

To: LSCB: Education Safeguarding Sub Group

From: Jatinder Matharu - Education Safeguarding Officer

Date: 10th April 2019

Reference: Sec 175/157 Schools Safeguarding Audit Analysis Report 2019

Purpose:

To provide assurance to the LSCB that Slough schools and the college are compliant with current safeguarding and child protection legislation and highlight any safeguarding issues or emerging trends.

Accountability:

Section 175 of the Education Act 2002 introduced statutory duties for schools/settings, governing bodies and local authorities. S.175 guidance, requires governing bodies to carry out an annual review of the school's policies and procedures and provide information to the local authority about how the duties set out in the guidance have been discharged. Independent schools/settings and Academies are covered under Section 157 of the same Act.

The statutory guidance **Keeping Children Safe in Education 2018** sets out the legal duties with which schools and colleges must comply in order to keep children safe and must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Schools should also comply with the safeguarding arrangements for Local Safeguarding Children Board (LSCB) requirements under the Children's Act 2004.

Audit methodology:

In 2018 the audit was conducted through a paper desktop exercise. In 2019 the local authority invested in a comprehensive online audit tool covering all aspects of safeguarding across a school from governance and accountability through to professional development and inter-agency working. The audit tool is designed to help schools self assess against each area, in relation to the grading's; met, partially met and unmet. Some areas of the audit are not scored such as the data collection section and general demographic information which would not benefit from a score.

The audit has 10 sections with specific questions relating to that section which include:

1.General demographic information	6.Professional development
2.Safeguarding data	7.Recruitment, vetting and managing allegations
3.Governance and accountability	8. Effective interagency working
4.Policies and procedures	9. Recording and reporting
5.Engagement of children and families	10.Wider Safeguarding themes

The audit tool is hosted by the Virtual College Platform. The tool will remain open for schools/settings to update areas they are working towards. It is designed to be a working document and as such will remain an open document.

Slough has 57 schools (including 5 independent schools) and 1 college who, were all invited to complete the audit. All schools completed the audit apart from one-which opened in September 2018 and therefore did not feel they had enough data to complete the task. This is reflected in the analysis where data indicates “not started” this refers to both the new independent boy’s school and the post 16 college.

The audit tool has enabled schools and the college to set tasks to meet areas for improvement within defined timescales to complete where they have not met or partially met some of the standards in the audit.

The college’s reported their data independently as their data is collated over an academic rather than a financial year. The college data is also complex in that, it is not readily available to be broken down into the resident area where the child lives and it crosses both adult and children safeguarding concerns being a post 16 facility. The college services 14 different local authority areas.

A glossary of the terms is included at the end of the report.

Executive summary:

This report demonstrates Slough schools/college are meeting the legal requirements in regards to safeguarding children and young people in their care and its on going commitment to promote an open safeguarding culture within their schools.

This report sets the summary of safeguarding work across Slough schools and the college in 2018-19 and includes statistical data for 2017-18 (to ensure a whole year’s worth of data is captured, phase specific). Trends in schools and the college are identified on page 4.

1. Schools feel confident that staff are able to identify children in need of early help as they have long established relationships with children and are able to identify changes quickly. Some schools have behaviour watch schemes to help identify issues early on.
2. Schools have shared the large proportion of early intervention work ongoing in schools/settings without any external input. All the schools offer a range of in house prevention and early intervention work. They reported 1968 vulnerable children in schools being supported in this manner without any external input and low level risks where possible in 2017/18.
The college also offers signposting, pastoral care and counselling across both campuses. The college has noted a 39% increase from the previous year 2016/17 on the number of wellbeing cases managed internally without any external input.
3. Schools also report a rise in SEN children and the need for further support around SEN in schools. Schools have identified 1863 are children with SEN Some children and young people are also caring for siblings who have SEN.
4. Disengaging families (128) generally feel threatened by external input. They feel it is too intrusive and feel they can manage their own problems or had a negative experience but are generally willing to accept help through the school. There is still a misconception between Early Help services and Social Care services.
5. Schools have expressed growing concerns around parenting and home life for some of these vulnerable children and a need to educate parents on how to safeguard their children both online and in setting clear boundaries. The special school has identified 39% increase in children/young people having

behaviour issues at home and parents are struggling to manage these effectively. The alternative provision has also reported the team around the child meetings have quadrupled to meet these families' needs. Schools report the complexity of some families including parental mental issues, lack of understanding and instability in parenting.

6. The emerging themes include criminal exploitation of children and where crime and CSE has affected these families in primary settings as well as increase in self harm incidents. This requires earlier prevention work in the primary phase as well as secondary.
7. Schools report significant concerns in mental ill health and wellbeing of children and young people and issues in signposting to existing, stretched mental health services. There appears to be a lack of parental understanding of their child's mental ill health reported in this audit. The college also reported an increase of 70% of self harm incidents.
8. Strong school attendance at partnership meetings is recorded. Schools attend professionals meetings including case conferences and child in need meetings when invited. There appear to be some blockages in the system which schools have highlighted around effective communications and secure email. Some schools do not get invited to case conferences or may receive late notice for meetings or routinely not receive outcome letters. If schools are unable to attend due to school holidays etc. they report they will always send a report. Multi agency working appears strong across the system. CP conference invites have started to come through Egress though, not routinely.
9. Statutory functions are primarily met across the schools and the college which includes updated policies with reference to emerging safeguarding issues and mandatory duties. Others areas include ensuring established functions are carried out with named DSL's and named safeguarding governors. Some further work in some schools to embed all aspects of safeguarding in their policies and updating DSL job descriptions is still outstanding.
10. There appears to be a variation in how often training is run in schools from every two years to termly bite size topical sessions via staff meetings. Schools are strong on ensuring training and single central records are up to date and recorded robustly. Schools report all staff have received and read Annex A and Part 1 of KCSIE, but there is some work still to be done how effective the training has been and understood by individuals.
11. Training for governors in most schools appears predominantly basic awareness training which raises the question around effective scrutiny and accountability.
12. DSL's feel supported through DSL network meetings and some schools have introduced or are exploring reflective supervision to support staff wellbeing in these roles. DSL's have reported more awareness of policies, procedures and safeguarding tools through the DSL training and termly network meetings.
13. Recording and reporting is managed well across most schools with an even split of paper based and electronic recording systems. Schools feel confident in the processes in place when a child misses education (CME). There appears to be some disparity in some of the data reported which will be followed through to ensure consistency in data in the SCST.
14. Schools are meeting the legal obligation on ensuring the single central record (SCR) is kept up to date and this includes the range of staff, volunteers and contractors. There is still some confusion over Disqualification by Association and Disqualification under the Childcare Act. DBS checks are renewed on a 3 year cycle though some schools are choosing to undertake a sample due to the cost implication. The college has also taken this view.
15. A safeguarding culture approach across schools is emerging, with some further work around this area needs to be considered.

Trends:

The safeguarding issues across all phases/ages of children in school and college have been outlined on the table below, detailing the trends emerging around safeguarding in educational settings.

For the purposes of this audit, vulnerable children are identified as children where schools have pupil welfare concerns, Early help support, Child protection issues and Child in need plans including episodes of multi agency working under the age of 18. The concerns are detailed in the analysis in section 2 below.

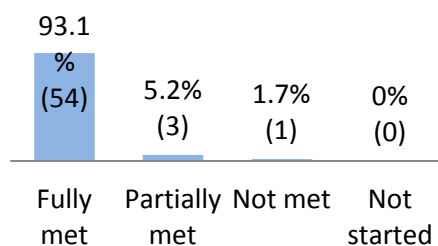
School Phase	Trends
Special School	<ul style="list-style-type: none"> • 39% of children have behaviour issues at home and families are struggling with these challenging behaviours • high levels of need at home • increase in referrals made to social care due to unexplained bruises • increase in sexualised behaviour
Alternative Education	<ul style="list-style-type: none"> • all 200 students on roll are vulnerable with complex needs • 35% of them have an EHCP and attainment is lower than expected attainment levels. • high levels of deprivation issues • increase in complex and a range of vulnerabilities • Team around the child (TAF/TAC) meetings have quadrupled re: family finances, parenting and where crime and CSE have affected families
Nursery Settings	<ul style="list-style-type: none"> • Issues relating to domestic abuse, physical chastisement, neglect. • There appears to be an increase in children with SEN and behavioural issues including social, emotional, and mental health (SEMH) issues • Supporting parent's own needs with issues such as poverty, -and mental health
Primary Phase	<ul style="list-style-type: none"> • Highly mobile school population with newly arrived families and family history often unknown until issues surface • Some self harm issues are emerging at primary phase in Year 6/7. One school had three separate incidents. • Poverty; poor living conditions, neglect, <u>domestic abuse</u>, alcohol misuse, Physical chastisement, left home alone. • Breakdown of families and related issues are impacting in school such as court orders, parents in prison. • Some families are involved criminal activity, drugs, gang activity and weapons at home • Poor/low attendance appeared to be a theme, particularly relating to the above point • Behaviour issues related to ASD and SEN • Instability in parenting, poor parental mental health, lack of understanding of safeguarding • Some isolated incidents of abuse towards staff (neighbourhood disputes) between adults
Secondary Phase	<ul style="list-style-type: none"> • Self harm is on the increase from previous years. Schools are concerned about parents understanding of mental ill health and wellbeing especially around how to safeguard young people from social media. Main theme appears too be low mood, anxiety, suicidal thoughts. There were some referrals made for family problems which, included domestic violence, physical chastisement and family finances and housing difficulties. • Young people require a multi-faceted approach as they are not standalone single issues • Increase in referrals to CSE (Engage), Youth Services and Early Help.

	<ul style="list-style-type: none"> • Appears to be an increase in gang culture/activity • Schools are using in house pupil premium funds-to provide additional support for young people • Transitions between Year 6 and Year 7 could be better and processed in timely manner
College Phase	<ul style="list-style-type: none"> • The college has identified a 70% increase in self harm incidents over the last few years. • Young people who are presenting are from complex family backgrounds. • There appears to higher incidents of bullying in particularly online which is impacting on mental health • The college has a strong focus on Prevent and embed British Values across the organisation

Analysis of the audit:

The audit has ten sections with a range of questions within these sections. The data has been analysed to provide an overview. Please note the data on the graphs indicating “not started” refers to the new school who has not submitted any data (see page 1 above).

1. General demographic information



- This section requested information on key roles responsible for safeguarding in schools and was an unscored category. 93% of schools completed this section and fully met the areas. A few schools are in the process of recruiting into these roles.
- 100% of the schools and the college have named safeguarding governors, a chair of governors, a DSL and at least a 2nd deputy DSL in place (schools do not have more than 2 DSL's). There appears to be some missing information regards to the governor contact details. Some schools have requested contact with the governor to be made via the school. This makes it difficult if there is a complaint about the head or the school and the parent/organisation does not wish to alert the school.
- All schools apart from one school have a SENCO and a DT in place. This is in breach of section 6.2 of the SEND Code of Practice 2014(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). This school states it does not have any CLA or SEN children on roll. In smaller schools the DT, SENCO and DSL is the same person. It is reported that there is clear communication between these roles through the audit.
- The audit has identified one school has a DDSL who is also the safeguarding governor. This is a conflict of interest.

2. Safeguarding data; A snapshot of the vulnerable children in our schools and education settings

- We recognise that it is difficult to define vulnerable children or early help provision as it is a vast area. However, for the purpose of this audit we have defined vulnerable children as those for whom

there has been a pupil welfare concern, child protection issues child in need plans and episodes of multi agency working.

- In 2017/18 schools identified **1968** vulnerable children they were supporting independently without any external input with low level risks/needs where possible. In house pupil premium is used to provide additional support for young people and range from ELSA, inclusion mentors, lego therapy, and pick up and drop after/before school, free breakfasts/activities/uniform/food parcels, counselling services, Helping Hands, learning mentors, family support workers, behaviour interventions.

One school has mirrored the EH model in school with a Head of Children’s Services and a full time SENCO with no teaching responsibilities to provide a dedicated provision around SEN and safeguarding.

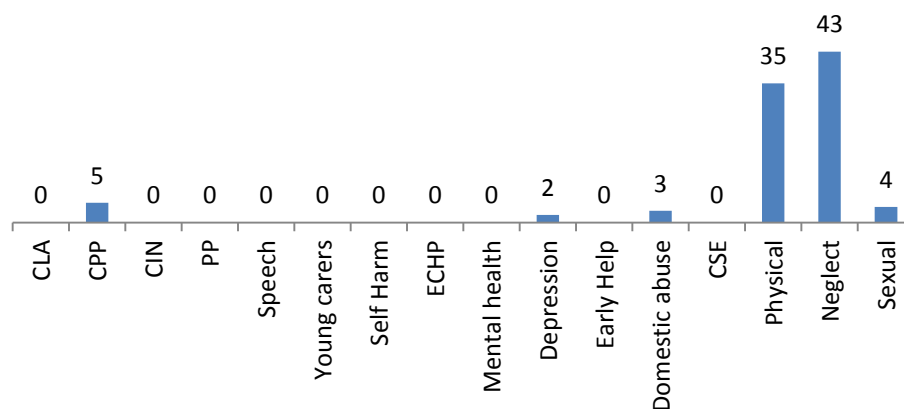
The table below details the identified vulnerable children in schools.

Number of Vulnerable children	Numbers
Privately Fostered Children	1 (but out of area child)
Young Carers	55
Early Help Referrals	503 (have had EH assessment and an intervention)
Children In Need	373
Child Protection	288 with neglect being the highest referral factor and 92 new referrals made to CP in 2017/18
Children Looked After	122
CSE Referrals	31 (5 from primary schools and 26 from secondary school)
FGM Referrals	3 (all from primary settings)
Channel Panel Referrals	12 referrals to the Channel Panel for Prevent interventions (3 primary and 9 secondary schools)

- There is a disparity in the numbers for private fostered (11) and young carers (55) reported through schools against data held by the SCST. The numbers are low for these groups and schools recognise that there are many more who remain unidentified. Most young carers primarily look after a parent with disability/medical condition or siblings with SEN.
- Schools have identified **1863** vulnerable children who have SEN. A trend emerging states that there are more SEN children entering or moving within the system and a lack of facilities/expertise to support and manage these needs in mainstream school.
- In 2017/18 Strode’s College reported 44 safeguarding cases of which 31 were for young people. For the same period, Langley and Windsor College had a total of 65 safeguarding cases of which, 56 were related to young people. Both colleges have now merged to form the Windsor Forest Colleges Group.
- There is strong school attendance at partnership meetings CIN, CP and CLA. If schools are unable to attend (school holidays) they will always send a report to ensure representation.
- Schools report outcome letters from social care are not routinely provided and schools often have to chase though some are reporting a positive shift in this area. Most feedback is done by phone. Reports of late notice for meetings and sometimes schools are missed off the attendance list or sent to the incorrect person or general admin school email address at the school. CP conference invites have started to filter through Egress though not all are completed this way routinely.

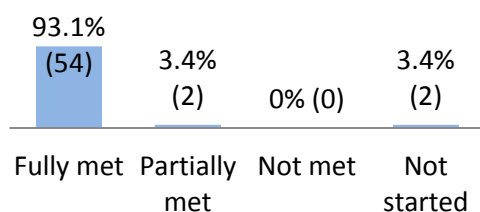
- Schools report there are 122 CLA across the schools which include a number of Section 20 requests from families and children to be voluntarily taken into care. The table below provides the breakdown of the type of cases referred to social care with neglect being the largest, closely followed by physically abuse.

For how many of the total number of children recorded by the setting did the setting make a child protection referral to Children’s Social Care



- There were 67 allegations made against staff and 46 of those were reported to the LADO for external investigation. The remainder of allegations were managed internally by schools HR services and disciplinary processes.
- One school was involved in a serious case review process with the LSCB due to the death of a child.

3. Governance and accountability

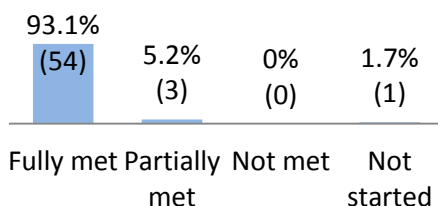


- This section focussed on the accountability aspect of the audit. Most schools and the college fully met and have in place governance structures. It also explored the safeguarding culture within the organisation. 54 schools fully met this section and a couple of schools are working towards strengthening their structures. The areas identified for further development includes ensuring DSL’s have their duties included in their JD’s and are part of the SLT. CPD should be included as part of their appraisal process.
- The college has a robust infrastructure in place including a quality and curriculum committee and a safeguarding steering group which meets 4 times per year. They also submit a safeguarding report on an annual basis in the autumn term.
- All schools have governors in place. Most governors are trained at basic safeguarding levels. Safeguarding policies are ratified by governors on an annual basis with some

schools providing termly updates. Governors in some schools undertake safeguarding audits on the SCR, check polices, training records and meet with the DSL but this is not widespread practice. Schools have shared that any weaknesses identified through the governance structure has a robust action plan with clearly defined time lines for action and is monitored.

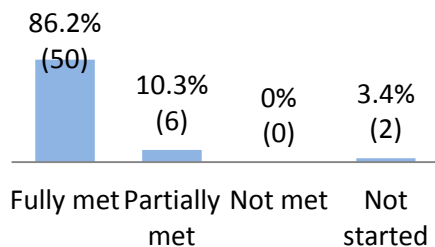
- Across the board schools have reported they promote an open safeguarding culture with staff including volunteers through posters, email bulletins, safeguarding leaflets and lanyards to identify visitors, contractors and staff.

4. Policies and procedures



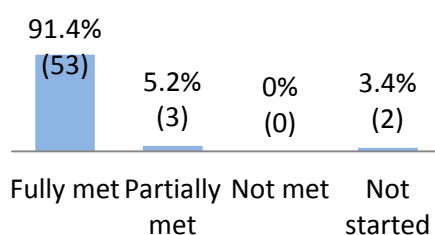
- This section focused on safeguarding polices and every school/setting has a policy and is available on the website. Three schools are in the process of adding some aspects into the revisions following KCSIE, WT and completing this audit. 93% have fully met and 5.2% have partially met this requirement and are working towards updating their policies.
- Schools have noted their statutory safeguarding duties in policies including FGM, CSE, Prevent and some have added sexual harassment and sexual violence. The college has a strong focus on Prevent and British Values.
- Some schools have separate policies for each safeguarding theme for example Prevent, SEN and sexual harassment. Some schools have stated they will look into pulling them into one document. Whistleblowing policies and code of conduct are in place across schools.
- All schools and the college have a complaints policy in place but sometimes this can be difficult to find on the website and does not always include the governing body contact details.
- Written assurances have been sought from most schools around commissioned services (home/school transport, building contractors, cleaners, hirers for after school activities) but not routinely for all.
- Majority of schools had knowledge of the Berkshire procedures and the escalation policy which they had recently had updates on through the DSL networks and DSL training. A school quoted, *“The effectiveness of safeguarding policies was recognised as impressive in a recent Ofsted.”* Some schools have used the escalation policy to achieve successful outcomes.

5. Engagement of children and families



- This section focused on the engagement with children, young people and families. There appears to be a lot of activity to engage children, young people and families (CYPF). Most schools have an open door policy and open safeguarding culture with high visibility of safeguarding.
- 50 schools have fully met this area and 6 schools are working towards further improve engagement with CYPF.
- Schools have 'meet and greet' at the school gates to encourage engagement between parents and drop off and pick up times. Other communications methods reported include playground whiteboards, communication books and worry boxes. Other schools have engaged in peer mentors and student councils to ensure the child's voice is heard. Schools also utilise PTA, emails, texting services, coffee mornings, newsletters and awareness events to disseminate safeguarding information.
- Schools use a range of ways to ensure safeguarding is embedded in the curriculum from assemblies, PSHE lessons, posters, awareness days, bringing in guest speakers and engaging with the Choices Programme. The younger phase use ELSA and NSPCC Pants Programme.
- A range of surveys undertaken with children, young people and families but some schools have identified this as an area for further development.
- Non verbal children are encouraged to use emotion labels to share their feelings. Some schools have introduced mindfulness and yoga.
- There is a focus to improve mental wellbeing in schools and some schools are engaged with mental wellbeing services such as SEBDOS, Educational Psychologists, CAMHS, Andy Clinic, Kooth and mental health first aid. The college has dedicated counsellors on site.

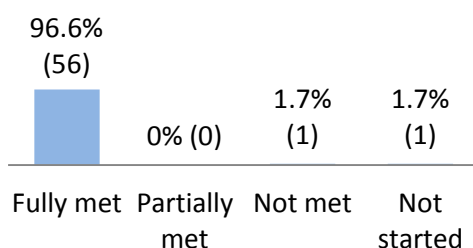
6. Professional development



- This section explored learning and development of the whole school community including whole school training, DSL's and Governors.
- Safeguarding training is routinely delivered in schools by the DSL or an external person. Some schools use on line learning for flexibility with the workforce especially governors and new starters. Training logs are kept for staff training.
- Most schools have refresher training every 2 years and some schools are opting for termly or annual refreshers on topical themes in safeguarding.

- All schools have requested staff read and sign they have read and understood KCSIE Part 1 and Annex A. Some schools have undertaken spot checks and quizzes to test knowledge and understanding which are deemed as best practice.
- Training in most schools focus on Early Help, thresholds, referrals to the DSL, whistleblowing and LADO. Training is embedded differently across schools from induction for new starters, high profile campaigns including posters on the back of toilet doors, dedicated emails, staff meetings and governor walking tours.
- Most DSL's have been trained within their two year refresher or booked onto courses in the coming months.
- Most safeguarding governors are trained at basic safeguarding level. This raises questions around effective scrutiny and challenge. Some governors use online learning, The KEY for updates or use RBWM Governor Support Services for training.
- Some DSL's may be Heads or do not have teaching responsibilities but it varies across the schools. DSL's report they feel supported and some schools are exploring or offering reflective supervision.
- Managing allegations training across the schools varied widely. Some schools recorded a having an awareness of the LADO and whistleblowing policies but are not trained. This is not the same. Data from LADO safeguarding investigations in schools have identified some lack of understanding of the process.

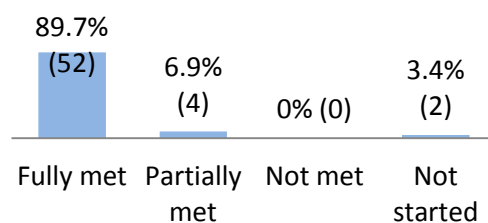
7. Recruitment, vetting and managing allegations



- This section focussed on appropriate vetting to ensure all staff, volunteers and contractors are screened within the guidance and legislation. It also reviewed how allegations against staff are managed within schools/settings.
- Generally all schools were strong on this section and met this requirement by capturing staff records including training on a single central record (SCR) and were complaint with the list of requirements needed to be captured. Some schools have a comprehensive SCR with all contractors, volunteers, and supply staff.
The college also holds a comprehensive manual SCR of all staff, self employed associates, volunteers, invigilators, contractors, work experience and external agencies.
Two schools are working to update the SCR in line with the changes reflected in KCSIE 2018.
- Most schools have a 3 year cycle if rechecking DBS and a few schools have opted to do a random sample of 10% or not recheck due to cost implications. The college has also opted to routinely undertake 3 year refreshers on DBS checks but complete a sample of staff.
- Not all schools were complaint against the volunteer risk assessments and regulated activity and have tasked themselves to explore this further. Most schools were doing enhanced DBS checks for all volunteers. The college undertakes risk assessments to determine an earlier start date pending receipt of the DBS check and the offer remains conditional.

- There appeared to be confusion on this question between disqualification by association and disqualification under the Childcare Act. There is no longer need to collate information regarding partner/family association but there is still a need to record any disqualification of individuals under the Disqualification of the Childcare Act.
- Whistleblowing policies and code of conduct in place across schools. All schools had either the chair of governors or the safeguarding governor nominated to investigate any head teacher allegations. To improve practice the process and key investigators needs to be made explicit in the complaints policy. Managing allegations training is also required to ensure an understanding of the process.
- Schools shared some insight into ensuring children and young people are protected when there is an allegation against a staff member. There is some further work to be done to ensure all schools meet the standard of promoting the welfare of children in these polices, not just managing the adult and the allegation.

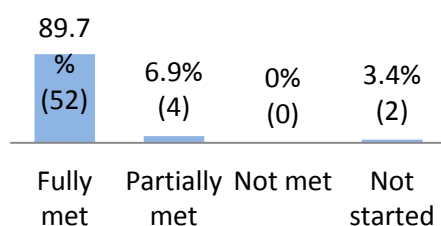
8. Effective interagency working



- This section focussed on how well schools and colleges work with other agencies (SCST, voluntary groups, EH, FIS and Operation Encompass) to safeguard children and young people.
- Most schools were aware of threshold documents and the new screening tools though it appears there is further work to embed. Schools reported most of the tools had been bought their attention through the DSL networks and training.
The college has received updates through the DSL newsletters as there has been non attendance at the DSL network meetings.
- Most schools are signed up to Operation Encompass though the system but did not feel fully embedded. Nurseries for children under 5 in particular are not able to receive domestic abuse alerts.
Schools reported the system is not robust and we are working with the police on resolving these. The college is not signed up to Operation Encompass.
- Schools feel confident Early Help is quickly identified in children as they have a close relationship with them. They are connected to the front door and have been kept abreast of the changes over the year. Schools have central systems to discuss cases weekly and signpost where relevant.
- The college reports it has extensive links to external agencies such as YOT, DAAT, sexual health and FIS and internally with onsite estate managers.
- There is a 50:50 split between schools using paper based records and an online recording system for safeguarding. Most schools have CPOMS and one school has My Concerns system, a few schools are using both paper and online in case technology fails them. The college is in the process of pulling all their data together after the merger of the two colleges in 2017.

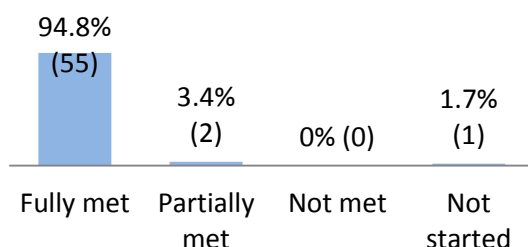
- Schools have indicated they advise the pupil tracking service when a child is missing education (CME) under CME guidance. They feel confident on what to do and where to go. Nurseries do not have to advise for non statutory age children.

9. Recording and reporting



- All schools report CP files are kept separately to personnel files in a locked cupboard in the Head Teachers/DSL office. Any electronic files are password protected. Chronologies are included on CP files to monitor activity and manage and review any cases/actions.
- Staff data is password protected and the duty of confidentiality, GDPR is shared widely across the school. Some schools have some further work to do around record keeping.
- In line with KCSIE majority of the schools have successfully managed to acquire at least two contacts. A few schools are working with isolated incidents to resolve these.
- Schools have a robust system to track children missing education. This includes attendance officers calling parents, sending letters and conducting home visits. The attendance interventions may vary from school to school. The acceptance threshold is between 90-95% attendance across schools before any formal action is taken.

10. Wider Safeguarding themes



- This section related to site security, health and safety, off site school visit and extended services.
- Relevant site security is in place across all phases. This includes CCTV, push button magnetic doors, and locked/supervised access entrances, interphone, electronic signing, coloured lanyards to identify different types of staff, visitors and contractors. One school is in discussion with the DfE for suitable fencing to ensure site security.
- There is a visible presence across some schools with pictures of safeguarding teams, information leaflets on safeguarding in school for visitors and coloured lanyards to identify different types of visitors.
- Some schools have lock down policies in place.
- The college Safeguarding team works closely with the Estates Managers to ensure regular ID checks are conducted.

- Three schools responded to the student exchange question and only 1 school advised it has a student exchange programme in place and has the relevant DBS checks in place for those visits.
- Most schools use the Evolve system to record and monitor risks on external school visits. Most schools have risk assessments forms to ensure planning for visits is planned and managed.

Glossary

CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CCTV	Close circuit television
CPD	Continued Professional Development
CIN	Child In Need
CP	Child Protection
CPP	Child Protection Plan
CLA	Child Looked After
CSE	Child Sexual Exploitation
CYPF	Children, young people and families
DAAT	Drug and Alcohol Team
DBS	Disclosing and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department of Education
DSL	Designated Safeguarding Lead
DT	Designated Teacher
EH	Early Help
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistants
FIS	Family information Service
FGM	Female Genital Mutilation
JD	Job description
KCSIE	Keeping Children Safe in Education
PSHE	Personal, Social, Health and Economic (PSHE) Education
PP	Pupil Premium
PTA	Parent Teacher Association
SEN	Special Education Needs
SENCO	Special Educational Needs Coordinator
SCR	Single Central Record
SCST	Slough Children's Services Trust
SLT	Senior Leadership Team
TAC	Team around the child
TAF	Team around the family
WT	Working Together to Safeguard Children
YOT	Youth Offending Team