

WhyTry Mapping Tool to the OfSTED Inspection Framework 2022 and Lancashire Lancashire Continuum of Need.

WhyTry Key Concepts	OfSTED Inspection Framework 2022	Lancashire Continuum of Need Level 2	Lancashire Continuum of Need Level 3
<p><b>The Reality Ride</b> Key Concept: Each decision we make has a consequence. The decisions we make today directly affect the future.</p> <p><b>Labels.</b> Key Concept: Negative labels can hurt your future, but positive labels can help you achieve your goals and attain better opportunities. Ultimately, the label you wear depends on you: you can change your negative labels by changing your actions and showing others your strengths and positive traits.</p> <p><b>Defence Mechanisms.</b> Key Concept: Pressure situations are best handled by maintaining control of your emotions and selecting positive defence</p>	<p><b>Quality of Education</b> Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts; teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select –</p>	<p><b>Health:</b></p> <ul style="list-style-type: none"> <li>• Early/unsafe sexual activity</li> <li>• Child or young person beginning to experiment with alcohol/substances</li> </ul> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>• Children and young people presenting challenging behaviour in school</li> <li>• Children and young people refusing to go to school</li> <li>• Child or young person has multiple fixed term exclusions</li> <li>• Below educational levels/not meeting learning milestones</li> <li>• Irregular attendance, or punctuality, and children and young people starting to have significant</li> <li>• unauthorised absence from school/nursery</li> <li>• At risk of making ill-informed/ inappropriate progression decisions.</li> </ul>	<p><b>Health:</b></p> <ul style="list-style-type: none"> <li>• Obesity and/or malnourishment which is impacting on the child's health and development, where there are concerns about compliance, rejection or inability to take on support/treatment.</li> <li>• Self-harming behaviour (inc. eating disorder) escalating in severity, frequency or typology that requires specialist assessment and/or there is no parental engagement.</li> <li>• Child or young person is at risk due to their own alcohol/substance use.</li> <li>• Parents have learning disability/ mental health or substance/alcohol dependency problems that compromise their ability to parent at an acceptable standard.</li> </ul>

<p>mechanisms (those that don't hurt yourself or others).</p> <p><b>The Motivation Formula.</b> Key Concept: You can take your challenges and channel them into positive motivation: first to better yourself and then to turn outward and help others.</p> <p><b>Climbing Out.</b> Key Concept: When you put the tools from the visual metaphor into action and when you develop an awareness of the positive and negative ways that others can influence you, you will be prepared to avoid negative behaviours and their consequences.</p> <p><b>Jumping the Hurdles</b> Key Concept: Everyone experiences setbacks, but successful people "jump back up" and keep trying. They know that there are certain steps they can use to help them overcome their challenges and achieve success.</p> <p><b>Desire Time Effort</b> Key Concept: Anything worthwhile in life</p>	<p>in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p><b>Behaviour and Attitudes</b> Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>Relationships among learners and staff reflect a positive and respectful culture.</p> <p><b>Personal Development</b> The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and</p>	<p><b>Emotional and Behavioural Development:</b></p> <ul style="list-style-type: none"> <li>• Child or young person is being bullied or displaying bullying behaviour</li> <li>• Inappropriate responses and actions and does not always understand how this impact on others</li> <li>• Find managing change difficult</li> <li>• Children and young people presenting increasing problems where parents are finding it difficult to manage.</li> </ul> <p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>• Early concerns around identity/gender issues</li> <li>• Low/ threatened self-esteem and confidence</li> </ul> <p><b>Family and Social Relationships:</b></p> <ul style="list-style-type: none"> <li>• Families subject to discrimination/harassment/conflicts within the community</li> <li>• Change in family circumstances or relationship difficulties (e.g. divorce/separation, bereavement)</li> <li>• Inappropriate childcare or inappropriate levels of parental supervision</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>• Challenging behaviour in school leading to exclusion and alternate provision as a result of lack of</li> <li>• engagement and ability to change.</li> <li>• Children and young people with significant unauthorised absence from school/nursery and the</li> <li>• family are unwilling to engage</li> </ul> <p><b>Emotional and Behavioural Development:</b></p> <ul style="list-style-type: none"> <li>• Young carers who are undertaking caring responsibilities for other family members, which is impacting on their life and development</li> <li>• Persistent inadequate supervision, including children who are overly chastised with unrealistic expectations of good behaviour</li> <li>• Inability of parents to be affectionate and attentive and there are attachment issues (inc. during pregnancy), which is impacting on the child's sense of self and health and development, where parents continue to deny/fail to change their own behaviour</li> </ul>
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<p>requires desire, time, and effort. There are no shortcuts to achieving success. You will get much further in life by working hard than by simply relying on your talents and abilities.</p> <p><b>Lift the Weight</b> Key Concept: Living by laws and rules and developing self-discipline will make you stronger, opening the doors of opportunity for the Future.</p> <p><b>Get Plugged In</b> Key Concept: Getting help is not a weakness; it is a strength! Challenges become easier when you have a positive support system to help you overcome them. YOU have the power to create a support system if you don't have one. YOU have the power to strengthen a support system if yours is weak.</p> <p><b>The Wall</b> Key Concept: When you have a clear vision of your future, you have hope for something better,</p>	<p>discover their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</p> <p>At each stage of education, the provider prepares learners for future success in their next steps.</p> <p><b>Leadership and Management</b></p> <p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.</p> <p>Hhose with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example, in relation to the 'Prevent' strategy and</p>	<ul style="list-style-type: none"> <li>• Parent(s) who are absent</li> <li>• Wider family and friends may engage in unsafe activities</li> <li>• Parent appears to lack affection, attachment or bonding (inc. during pregnancy)</li> <li>• Early concerns about domestic abuse, instability or violence within the home</li> <li>• Child or young person has difficulties building/sustaining relationships or is withdrawing from family,</li> <li>• peers, school and is spending a lot of time alone</li> <li>• Lack of support network/isolation</li> <li>• Lack of positive role models</li> </ul> <p><b>Social Presentation:</b></p> <ul style="list-style-type: none"> <li>• Child or young person is displaying early indications of potential risk of Child Sexual Exploitation</li> <li>• (CSE); Child Criminal Exploitation (CCE) or Radicalisation</li> <li>• Engaging in potentially unsafe online activities</li> <li>• Children and young people at risk of entering the Criminal Justice System – engaging in low level</li> </ul>	<p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>• Identity/gender issues impacting on emotional health and well being where there is lack of, or non-acceptance of, support in place.</li> </ul> <p><b>Family and Social Relationships:</b></p> <ul style="list-style-type: none"> <li>• Domestic abuse, instability or violence within the home which is impacting on the health and development of the child/unborn, and the support provided is failing to have an impact (inc. poor, abusive relationships with siblings).</li> <li>• There are concerns around the family and the partner of parent is persistently not visible to professionals and family is resistant to intervention/support</li> <li>• Child and young person whose primary carer is in prison and meets the CIN threshold.</li> </ul> <p><b>Social Presentation:</b></p> <ul style="list-style-type: none"> <li>• Chaotic and inconsistent family support networks, where parents/carers are unable to focus on</li> </ul>
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<p>and life's challenges become nothing but temporary obstacles. When you have a limited perspective, it is hard to see beyond the day-to-day challenges, and impossible to dream of a brighter future.</p>	<p>safeguarding and promoting the welfare of learners.</p> <p>The provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.</p>	<ul style="list-style-type: none"> <li>offending or anti-social behaviour.</li> </ul> <p><b>Self Care and Independence:</b></p> <ul style="list-style-type: none"> <li>Poor development of self-care skills</li> </ul>	<ul style="list-style-type: none"> <li>meeting child's need/or are unwilling to engage and there are concerns about the child's health and development</li> <li>Child or young person is isolated/socially excluded within the community, and there is no wider family support.</li> </ul> <p><b>Self Care and Independence:</b></p> <ul style="list-style-type: none"> <li>Child or young person is at risk of engaging in/victim of criminal activity and/or antisocial behaviour; or has a history of offending/reoffending, which may impact on their safety and that of others, or an unborn child.</li> <li>Child or young person is displaying behaviours or engaging in activities which suggest there is potential risk of CSE; Child Criminal Exploitation (CCE) or Radicalisation</li> <li>Children and young people participating in, and are becoming harmed as a result of 'sexting' or bullying through social media.</li> <li>CYP with severe and disruptive behaviour, lack of</li> </ul>
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