

Developing Specialised Safeguarding Strategies for Children with SEND

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The context for focussing on children with SEND

- It is well known that SEND is a risk factor for abuse of varying types.

Overall, children who are disabled are 3 times more likely to have been abused than the child population who are non-disabled. Disabled children are more likely to be subjected to multiple abuse and to endure multiple episodes of abuse.

- There is a general lack of understanding among professionals of the impact a special educational need can have on a child's understanding and engagement with safeguarding processes and life in general

Developing Specialised Safeguarding Strategies for SEND Children

- Delivering safeguarding training to new staff as part of induction processes
- Guidance in educating SEND children about staying safe from abuse
- Monitoring non-verbal communications with disabled children for potential signs of harm
- Resources for supporting parents to further promote the welfare of SEND children

Assumptions

- Arrangements are in place in line with all statutory guidance documents including:
 - Keeping Children Safe in Education, 2021
 - Working together to Safeguard Children, 2015
 - Prevent Duty guidance for England and Wales, 2015
 - The prevent duty: for schools and childcare providers
 - Education (Independent School Standards) Regulations 2014

Delivering safeguarding training for induction

Things to consider when inducting new staff:

- General Safeguarding Training that ensures staff know how to identify abuse and safeguarding concerns and what statutory guidance is outlined
- Within our school locally: What is our procedure, and what issues can emerge more frequently in our setting or age-range
- Given the particular needs in our school/class what should we include in our training.
- What differentiation/variation should be included for specific areas of responsibility or roles in the school ie
 - when on duty,
 - as Head of Department,
 - while leading on inclusion,
 - DSL,
 - when leading trips and visits,
 - overseeing attendance or behaviour
- Follow up – How do you know they know? Do they still know this later in the term?

Inducting new staff: Risk Assessments

- When are they relevant?
 - travel training
 - Trips and visits
 - PE activities and other experiences
 - Work experience

Educating SEND children about staying safe from abuse

- Creating culture of respect and vigilance that secures children's perceptions of safe behaviours
- Explicit teaching of key vocabulary to allow for communication of issues when needed
- Using day to day issues/behaviours as opportunities to develop an understanding of appropriate and inappropriate behaviours
- Ensuring access to the curriculum areas, teaching and experiences, such as RSE and making sure content is adapted to meet the needs of the learners
- Avoid criminalising naïve and immature behaviours

Monitoring non-verbal communications with disabled children for potential signs of harm

- ‘Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through effective implementation of the key person system’ OFSTED Inspecting Safeguarding in Early years, education and skills settings, 2019
- Some devices/strategies are available for us to communicate with children who are non-verbal including PECS. This is an effective system to help some children who are non-verbal, provided they have the motivation to communicate.
- Sign languages such as Makaton can be more effective in developing a child's communication, provided adults within the setting can reciprocate.
- However, these types of communication systems are not incorporate into all formal systems nationally.

Safeguarding non-verbal learners

Safeguarding non-verbal learners involves a series of policies and processes designed to 'hear' the child in different ways:

- Promoting the role and relationships between key workers and children with special needs
- Providing opportunities for supervision and reviewing cases
- Involving all professionals and parents at all times
- Changes in behaviours/patterns
- Reluctance/agitation to go home/ carry out a familiar activity
- Changes in mood
- Physical changes or no changes

Resources for supporting parents to further promote the welfare of SEND children

- Keeping open Communication: Day to day issues/behaviours as they arise
- Taking time to get to know their struggles
- Co-Production of Strategies
- Providing parent support from school: Coffee morning
- Signposting to local services
- Training and Development
- Online Help eg Special Needs Jungle
- Early Help

Reading for Schools

NSPCC:

- <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>
- <http://www.abington-annexe.org/wp-content/uploads/2017/10/We-have-the-right-to-be-safe-NSPCC-1.pdf>

DFE 2009

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Special Needs Jungle:

- <https://www.specialneedsjungle.com/safeguarding-and-children-with-send-what-parents-need-to-know/>