



SENSES Learning Hub

Quality & Compliance Statement

Dawn Oughtibridge (Director)

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John Fox (Director)

A handwritten signature in grey ink, appearing to read "John Fox", with a long, sweeping horizontal line extending to the right.

SENSES Learning Hub – Evidence for DfE Voluntary National Standards

DfE Standard	Evidence of SENSES compliance
1.1 Safer recruitment and DBS checks	SENSES has a formal Safer Recruitment Policy and undertakes appropriate pre-employment checks. The provision is led by experienced education professionals, including a qualified SENCo and staff qualifications and experience are checked. SENSES also complies with the DfE standard that requires enhanced DBS/barred-list checks where appropriate and maintenance of a Single Central Record.
1.2 Safeguarding policies	SENSES has a published Safeguarding & Whistleblowing Policy, alongside Behaviour, Anti-Bullying, Prevent, GDPR, Staff Code of Conduct, ICT/Internet Safety and other supporting policies. These are publicly accessible through the website. This directly reflects the DfE expectation that safeguarding policies are accessible to commissioners, parents and the wider public.
1.3 Responding to safeguarding concerns	SENSES has established safeguarding and whistleblowing procedures and operates within a collaborative model with commissioning schools, SENCos and Local Authorities. The provision contributes to safeguarding, EHCP reviews, assessments and multi-agency discussions where appropriate. SENSES also complies with the DfE requirement for clear escalation, recording and information sharing arrangements.
1.4 Staff safeguarding knowledge	Staff are safeguarding trained and the leadership team has substantial secondary school, SEN, pastoral and safeguarding leadership experience. SENSES has 25+ years' secondary education experience across the team and with specific safeguarding leadership expertise.
1.5 Designated safeguarding lead	SENSES has 2 experienced safeguarding leaders within its senior team, with the Directors also bringing significant SEN, pastoral experience. The DfE requires a named, appropriately trained safeguarding leads with responsibility for safeguarding practice, these are Dawn Oughtibridge and John Fox.
1.6 Safe and controlled environment	Provision operates from a dedicated studio within Yorkshire Sculpture Park, with small group sizes, a sensory chill out zones, controlled learning spaces and supervised activities. Community/outdoor activities, including wellbeing walks and external visits, are risk assessed. Staff to student ratios are high.
2.1 Health & Safety	SENSES has a formal Health & Safety Policy, with documented procedures for hazard identification, risk assessment, control measures, incident recording and review. The policy specifically addresses routine/non-routine activities, students, staff and visitors.

2.2 First Aid	SENSES maintains first aid provision and arrangements for qualified first aiders. External visits also include consideration of first aid equipment, staffing and students' medical needs.
2.3 Accident/incident recording	The Health & Safety arrangements provide for the recording and retention of health, safety and fire management records. This addresses the DfE expectation for systems to record and report incidents.
2.4–2.5 Specialist equipment	SENSES operates an appropriately equipped artist workshop and provides specialist creative/art activities. Its Health & Safety arrangements include risk assessment of equipment and activities, with staff qualifications and training checked.
2.6 Fire safety	SENSES has a published Fire & Emergency Policy and fire risk management arrangements. The DfE specifically requires fire risk assessment, evacuation arrangements and consideration of individual needs, SENSES is compliant with all of these.
3.1 Admissions/referrals	SENSES has a defined Referrals & Admissions process and provides commissioners with information about the nature and suitability of the provision. The website makes clear that provision is tailored to individual needs and that SENSES works with schools, Local Authorities, families and EOTAS arrangements.
Suitability/due diligence before placement	SENSES does not simply accept referrals. Previous practice has included referral information gathering, meetings with schools/parents, consideration of individual needs and declining referrals where the provision cannot safely or appropriately meet need. This is particularly important evidence of responsible commissioning and safeguarding due diligence. As such, SENSES complies with the DfE expectation that providers assess whether admission is suitable for the individual child.
3.2 Individual records/information	SENSES works from information supplied by schools/Local Authorities, including EHCP information, student profiles, safeguarding information, attendance and behavioural information. Staff contribute to EHCP Annual/Interim Reviews and maintain evidence of progress towards individual outcomes.
3.3 Induction and individual planning	Each student receives a bespoke package, with individual timetabling, adaptations and support based on need. SENSES works particularly with students with EHCPs and provides individualised strategies and student profiles.
3.4 Attendance monitoring	SENSES maintains session by session attendance information and communicates with schools/commissioners and parents. Its published policies include an Attendance Policy. SENSES complies with the DfE expectation that attendance is recorded,

	monitored and shared with commissioners.
3.5 Behaviour	SENSES has a published Behaviour & Rewards Policy and uses individualised support rather than a purely punitive model. Where difficulties persist, an Individual Improvement Programme can be developed with parents, alongside targeted pastoral support, mentoring, sensory support, talking therapies and multi-agency involvement. This is consistent with the DfE expectation for reasonable adjustments and support for children with identified needs.
4.1 Staff expertise	SENSES is led by appropriately qualified and experienced professionals, including a NASENCo-qualified Director with secondary school leadership experience, qualified teacher, Art & Design specialist, Arts Award Adviser, qualified English teacher, Maths provision and counselling expertise. The SENSES team has more than 25 years relevant secondary education experience.
4.2 Curriculum and planning	SENSES delivers a structured, personalised curriculum including Arts Award, AQA Unit Awards, Functional Skills English and Maths, GCSE/iGCSE Art and Photography pathways. Curriculum provision is adapted to individual SEND needs and is designed around students' starting points, interests and intended outcomes.
Qualifications/accreditation	SENSES uses recognised awarding routes including Arts Award, Functional Skills and GCSE/iGCSE pathways. This provides externally recognised outcomes rather than relying solely on informal enrichment. This is consistent with the DfE expectation that providers offer qualifications to demonstrate compliance with awarding body requirements.
4.3 Progress, targets and transition	SENSES provides evidence of progress towards EHCP outcomes, contributes to Annual Reviews and other review meetings, and works with schools and families on transition/reintegration where appropriate. The provision's outcomes include but are not limited to improved attendance, engagement, qualifications, confidence, communication and progression to post 16 education.
4.4 Self-evaluation/quality assurance	SENSES operates through regular review of student progress, EHCP outcomes, attendance, behaviour and provision effectiveness, with feedback from students, parents, schools and Local Authorities. SENSES regularly gathers feedback through student and parent voice surveys and maintains an established quality assurance framework through its policies, procedures and commissioner facing documentation. This aligns with the DfE's expectations around self-assessment, stakeholder feedback, audit and responsive action as key elements of effective quality assurance.

