



Safeguarding At Coal Clough Academy



SEND

Richard Burberry & Demi Hartley

Richard Burberry - SENCO - rburberry@coalclough.org
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Early Help

Lauren Keenan & Lisa Hill

Lauren Keenan Attendance & Family Support/Asst DSL -
lkeen@coalclough.org 07870 104979
Lisa Hill - Therapeutic Intervention Lead/Asst DSL - lhill@coalclough.org

Level 3

Nathanial Eatwell

Nathanial Eatwell - Whole School Designated Safeguarding Lead and
Designated Teacher for Looked After Children
neatwell@coalclough.org
07715 661361



Level 4

Children's Social Care - 0300 123 6720 LADO for Concerns about Adults;
Out of hours - 0300 123 6722 Tim Booth: 01772 536 694
NSPCC - 0800 1111 (childline) tim.booth@lancashire.org.uk
NSPCC - 0808 800 5000 (Adults)

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As part of the Education Health and Care Plan application Process pupil's and their families will need to have an open Child Around the Family (CAF) Plan and ongoing Team Around the Family (TAF) meetings. This will enable professionals supporting pupils with additional needs to co-ordinate their responses and monitor strategies to remove barriers to learning. In turn, being open to this process can enable access to external services that can assist remove these barriers altogether.

Early Help

Lauren Keenan & Lisa Hill

The fact that our young people are with us would suggest that on the LCC continuum of need that they are past preventative measures.

This does not mean that they are beyond help.

Our Early help model will focus in on signifiers of abuse and building family relationships to enable the input of interventions to help our pupils develop their bonds with family and improve their decision making out of school. This may be supported by additional agencies through the CAF/TAF process and referrals as needed to external services.

It is important to note that young people and their families at this level may be no less vulnerable than those at higher levels on our CON but that families may be reluctant to engage with services due to past experience leading to even higher vulnerability.

Level 3

Nathanial Eatwell

Level 3 interventions are mandated by government guidance and written into Law as a way of ensuring support for families struggling despite early help intervention. this is done on Child in Need Plans and classed as being 'Section 17' interventions. These plans are led by the Local Authority and can be escalated if interventions are not impactful or deescalated when successful. This Level is entirely voluntary and parents can deny or remove consent at any point.

The Nature of these plans gives some indication of the level of concern for the child and the number of Adverse Childhood Experiences these young people will have experienced therefore highlighting the high level of vulnerability.

Level 4

Level 4 is the highest level of intervention and where families are required to engage by law. A Child Protection Plan is held where extreme concerns are held and have a number of statutory measures to ensure high levels of scrutiny on the work carried out for families who are struggling at this level.

Also at Level 4 are our Looked After Children. children can become looked after on a Section 20, where parents consent to their children being taken into the care of the authority, this can be removed at any time. Children on a care order have been removed from the care of their parents by court order. The fact that situations have got to the point of children going into care or a CP plan being initiated demonstrates the extreme level of vulnerability for these pupils.

The Lancashire Continuum of Need

Regardless of the model we use we have to follow the Lancashire Continuum of Need too. This is accompanied by a Guide to Risk Indicators which influences decisions we make for young people in terms of their need and support we request.

This model has recently changed and wider information about it can be found [here](#)



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- Implementing and monitoring Graduated Response
- Educational Psychology Referral and Liaison
- Monitoring of Strategies in place
- Education Health and Care Plan (EHCP) Applications
- Education Health and Care Plan Reviews
- In class support
- One to one Subject Specific Interventions
- One to One SEMH interventions
- Anger Management
- English as Additional Language Support
- Reading Interventions
- Numeracy Interventions
- Dyslexia Assessment



Early Help

Lauren Keenan & Lisa Hill

For Pupils

- Emotional Literacy/Emotion Coaching
- Th.inc room - Therapeutic Inclusion
- Directive and non Directive work
- Play Therapy
- Art Therapy
- Drawing and Talking
- Lego therapy
- Strength and Difficulty Questionnaire (SDQ) Monitoring

For Parents

- Solihull Approach
- Relationship Building
- Parental Guidance (developing knowledge on specific safeguarding areas)

For Families

- Writing CAF Plans
- Running TAF Meetings
- Referring into Services (brighter Lives, child Action North West etc.)
- Exercises in Building Relationships

Level 3

Nathanial Eatwell

At the higher levels on the Continuum of Need many of the Aspects for Child in Need and Child Protection are the same:

Providing agencies with updates on individual progress and concerns by:

- Attending Child in Need Reviews
- Attending Core Group meetings
- Attending Initial and Review Child Protection Conferences
- Attending Strategy Meetings
- Alongside:
- Coordinating strategy of Intervention with agencies
- Information sharing
- Monitoring of interventions
- Raising concern when things seem to not be improving
- Challenging Decisions that appear to be detrimental rather than supportive for a child



Level 4

For Looked After Children there are further responsibilities:

- Attending Child Looked After Reviews
- Care Planning Meetings
- Providing updates where there is concern
- Reporting issues around conduct in school
- Further to this is the responsibility of completing PEPs:
- Providing appropriate SMART Targets for subject areas
- Detailing achievements and areas of improvement
- Judging where interventions may need to be put in place
- Monitoring interventions
- Applying for funding to support access
- Raising Awareness of the needs of Looked after and previously Looked After pupils.

Statutory Responsibilities

The Designated Safeguarding Lead (Nathanial Eatwell) is expected to:

- Manage Referrals
- Liaise with the LADO where concerns involve Professionals (including members of staff)
- Develop and amend Policy
- Act as a point of support in all Safeguarding areas for all staff
- Oversee staff training
- Raise Awareness
- Arrange Transfers of Safeguarding Files
- Ensure availability of Safeguarding Support at all times during the school week and school terms

Wider Responsibilities

- Manage use of CPOMS system
- Develop networks with partner agencies and charities
- Respond to emerging or engrained issues in the community
- Liaise with Education Partnership trust DSL's to develop a trust wide approach
- Promote efforts of the school to parents and wider community
- Arrange supervision for team members or staff in need

Day to Day Responsibilities

- Ensure access to CPOMS
- Monitor logs made by staff
- Triage Cause for Concerns logged
- quality assure logs made
- Support pupils and staff with emerging concerns
- Provide staff with updates of concerns or information impacting on teaching and learning
- Where needed refer to Children's Social Care and/or the Police

