

Cambian Wing College

Monitoring visit report

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Name of lead inspector: Kathryn Rudd, HMI

Inspection date(s): 7–8 October 2020

Type of provider: Independent specialist college

Address: 126 Richmond Park Road
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Monitoring visit: main findings

Context and focus of visit

Cambian Wing College is an independent specialist college providing study programmes for 45 students between 16 and 25 years of age. All have a diagnosis of autism spectrum disorder, often coupled with behavioural and emotional difficulties and mental health conditions. Students either live at home or in one of the Cambian houses located in the nearby community. Cambian Wing College was inspected by Ofsted in November 2016 and the overall effectiveness was judged to be good. Safeguarding was judged to be effective.

This was an unannounced safeguarding monitoring visit following concerns that had been reported to Ofsted and that remain under investigation by another agency. The purpose of the visit was to assess whether the safeguarding arrangements at the college are effective. Inspectors' judgements were informed by actions taken by the provider's leaders and managers in response to the concerns that had been reported to Ofsted, alongside other evidence available at the time of the visit.

Ofsted is aware of the challenges that COVID-19 (coronavirus) is currently posing to those we inspect. During this visit, inspectors took into consideration the impact of any measures being taken by the college to slow the spread of COVID-19. This has included the effect these measures have had on the current attendance of the students and staffing arrangements.

Themes

How do leaders and managers ensure that they comply with the relevant safeguarding requirements, and how effectively do they apply safeguarding policies and procedures to ensure that all students are kept safe?

Reasonable progress

Leaders have established safeguarding processes that comply with relevant requirements. They are well designed and meet the needs of their students. For example, they track carefully small variations in students' behaviour and use this information to identify any underlying issues. Leaders use daily staff briefings to share information about each student. They hold weekly meetings to monitor closely the most vulnerable students. As a result, student issues rarely escalate, and physical restraint is rare.

Staff undertake appropriate mandatory safeguarding training, which is updated at least annually. Leaders have redesigned the training programme to ensure that staff improve their knowledge of students' diagnoses. For example, leaders have introduced weekly training on topics such as pathological demand avoidance. Staff

particularly value the sessions with guest speakers, who have first-hand experience of specific conditions.

Leaders have developed strong links with a range of organisations, which helps them gain information about potential students' needs and aspirations. They use this information carefully to assess whether they can meet their needs. Leaders have introduced a new risk assessment process that helps them prepare for new students joining the college. This includes working with current students to help them accept and support new students. As a result, the majority of students cope well with the move to college, even those who have had extended periods out of education.

Leaders have reviewed and modified their safeguarding procedures and provided additional staff training in response to recommendations from local agencies, such as the local authority and college safeguarding audits. However, governors have taken too long to identify and set safeguarding actions for leaders. This means that they are unable to assure themselves that leaders' actions are having the required impact.

How effectively do staff respond to safeguarding concerns? Reasonable progress

Staff respond promptly and effectively to students' concerns. They treat students as adults and provide personalised, sensitive support. Students value their approach.

The college has three designated safeguarding staff who spend much of their time working with staff and students across the college. They model how staff should work with young people. As a result, staff and students share potential concerns with the safeguarding team, which provides ongoing advice and support.

Therapists and education and support staff work together closely to ensure that they understand and respond effectively to individual students' requirements, for example in understanding when students find it difficult to verbalise their concerns and instead use negative behaviours to communicate.

Staff encourage students to reflect on and improve their behaviour after any incident. Managers support staff to consider their own approaches with students and to identify any additional training needed. Staff appreciated the individual meetings introduced by line managers during COVID-19 restrictions to check on their health and well-being.

Staff highlight that keeping safe online is a significant issue for many students. Online safety is reinforced in lessons and through one-to-one support. Staff use social media examples to help students understand concepts such as the difference between opinion and fact.

Staff identify students who may be at risk of radicalisation and monitor their activities carefully. They work closely with local agencies to gain additional assistance. Therapists and behavioural staff provide support for families to help ensure that any strategies used with students at college are also used consistently at home.

Staff have introduced new contact procedures, including daily phone calls to students and parents and carers, to help monitor students' attendance. However, it is too early to see the effectiveness of these strategies.

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