallest area of Fairfield's provision and is highly specialist.
- Having completed a JCQ Inspection, we are proud to offer Entry Level provision through to Level Two. The main awarding body is BTEC/Pearson. Acting on intelligence through the admissions and LA partner-working, we were able to identify that our feeder schools and the young people themselves, were much clearer on their aspirations and educational demands.
- We moved away from broad and generalised provision to much more specific and specialist routes being offered. This is to be further developed in 2024-2025. Our young people have much clearer employment goals and aspirations and require specific routes into employment, such as the Level 1 and 2 Hospitality and Tourism Programme which is delivered in our Pub, The Weavers.
- For those unsure, we offer a lower vocation pathway which allows young people to trial the complete range of options before specialising in subsequent years.
- Our assessment and admissions process ensures that we are recruiting the correct learners with the correct level of support. The process of admissions uses transition days and initial assessment to capture crucial details from each young person and enable us to map provision against Additional Learning Support (ALS) needs, qualification, EHCP outcomes and therapies.

- Central to all young people are the creation and use of learner targets. These are written by the personal tutor based on EHCP outcomes. We recognise that EHCP outcomes are longer term goals so setting shorter term targets makes it more achievable for our learners. They are based on headings from the EHCP; communication and interaction, cognition, and learning, sensory and/or physical needs and we added an additional area, employability. How these are tracked and evidenced through EFL is work in progress and as we become conversant with the limits of the system this will be further developed. We aim to have a tool that can make realistic predictions around progress when our young people start from vastly different starting points. The learning journeys and expected individual progress must be a priority in our tracking.
- All curriculum and work-based learning areas contribute to capturing evidence of progress towards targets using Evidence for Learning (EFL). Personal tutors can then access this evidence and make judgements against the four targets using the Insights function in EFL. Targets are set three times a year - September, January and after Easter. Personal tutors will baseline each target, select an expected outcome and track against the targets at a midpoint in the term. Progress can be monitored on EFL and given that it is only the personal tutor making judgements against the targets, we have found the data to be more dependable.
- Shifting how the WBL provision is delivered requires a radical overhaul of traditional pedagogy. We have been using Systematic Instruction as the central technique to differentiate between academic and work-related learning. This is being rolled out across the Trust with oversight from managers. The initial feedback is positive with potential benefits identified. We aim to consolidate this training and to move to centre of excellence in WBL.
- The impact of having just four personalised targets as opposed to a high number of subject specific targets has enabled students to work on transference of skills and taking ownership of their learning. We have only been using the insights tool on EFL since January so only have two data sets to compare at present. It will be interesting to see how results compare in a year's time and as such will be monitored through the QIP.
- Contextual-coherence and sequencing are key pedagogic features of the programmes offered at Fairfield. Supporting the development of transferable skills that can be applied across the range of provision, curriculum areas and sites with explicit learner-awareness and guidance being central. Often, SEND learners are trained in explicit skills or activities, and the second phase here is to support wider executive function and Higher Order Thinking (HOTS) in order to broaden applied understanding and practice. A wider understanding of their skills set strengthens their chances in employment.

	<ul style="list-style-type: none"> • Using real-life Work Based Learning facilities raises aspiration and high expectations. The engagement of contextual, tangible, and professional expectations that are commensurate with employers and local demand, strengthens young people being able to be work ready. • Our Trust sites encompass a broad range of opportunities including: a coffee shop, canteen, animal centre, dog daycare, market garden, and public house. Each area of the Trust's business is led by young people and operates to a professional standard. Learners working in these areas are expected to meet these exacting standards as a minimum. This decision and process mitigates unrealistic aspiration and can act as a positive mechanism to develop and enhance the integrity of IAG and careers education. • The vocational programme as an introductory pathway into the College providing a broad base for learning core skills for work, allows us to then structure and refine the development skills toward specialism. The transition to FE for many young people from a SEND school is challenging and demanding comparatively. • Our Work Based Learning provision and the higher-level Work Skills Programme both enable generalisation of practical skills and knowledge. This approach acts as the basis for consolidating learning and preparation 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 continued a strong working relationship with the global employer Babcock. Babcock have worked with us as our Enterprise Advisor, on our employer engagement morning and have offered work placements at their Warminster site. • 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 Fairfield were asked to lead a session as best practice.
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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. 	<ul style="list-style-type: none"> • Being uniquely situated, Fairfield has high aspirations around curriculum and specialist knowledge. Ensuring that we have highly experienced, qualified SEND teachers that are able to equally lead a specialist area is a challenge. As such, we have been delivering the Diploma in Education and Training as a CPD opportunity which allows us to recruit highly experienced Industry Professionals. This unique programme allows our young people to work with specialist staff, whilst they develop their teaching practice within a specialist provision, the accreditation and training goes beyond the usual core elements of teacher training prog.

<p>They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, 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 supports the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 	<ul style="list-style-type: none"> • The current training programme includes Autism Education Trust training, Positive Behaviour Support, Contextual Safeguarding, Cyber Security, CEOP, Systematic Instruction, Level 3 & 4 certificates in education and the Initial Teacher Training programme. • 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 of these areas. • Evidence for Learning allows colleagues to contribute in real time to learner progress, offer feedback and also upload live evidence. This is also available to families in real-time. Feedback is primarily learner-focused and delivered in a way that best suits the young person. This will take many forms. • Rigorous scrutiny and oversight allows us to monitor progress and similar close gaps quickly. There is a well-rehearsed argument in SEND education that focuses on overlearning and regression; our data supports this basis. We use a transferability model to make generalisation explicit. We also experience regression and unlearning frequently. It is for this reason that we adopt a collaborative online tool that captures target progress outside of that made toward external accreditation. • 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. • The functional aspects of maths and English are central to the way these skills underpin learner-activity. De-contextual and abstract subject delivery does little to support young people with SEND's understanding. 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. Explicit opportunities are provided, in-context, across the sites and curriculum areas these are then reinforced in class teaching. Examples of this are the use of tills, giving and receiving change in the café, measuring animal feed into portions for sale, the counting and use of sequencing in cooking snacks and customer meals or checking that students have correctly signed in/out of college. • The tutor role now provides greater consistency and approach for the learners and broadens opportunities for high aspiration. Having a named-dedicated pastoral tutor supported wellbeing, and consistency especially with parent communication.
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	<p>There are some areas of development that we are addressing through the development of some more specialist roles which will help to strengthen the implementation of QoE but also introduce progression opportunities for staff in terms of their expertise and experience. Progress will be monitored through the QIP.</p> <ul style="list-style-type: none"> • Significant and successful training ensured that all Work Based Learning are trained in Systematic Instruction which supports a consistent style to sequencing and structuring work. Our next phases is the development of our own in-house trainers to broaden this offer at both local and national levels.
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IMPACT	
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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 obtained. • Learners 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. 	<p><u>Quality Assurance</u></p> <ul style="list-style-type: none"> • Learning Walks take place through the year as part of the Quality Cycle and are supported by Deep Dive activity. This allow staff to develop training and additional support across the year and to look at how good practice can be shared. • Using an impact tracker to look at QoE we see that from the first to the second round of learning walks the impact moves from 66% Expected to Strong 81 %. In the two cases of limited/developing impact the staff were in training and or being supported closely in direct line management. <p><u>Progress and Outcomes</u></p> <ul style="list-style-type: none"> • Following further refinement of the curriculum offer, it is now better aligned to the changing cohorts. Working with the LA, we have been able to offer some specific pathway-type provision. Increasingly, young people are applying with higher level prior achievement and an increasing focus on specific subjects as opposed to broad introductory programmes. • This opportunity has enabled us to offer more accreditation and qualifications up to and including level 2. This sequenced provision allows young people to move between pathways and equally prepare for the next phase or stage of their learning. • 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 learner’s 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 qualifications and underpinned by some personal SMART targets that contribute toward the higher-level.

Curriculum and Achievement

- RARPA- is used to underpin the Pre-entry PMLD provision which is focuses on moving into Supported Living.
- Vocational captures the combined entry for all Vocational Studies qualifications.
- Work Skills is the combined 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 undertaken.
- 100% of Learners continued to develop their maths and English skills. Tutors and the Education Team used a variety of professional judgements such as progress, attendance, mock tests, and assessments to determine whether learners were ready to be entered for the external qualifications
- The table below shows the College's highest achievement to date with a significant increase in Functional Skills Reading.

Achievement Data 2023- 2024	Entered	Passed	Ach %
Vocational	91	82	90 %
Work Skills	22	22	100 %
Hospitality	4	4	100 %
RARPA	10	10	100 %
FS Writing (All levels)	28	11	39 %
FS Reading (All levels)	28	24	86 %
FS S&L (All levels)	47	16	34 %
FS Maths (All levels)	24	09	35 %

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 daycare, 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 ambitious 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 (2023-24) 100% of learners accessed the world of work
- 54 students engaged with independent or supported offsite external work experience in the academic year 2023/24.
- Fairfield worked with 42 employers to provide these work experience placements. This included placements in cafes, shops, museums, builder's yards, community hubs, supermarkets, donkey sanctuaries, hawk conservancy, care homes, quarry, garden centres and grounds maintenance.
- 41 young people aged 19+ received guidance from the National Careers Service.
- All learners where appropriate and except for first year students took part in pathway planning meetings prior to their EHCP review.

- Our Employment Manager and Careers Leader undertook the mandatory level 6 Diploma in Careers Guidance and development.
- All students engaged with WBL experiences at an appropriate level.
- Fairfield, Babcock, and Wiltshire Council delivered an online 'Ability not Disability' webinar to local employers with the view of opening more doors to employment.
- 40 Fairfield students have had an employer encounter with Great Western Railway and as part of this session learned how a train station works, how to buy a ticket and how to safely travel by train between Westbury and Bath stations.
- 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. 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 second employer engagement day in June which was a tremendous success. We welcomed guests from Babcock, Center Parcs, the Army, Dorset & Wiltshire Fire Service, Wiltshire CIL, Yeo Valley, Wiltshire Employment Support Team and Community Connecting. Every student accessed this event and had three employer encounters.
- Fairfield hit 100% for 7 of the 8 Gatsby benchmarks in 2022/24.
- Currently 20% of alumni 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 in paid employment.

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"> • Using our Values to frame our work allows us to have a shared understanding about how we work. There is a consistent thread that moves from induction, through learner rewards on to staff annual reviews. This allows us to align our expectations fairly. • Daily check ins with personal tutors are an effective way for us to ensure learner needs are met in a timely manner. These daily sessions allow us to identify and close gaps in learning, monitor attendance in real time and also to act swiftly in regard to behavioural expectations. These combined, support the development of robust and resilient learners with high expectations. • The monitoring and recording of serious incidents are important, and in SEND provision these are expectedly higher than a comparative mainstream, provider. The key here is that the analysis leads to action and the underlying analysis supports the refinement and review that reduces occurrence whilst building skills development. Looking across the term we note a distinct reduction in Serious Incidents, particularly Physical Abuse which reduced from 30 to 3 across the academic year. • By prioritising proactive working, our success is demonstrated by the reduction of serious incidents occurring. Underpinning this is a commitment to proactive working. All learner-facing staff are trained in Positive and Proactive Working, with specialist Behaviour Staff across the Trust. The College has high expectations and clarity for routine, behaviour, and conduct. • Being able to offer a broad range of therapeutic interventions is crucial in meeting learner needs. Often, specialist support is financially prohibitive and restricted by EHCP outcomes or local authority. We believe that all young people thrive when they have what they need. We offer Equine Therapy, S&LT, Psychodynamic Talk Therapy, Communication and Drawing & Talking Therapy. • For those young people requiring a higher level or more personal approach to behaviour, we provide a jointly written Behaviour Support Plan and training. • Tailoring programmes, providing 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. • Over the last 5 years we have worked hard to reduce physical and restrictive interventions. The impact of this commitment has meant that all restrictive interventions have been removed from our training. • The recruitment of a Lead Intervention Worker supports the important targeted support, which in turn compliments that already delivered through the education and therapy teams.

	<ul style="list-style-type: none"> • Attendance Monitoring is rigorous and a timely follow up of student attendance identifies learners that need additional support. This system also allows us to recognise and accommodate this with long-term or serious health concerns so as to not disadvantage them, on the basis of their attendance. We are also able to close the gaps quickly and ensure that learning is not interrupted. • Detailed and rigorous recording supports the work of the team. This is central in being able to review placements, funding, CAMHS prioritisation, addition and high needs support and specialist provision for our learners.
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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 supports 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"> • For many of our learners, the notion of employment or work is broad and abstract. Young people with SEND often have little autonomy in regard to their thinking and development. We strive to listen to the voice of the young person and ensure that (where possible and realistic) to bring together aspiration and provision to meet demand. • Our curriculum and programmes are designed to allow for a broad development of skills and knowledge, which are supported by over-arching outcomes/targets. At each point, explicit reference and illustration of progress are made. We can then enable our learners to refine, and specialise if required. • Young people who are able to identify what they need, how to keep safe and are provided with the skills to be resilient and make positive contributions to society is central to our value system. Often this is our entry point into broader more abstract concepts like British Values. For our college, we use explicit and real examples in context. Such as democracy and the voting system used by Student Council or the Rewards systems. This way, we can illustrate the theory in practice. • Recent review of provision identified that for some learners they had been part of a long history of specialist education but seemed unable to apply contexts to their own practice. An example of this would be despite many years of IT/eSafety at school- our learners could articulate the ways to stay safe online but in practice there appeared a gap between knowing and applying these ways. We developed the opportunity to revise our filtering and monitoring so that there were real time notifications which could be used as teachable moments. We also increased the input and provision for learners by introducing the Child Exploitations and Online Protection Training which delivers practical interventions rather than theoretical training. QIP will monitor impact. • Understanding about wider concepts such as citizenship or diversity starts with a sound understanding of ourselves. This is often a challenge for some young people with SEND. An illustration of this would be those young people with an ASC diagnosis and the absence of any executive function or limited emotional intelligence.

	<p>Being able to support the slow and understandably tangible nature or personal growth and wellbeing required us to change how this was delivered. We now have a discreet programme that is tailored to individual young people and is supported by a revised commitment to RSHE that starts with each young person as an individual at its core.</p> <ul style="list-style-type: none"> • Communication with parents supports strong relationships and fosters an open and supportive relationship which benefits the wellbeing of the learners. • Our college works with many young people from across the county and to enable greater consistency, and continuity we have redesigned how we work with the LA. For our whole Wiltshire cohort, we have one key SEND Worker that works with our college caseload. This in itself makes communication, action, and interventions much stronger. We also have a SEND Reviewing Officer from the LA that Chairs all our in-county EHCP Reviews and leads on the follow up actions/recording. This again, expedites the process and ultimately supports strong decision making, support and provision for our young people and their welfare. • 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, puts them in a strong position and better places them for successful employment. • 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 effective ways that learners develop an understanding of wider active citizenship and responsibility.
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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 are built up and improve over time. 	<ul style="list-style-type: none"> • Following some significant changes, our values-based approach to supporting young people is now embedding and we hope to see this in our longer-term strategic planning & monitoring. • Strengthening the Trustees through a focussed recruitment drive and some higher-level training has ensured that our core business areas are supported by professionals with extensive experience in areas such as banking and risk analysis, finance, CAMHS, education and statutory compliance. • The successful completion of our first cohort of teacher training and the subsequent commencement of cohort two is an accolade to the commitment of the team. We recognise that our expectations are high, but equally are committed to supporting the training and development of our staff to be the best they can.

<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, 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. 	<ul style="list-style-type: none"> • Strong and qualified staff bolsters the quality of education and learning immensely. To be able to provide this high-quality opportunity as part of the Trust's CPD programme is exceptional. • Engagement and communication with staff are 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. • A newly revised LLC process and training around contextual safeguarding has strengthened further our commitment to staying safe. • 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. • We continue to build on our role as the only SEND FE college to lead the SW on Post 16 Training for the Autism Education Trust alongside the Local Authority. • 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. We also have a Duty Manager system across the site to increase familiarisation consistency in expectation, behaviour and practice for staff and learners. • 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. • Following 100% of all appropriate staff being trained in Systematic Instruction, we are in the process of developing an in-house train the trainer programme with a planned programme for support and training across the next year on all sites. • We are consistently above the national and local average for the Gatsby Benchmarks and were lucky enough to host a visit from the Foundation to look at our work with careers and employment education.
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3. SAFEGUARDING	
Strengths	Evidence
Safeguarding	<ul style="list-style-type: none"> • The core Safeguarding Team is made up of nine senior colleagues from across the Trust and 100% of the team have completed Advanced Child Protection for Education. In addition, there are two Trustees that have completed the advanced training alongside two other managers. This approach ensures that all areas of the Trust's business are covered by highly qualified staff.

	<ul style="list-style-type: none"> • Bi-weekly team meetings, 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. • Newly introduced Low Level Concern (LLC) process that reports in real time. • Revised Filtering and Monitoring with real time notifications and alerts in place. • Despite this not being mandatory, we undertake DBS checks 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. • Reporting tools on all desktops for staff and learners. • Introduction of Cyber Security Training for all colleagues. • Introduction of Bulletin for safety to whole Trust. • Recent whole college Contextual Safeguarding/ROTH undertaken as Trust-wide CPD.
Single Central Record	<ul style="list-style-type: none"> • Audits undertaken by the DSL ensure that the SCR is up to date and a report action completed. • 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 Level 1 Safeguarding Everyone Training. • KCSIE Part One is read and signed by all staff. • Safeguarding updates occur regularly with Safeguarding being an agenda item at all areas of the college.
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. • The DSL has recently completed the Prevent Referrals, CHANNEL Training and the Online Safety for Designated Safeguarding Leads.
Health and Safety	<ul style="list-style-type: none"> • Specialist H&S practitioners carry our regular audits. • Switch to new online tracking and reporting/monitoring tool for all H&S practices across Trust. • 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 Animal Walk Exhibition, Equine Riding Establishment Inspection and Dog Day Care Premises all received top ratings. • The canteen, bakery, The Weavers pub, and Fairfield Animal Centre received a score of 5/5 for Food Standards Agency inspection.